

Table of Contents

Academic Calendar Summer 2006	Inside front cover
Important Notes & Financial Aid Information	2
Department of Education	3
Department of Environmental Studies	19
Department of Organization & Management	28
Department of Applied Psychology	31
Department of Clinical Psychology	33
Academic Calendar Fall 2006	Inside back cover

PLEASE KEEP THIS BOOK AND ALL COURSE SYLLABI FOR FUTURE

LICENSING OR CERTIFICATION BOARDS IN YOUR FIELD OF STUDY.

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Sandra Peace-Carey, Project Coordinator

Christine Grant, Project Designer



TERMS AND CODES

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

FINANCIAL AID INFORMATION

Definitions of Enrollment Status for Financial Aid Purposes	If you receive Financial Aid you must be registered at least half time. Please be aware that some states require you to maintain full time enrollment to be eligible for deferment of previous student loans. Please see the Financial Aid Office for details on your specific loan agreement regulations.	
Summer Semester	Full Time	5 or more credits
	Half Time	3 to 4 credits
Fall and Spring Semesters	Full Time	7 or more credits
	Half Time	4 to 6 credits

Department of Education — Course Schedule
Experienced Educators, Integrated Learning & Science Education Programs

<u>DATE</u>	<u>TIME</u>	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>	<u>SATURDAY</u>
JUNE 5 - 9	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	Cemetery Quest	Cemetery Quest	Cemetery Quest	Cemetery Quest	Cemetery Quest	
JUNE 12 - 16	8:30 - 12:00	Ecology of Imagination	Ecology of Imagination	Ecology of Imagination	Ecology of Imagination	Ecology of Imagination	
	1:00 - 4:15	Drama	Drama	Drama	Drama	Drama	
	4:45 - 8:00	Storytelling	Storytelling	Storytelling	Storytelling	Storytelling	
JUNE 19 - 23	1:00 - 4:15	Picture Books	Picture Books	Picture Books	Picture Books	Picture Books	
	4:45 - 8:00	Special Needs	Special Needs	Special Needs	Special Needs	Special Needs	
JUNE 26 - 30	8:00 - 1:00	Contemporary Issues	Contemporary Issues	Contemporary Issues	Contemporary Issues	Contemporary Issues	Sunday, June 25 Master's Symposium Day
	8:00 - 1:00	Curriculum Theory	Curriculum Theory	Curriculum Theory	Curriculum Theory	Curriculum Theory	
	8:30 - 12:00	MP Seminar	MP Seminar	MP Seminar	MP Seminar	MP Seminar	
	8:30 - 12:00	Special Needs	Special Needs	Special Needs	Special Needs	Special Needs	
	1:00 - 4:30	Learning History	Learning History	Learning History	Learning History	Learning History	
	1:30 - 5:00	Service Learning	Service Learning	Service Learning	Service Learning	Service Learning	
	2:00 - 6:30	School Reform	School Reform	School Reform			
	2:00 - 6:30	Teacher Leadership	Teacher Leadership	Teacher Leadership			
JULY 5 - 8	8:00 - 12:00			Digital Imaging	Digital Imaging	Digital Imaging	Digital Imaging
	8:00 - 12:00			First Six Weeks of School	First Six Weeks of School	First Six Weeks of School	First Six Weeks of School
	1:00 - 5:00			Recrafting Curriculum	Recrafting Curriculum	Recrafting Curriculum	Recrafting Curriculum
	1:00 - 5:00			Place-based Social Studies	Place-based Social Studies	Place-based Social Studies	Place-based Social Studies
JULY 10 - 14	8:00 - 4:00	Critical Skills Institute Keene 1 & 2	Critical Skills Institute Keene 1 & 2	Critical Skills Institute Keene 1 & 2	Critical Skills Institute Keene 1 & 2	Critical Skills Institute Keene 1 & 2	

Department of Education — Registration Instructions

Experienced Educators, Integrated Learning & Science Education Programs

INTEGRATED LEARNING

All Arts & Humanities concentration and Science and Environmental Education concentration students who entered in Fall 2005 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 (required of Science and Environmental Education concentration)
- EDC 618 From Sheep to Shawl
- 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 25, 2006, 8:30 am - 4:30 pm.

Finishing Students:

- Section F: Keene Cluster 2004
- Section G: School Choice Cluster 2005

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

- ED 699E Master's Project II (Section F)

All Experienced Educator Program, Section G: School Choice Cluster 2005 who entered in Spring 2005 are required to register for:

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

Continuing Students:

- Section A: Pembroke, NH Cluster 2005
- Section B: Springfield, VT Cluster 2005
- Section C: School Choice Cluster 2006

All Experienced Educator General Program and Autism Spectrum Disorder Concentration students, Section A: Pembroke NH Cluster 2005 and Section B: Springfield VT Cluster 2005 who entered in Fall 2005 are required to register for:

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

All Experienced Educator Principal Certification students should register for:

- EDC 520A Curriculum Theory & Application (Section A)
- OMSI 505 School Law for Administrators (Section K)
- ESX 601 Group Dynamics (Section A)
- OMC 691 Practicum (Section K1)

All Experienced Educator program students in Section C: School Choice Cluster 2006 who entered in Spring 2006 are required to register for:

- EDP 600 Contemporary Social and Political Issues in Education (Section C)
- EDC 620 Content Mentoring (Section C)
- EDP 593 Models of School Reform (Section C)

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. Students may choose from electives in the following course descriptions.

Department of Education — Course Descriptions

Experienced Educators, Integrated Learning & Science Education Programs

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
Section B: Anne Kebler
Time: Monday - Friday, June 19 - 23,
4:45 - 8:00 pm, and
Monday - Friday, June 26 - 30,
8:30 am - 12:00 pm
Maximum: 18 per section
Credits: 2

EDP 600

Contemporary Social & Political Issues in Education

COMPETENCY AREA: Education and Social Policy
REQUIRED OF AND RESTRICTED TO Experienced Educators School Choice Cluster 2006.

The socio-cultural contexts of K-12 teaching and learning are ever shifting. Society's expectations for schools and for the roles that teachers are expected to assume may be understood, in large part, in relation to the social, cultural, political, and historical contexts from which they arise and the ideals and expectations that Americans have always had about our schools. We will explore ways in which these multiple and overlapping contexts influence teachers' work in educational settings - in good ways and in ways that confine a teacher's vision. We will examine the current relationship between society and public education, with a particular focus on standards and accountability, on issues of school choice, and on forces within and outside the school that direct and constrain the processes of education. Educators should emerge from this course better able to sustain their values and ideals, and to create space for passionate teaching and authentic learning, in the face of these challenges to public education.

Section C: School Choice Cluster 2006: Rob Fried
Time: Monday - Friday, June 26 - 30,
8:00 am - 1:00 pm
Maximum: 18
Credits: 2

EDC 620

Content Mentoring

COMPETENCY AREA: Curriculum & Instruction
REQUIRED OF AND RESTRICTED TO Experienced Educators School Choice Cluster 2006.

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 2006, you will need to speak to your advisor about requesting an extension for this course. Please consult your Program Handbook for more details.

Section C: School Choice Cluster 2006: Staff
Time: TBA
Maximum: 15
Credits: 2

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: Peter Eppig
Time: Monday - Friday, July 10 - 14,
8:00 am - 4:00 pm
Maximum: 18
Credits: 2

EDT 552

Critical Skills Institute - Level 2

CLASS CANCELLED 05/05/06

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

The Level II Critical Skills Institute (CSI) builds upon the foundations of the Level 1 institute and the experiences of the Critical Skills teacher. Over five 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: Maura Hart
Time: Monday - Friday, July 10 - 14,
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 A: Pembroke NH Cluster 2005 and Springfield VT Cluster 2005: Tom Julius
Time: Monday - Friday, June 26 - 30,
8:00 am - 1:00 pm
Maximum: 30
Credits: 2

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: Wednesday - Saturday, July 5 - 8,
8:00 am - 12:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

Department of Education — Course Descriptions

Experienced Educators, Integrated Learning & Science Education Programs

EDC 638

Drama in the Classroom

COMPETENCY AREA: Curriculum & Instruction

Curriculum comes alive when students have the opportunity to experience it in their bodies. In this course we will explore the use of drama to enrich social studies, science and language arts curriculum. Participants will learn an array of drama games and exercises and will experience using the traditional mummer's play format as a way into writing and performing short plays. Absolutely no drama experience is necessary.

Section A: Jane Miller
Time: Monday - Friday, June 12 - 16,
1:00 - 4:15 pm
Maximum: 18
(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: Wednesday - Saturday, July 5 - 8,
8:00 am - 12:00 pm
Added 05/10/06: Section B:
Time: Tuesday - Friday, June 27 - 30, 1:00 - 5:00
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDC 550A

Integrated Arts II: Circus Dreams

COMPETENCY AREA: Curriculum & Instruction

Ever wanted to run away and join the circus? Probably... and most kids would love to do that, too. Here's your chance. In this course, we'll explore the theme of "Circus" as a fun vehicle that can bring together diverse areas of study and one that can encourage children's self-expression and self-confidence. We'll push back the desks and delve into 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 5 - 9,
1:00 - 4:15 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

ED 694

Internship, Science/Environmental Education

Internships are available in a variety of public and independent elementary schools and early childhood learning centers. Students are required to do supervised teaching in an approved elementary and/or early childhood setting.

Note: Please be sure to write the correct course number, the number of credits, and the site of your internship in the space provided on your registration form.

Section A: Education Faculty
Credits: variable

ED 699E

Master's Project II

REQUIRED OF all finishing students in the Keene Cluster 2004 cluster.

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

Section F: Keene Cluster 2004: Staff
Credits: 3

ED 699G

Master's Project

REQUIRED OF AND RESTRICTED TO all finishing students in the School Choice 2005 cluster.

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

media, such as videotapes, slides, pictures, but must also have a written manuscript to accompany them.

Section G: School Choice Cluster 2005: 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 23.

Section A: Education Faculty
Credits: uncredited

ED 699S

Master's Project Seminar

REQUIRED OF AND RESTRICTED TO all finishing students in the School Choice 2005 cluster.

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 G: School Choice 2005 Cluster: Laura Thomas
Time: Monday - Friday, June 26 - 30,
8:30 am - 12:00 pm
Maximum: 18
Credits: 2

EDP 593

Models of School Reform

COMPETENCY AREA: Education & Social Policy

REQUIRED OF AND RESTRICTED TO Experienced Educator School Choice Cluster 2006.

This course will introduce students to a framework for understanding and evaluating models of school reform. Students will also examine some current models of interest to them and have a chance to discuss and debate the merits of various models in the context of their own experiences and philosophies.

Section C: School Choice Cluster 2006: Laura Thomas
Time: Monday - Wednesday, June 26 - 28,
2:00 - 6:30 pm
Maximum: 18
Credits: 1

Department of Education — Course Descriptions

Experienced Educators, Integrated Learning & Science Education Programs

EDC 669

Picture Books in the Classroom

COMPETENCY AREA: Curriculum & Instruction

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

Section A: Susan Hessey
Time: Monday - Friday, June 19 - 23,
1:00 - 4:15 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDC 611

Recrafting Curriculum

Using Problem-Based Learning

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

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: Wednesday - Saturday, July 5 - 8,
1:00 - 5:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDC 673

Service Learning -

Blending Community Exploration, Academics, and Reflection

CLASS CANCELLED 05/05/06

COMPETENCY AREA: Curriculum & Instruction

Service learning is a type of experiential education that intentionally weaves citizenship and service into the learning. On the first day, students will participate in a service-learning project that responds to a local community need. On the second day, students will take a walking tour of Keene to meet with community agencies and learn how to identify

community assets and needs. For the remainder of the week, students will focus on building a service-learning project that blends community needs with curricular requirements while integrating student ownership and citizenship skills. Students will practice interdisciplinary reflection activities and service-learning evaluation strategies throughout the week. This course will be held at Antioch and at various community agencies in Keene. On the final day of the course, students will present their service learning projects to local agencies. This course is an opportunity for curriculum development, building partnerships, presentation skills, and community exploration.

Section A: Pauline Chandler
Time: Monday - Friday, June 26 - 30,
1:30 - 5:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

ED 690

SIS: Supervised Independent Study

If you are planning an independent study, please register for an SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **July 10, 2006** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **July 10th** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

EDC 598

Teacher Leadership

COMPETENCY AREA: Curriculum & Instruction

REQUIRED of students in the Experienced Educators General Program.

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

Section A: Pembroke NH cluster 2005 and
Springfield VT Cluster 2005: Maura Hart
Time: Monday - Wednesday, June 26 - 28,
2:00 - 6:30 pm
Maximum: 30
Credits: 1

Social Studies: Inquiry Approaches and the Core Curriculum

Social Studies methodology is presented as six separate courses. The six courses will be integrated in style and content, but the individual courses may be taken separately. Candidates for teacher certification are encouraged to take as 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: Monday - Friday, June 5 - 9,
4:45 - 8:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

2. EDC 528

Ecology of Imagination in Childhood

COMPETENCY AREA: Curriculum & Instruction

Competency Area Clarification :
Competency Area: Curriculum & Instruction: required of and priority to Science & Environmental Education students. Note: This course is no longer considered as one of the recommended Social Studies credit; the Education department strongly encourages students to complete 2 Social Studies credits as part of their Integrated Learning degree program.

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 12 - 16,
8:30 am - 12:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

Department of Education — Course Descriptions
Experienced Educators, Integrated Learning & Science Education Programs

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

Section A: Judy Coven
Time: Monday - Friday, June 5 - 9,
8:30 am - 12:00 pm
Maximum: 16
(1 seat reserved for ES student)
Credits: 1

4. 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: Wednesday - Saturday, July 5 - 8,
1:00 - 5:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

5. EDC 531

**Social Studies: Learning History
through Real Problems**

CLASS CANCELLED 05/05/06

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 26 - 30,
1:00 - 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

6. EDC 532A

**Storytelling:
Stories in the Classroom**

CLASS CANCELLED 05/05/06

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: TBA
Changed 04/27/06 to: John Porcino
Time: Monday - Friday, June 12 - 16,
4:45 - 8:00 pm
Changed 04/20/06 to:
Time: June 19 - 23, 8:30 am - 12:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

Department of Education — Waldorf Entering Year Round Students

Course Schedule & Registration Instructions

GROUP 1: ENTERING YEAR ROUND

SUMMER 2006 INTENSIVE • CLASSES: JULY 10 - 28, 2006

<u>TIME</u>	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
7:25 - 8:40			Eurythmy I <i>Ciaglo</i>	Bothmer <i>Macdonald</i>	Eurythmy I <i>Ciaglo</i>
8:45 - 10:00	Human Development <i>Locher</i>	Bothmer <i>Macdonald</i>	Singing I <i>Niiva-Sawyer</i>	Singing I <i>Niiva-Sawyer</i>	Singing I <i>Niiva-Sawyer</i>
10:00 - 10:30			SNACK		
10:30 - 12:15	Speech I <i>Richardson</i>	Clay Modeling I <i>Stolfo</i>	Speech I <i>Richardson</i>	Evolving Consciousness I <i>Motter</i>	Speech I <i>Richardson</i>
12:15 - 2:00			LUNCH		
2:00 - 3:55	Geometry <i>York</i>	Geometry <i>York</i>	Clay Modeling I <i>Stolfo</i>	Evolving Consciousness I <i>Motter</i>	Evolving Consciousness I <i>Motter</i>
4:00 - 6:00	Clay Modeling I <i>Stolfo</i>	Eurythmy I <i>Ciaglo</i>	Human Development <i>Locher</i>	Human Development <i>Locher</i>	Human Development <i>Locher</i>
6:00 - 7:00			SUPPER		
7:15 - 9:30	Orientation Required Monday, July 10 7:00 - 8:45 Geometry <i>York</i> <i>Monday, July 17 only</i>		Advising <i>A. Auer</i>	Community Meeting	

Please note: Thursday nights from 7:15 - 9:30 pm are reserved for Community Meeting and singing, etc.

New student orientation will take place on Monday, July 10 from 7:00-8:45 pm. Waldorf Graduation and Completion Ceremony, July 28 at 10:30 am.

REGISTRATION INSTRUCTIONS

All Waldorf Summer 2006 Entering Year Round Students (certificate and M.Ed., with and without NH state certification) are required to register for the following courses:

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

Non-credited required courses:

- Bothmer Gymnastics
- Singing I

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

Department of Education — Waldorf Entering Year Round Students

Course Descriptions

EDT 582

Anthroposophy: Projective Geometry

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

REQUIRED OF AND RESTRICTED to entering Year Round 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: Jamie York

Time: Mondays & Tuesdays, 2:00 - 3:55 pm, and Monday, July 17, 7:15 - 9:15 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

Bothmer Gymnastics

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

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

Section A: Brian Macdonald

Time: Tuesdays, 8:45 - 10:00 am, and Thursdays, 7:25 - 8:40 am
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

EDC 540

Clay Modeling I

COMPETENCY AREA: Curriculum & Instruction

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

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

Section A: Patrick Stolfo

Time: Mondays, 4:00 - 6:00 pm, Tuesdays, 10:30 am - 12:15 pm, and Wednesdays, 2:00 - 3:55 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

EDC 543

Eurythmy I

COMPETENCY AREA: Curriculum & Instruction

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

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

Section A: Cezary Ciaglo

Time: Wednesdays & Fridays, 7:25 - 8:40 am, and Tuesdays, 4:00 - 6:00 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

EDT 583

Evolving Consciousness I

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

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

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

Section A: Signe Motter

Time: Thursdays, 10:30 am - 12:15 pm and 2:00 - 3:55 pm, and Fridays, 2:00 - 3:55 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

EDT 584

Human Development

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

Partially fulfills Human Development requirement.

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

This course will cover the basis of child development from birth to adulthood. We will explore growth patterns and nodal points of physiological and psychological changes as described by Rudolf Steiner. We will strive to awaken through this study an appreciation for the why, the what, the when and the how of the Waldorf approach to teaching,

coming to the realization that when the teacher is grounded in these principles, his/her own artistic/creative involvement becomes the active therapeutic agent behind this Waldorf methodology.

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, 8:45 - 10:00 am and Wednesdays - Fridays, 4:00 - 6:00 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

Singing I

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

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

Section A: Helena Niiva-Sawyer

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

EDC 541

Speech I

COMPETENCY AREA: Curriculum & Instruction

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

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

Section A: Ronald Richardson

Time: Mondays, Wednesdays & Fridays, 10:30 am - 12:15 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

Department of Education — Waldorf Finishing Year Round Students
Course Schedule

GROUP 2: FINISHING YEAR ROUND
OPTIONAL INSTITUTES • JULY 3 -7, 2006

<u>TIME</u>	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
MONDAY - THURSDAY 8:30 AM - 5:00 PM FRIDAY, 8:30 AM - 12:45 PM	Nourishing Our Inner Life <i>(non-credited)</i> <i>Almon</i>	Nourishing Our Inner Life <i>(non-credited)</i> <i>Almon</i>	Nourishing Our Inner Life <i>(non-credited)</i> <i>Almon</i>	Nourishing Our Inner Life <i>(non-credited)</i> <i>Almon</i>	Nourishing Our Inner Life <i>(non-credited)</i> <i>Almon</i>
MONDAY - THURSDAY 8:30 AM - 5:00 PM FRIDAY, 8:30 AM - 12:45 PM	Personal and Organizational Renewal <i>(3 credits)</i> <i>Finser/Russell</i>	Personal and Organizational Renewal <i>(3 credits)</i> <i>Finser/Russell</i>	Personal and Organizational Renewal <i>(3 credits)</i> <i>Finser/Russell</i>	Personal and Organizational Renewal <i>(3 credits)</i> <i>Finser/Russell</i>	Personal and Organizational Renewal <i>(3 credits)</i> <i>Finser/Russell</i>

GROUP 2: FINISHING YEAR ROUND
SUMMER 2006 INTENSIVE • CLASSES: JULY 10 - 28, 2006

<u>TIME</u>	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
7:25 - 8:40	Eurythmy <i>Ciaglo</i>	Eurythmy <i>Ciaglo</i>	Music Curriculum <i>Niiva-Sawyer</i>	Music Curriculum <i>Niiva-Sawyer</i>	Advising <i>Niiva-Sawyer</i> <i>(July 14 and 21 only)</i> Music Curriculum <i>Niiva-Sawyer</i> <i>(July 28 only)</i>
8:45 - 10:00	Speech II <i>Richardson</i>	Speech II <i>Richardson</i>	Science <i>Bloomquist</i>	Speech II <i>Richardson</i>	Speech II <i>Richardson</i>
10:00 - 10:30			SNACK		
10:30 - 12:15	Foundations <i>Locher</i>	Foundations <i>Locher</i>	Foundations <i>Locher</i>	Foundations <i>Locher</i>	Foundation Arts <i>Locher</i>
12:15 - 2:00			LUNCH		
2:00 - 3:55		Games <i>Macdonald</i>	Foundations <i>Locher</i>	Bothmer <i>Macdonald</i>	Music Curriculum <i>Niiva-Sawyer</i>
4:00 - 6:00	Foundation Arts <i>Locher</i>	Science <i>Bloomquist</i>	Science <i>Bloomquist</i>	Adolescent <i>Gerwin</i>	Adolescent <i>Gerwin</i>
6:00 - 7:00			SUPPER		
7:15 - 9:30	Adolescent <i>Gerwin</i>			Community Meeting	

*Please note: Thursday nights from 7:15 - 9:30 pm are reserved for Community Meeting and singing, etc.
Waldorf Graduation and Completion Ceremony, July 28 at 10:30 am.*

Department of Education — Waldorf Finishing Year Round Students

Registration Instructions & Course Descriptions

REGISTRATION INSTRUCTIONS

All finishing Year Round Waldorf students (Certificate and M.Ed.) who entered in Summer 2005 are required to register for the following courses:

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

Non-credited required courses:

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

Strongly recommended electives:

- EDP 592 The Adolescent
- EDC 535 Music Curriculum
- EDP 624 Personal and 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:

Two institutes (Nourishing our Inner Life: Meditative Exercises and Immersion in the Archetypes of Fairy Tales: *The Green Snake and the Beautiful Lily*; and Personal and Organizational Renewal) will be offered during the week of July 3 - 7. Finishing Year-Round students may choose one of these two institutes, in addition to their regular courses listed above. These offerings are described under "Course Descriptions."

COURSE DESCRIPTIONS

EDP 592

The Adolescent

COMPETENCY AREA: Education & Social Policy

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

Note: This course is an elective

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

Section A: Douglas Gerwin

Time: Thursdays & Fridays, 4:00 - 6:00 pm, and Mondays, 7:15 - 9:30 pm

Location: Pine Hill School, Wilton, NH

Maximum: 38

Credits: 1

Arts to Accompany Foundations of Human Experience

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

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

Section A: Georg Locher

Time: Fridays, 10:30 am - 12:15 pm, and Mondays 4:00 - 6:00 pm

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: uncredited

Bothmer Gymnastics

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

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

Section B: Brian Macdonald

Time: Thursdays, 2:00 - 3:55 pm

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: uncredited

Eurythmy

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

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

Section A: Cezary Ciaglo

Time: Mondays & Tuesdays, 7:25 - 8:40 am

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: uncredited

EDT 607

Foundations of Human Experience

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

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

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

Section A: Georg Locher

Time: Mondays - Thursdays, 10:30 am - 12:15 pm, and Wednesdays, 2:00 - 3:55 pm

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: 2

Department of Education — Waldorf Finishing Year Round Students

Course Descriptions

Games

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

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

Section A: Brian Macdonald
Time: Tuesdays, 2:00 - 3:55 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

ED 699C

Master's Project Continuation

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

Students must register for Master's Project continuation every semester until the project has been completed and signed off by your Master's Project reader. Enrollment in Master's Project Continuation confers half-time status for Financial Aid and loan deferment purposes through July 23.

Section W: Education Faculty
Credits: uncredited

EDC 535

Music Curriculum

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND RESTRICTED TO finishing 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 & Thursdays,
7:25 - 8:40 am, and
Fridays 2:00 - 3:55 pm, and Friday, July 28,
7:25 - 8:40 am
Location: Pine Hill School, Wilton, NH
Maximum: 38
Credits: 1

EDC 536

Science Curriculum

COMPETENCY AREA: Curriculum & Instruction

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

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

Section A: Stephen Bloomquist
Time: Tuesdays & Wednesdays, 4:00 - 6:00 pm, and
Wednesdays, 8:45 - 10:00 am
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

EDC 545

Speech II

COMPETENCY AREA: Curriculum & Instruction

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

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

Section A: Ronald Richardson
Time: Mondays, 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 two institutes: Nourishing our Inner Life: Meditative Exercises and Immersion in the Archetypes of Fairy Tales: *The Green Snake and the Beautiful Lily*; or Personal and Organizational Renewal, in addition to their regular courses.

Nourishing our Inner Life: Meditative Exercises and Immersion in the Archetypes of Fairy Tales: *The Green Snake and the Beautiful Lily*

Cultivating a spiritual life means uniting ourselves with the spiritual world both in our meditative, inner life and in our outer daily life. Never has it been more needed than in

today's hectic and stressful living. Inner life can be cultivated in many ways, including study, inner exercises, and artistic work. In this course we will focus primarily on inner exercises and the use of the arts to enhance inner life. We will explore basic anthroposophic exercises and draw on exercises from *How to Know Higher Worlds* and other sources, which are especially helpful to teachers. We will enrich ourselves through the powerful archetypes of fairy tales, in particular Goethe's fairy tale of *The Green Snake and the Beautiful Lily*; which we will explore in pastel drawings. Powerful transformations occur because many are able to work together.

Section A: Joan Almon
Time: Monday - Thursday, July 3 - 6,
8:30 am - 5:00 pm, and
Friday, July 7, 8:30 am - 12:45 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

EDP 624

Personal and Organizational Renewal Institute

COMPETENCY AREA: Education and Social Policy

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

Schools face many challenges today. If one "peels the onion" one finds that behind the external issues of deficits, low salaries, interpersonal conflict and lack of support for leadership, there is often an underlying need to rekindle the sources of inspiration and find a more collaborative approach. By bringing together the various groups represented in a typical school, this course attempts to model new ways of working together. Our classrooms feature the magic of seeing the "whole child"; can our organizations learn to embrace whole systems thinking? This course is for parents, teachers, administrators and board members interested in school renewal. Participants will explore Rudolf Steiner's concept of the threefold 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.

Section A: Torin Finser and Leonore Russell
Time: Monday - Thursday, July 3 - 6,
8:30 am - 5:00 pm, and
Friday, July 7, 8:30 am - 12:45 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 3

Department of Education — Waldorf Entering Summer Sequence Students

Course Schedule & Registration Instructions

GROUP 3: ENTERING SUMMER SEQUENCE

SUMMER 2006 INTENSIVE • CLASSES: JULY 10 - 28, 2006

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:25 - 8:40	Speech I <i>Richardson</i>	Speech I <i>Richardson</i>	Speech I <i>Richardson</i>	Speech I <i>Richardson</i>	Human Development <i>A. Auer</i>
8:45 - 10:00	Eurythmy I <i>Ciaglo</i>	Eurythmy I <i>Ciaglo</i>	Eurythmy I <i>Ciaglo</i>	Bothmer <i>Macdonald</i>	Eurythmy I <i>Ciaglo</i>
10:00 - 10:30			SNACK		
10:30 - 12:15	Research <i>Finser</i>	Research <i>Finser</i>	Research <i>Finser</i>	Research <i>Finser</i>	Singing I <i>Niiva-Sawyer</i>
12:15 - 2:00			LUNCH		
2:00 - 3:55	Painting I <i>Munk Finser</i>	Painting I <i>Munk Finser</i>	Painting I <i>Munk Finser</i>	Singing I <i>Niiva-Sawyer</i>	Bothmer <i>Macdonald</i>
4:00 - 6:00	Geometry <i>York</i>	Geometry <i>York</i>	Human Development <i>A. Auer</i>	Human Development <i>A. Auer</i>	Human Development <i>A. Auer</i>
6:00 - 7:00			SUPPER		
7:15 - 9:30	Monday, July 10 7:00 - 8:45 Orientation (Required) Geometry <i>York</i> <i>Monday, July 24 only</i>		Research <i>Finser</i> <i>Wednesdays,</i> <i>July 12 and 19 only</i>	Community Meeting	

Please note: Thursday nights from 7:15 - 9:30 pm are reserved for Community Meeting and singing, etc.

New student orientation will take place on Monday, July 10 from 7:00-8:45 pm. Waldorf Graduation and Completion Ceremony, July 28 at 10:30 am.

REGISTRATION INSTRUCTIONS

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

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

Non-credited required courses:

- Bothmer Gymnastics
- Singing I

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

Department of Education — Waldorf Entering Summer Sequence Students

Course Descriptions

EDT 582

Anthroposophy: Projective Geometry

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

REQUIRED OF AND RESTRICTED TO entering Summer Sequence 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 B: Jamie York

**Time: Mondays - Tuesdays, 4:00 - 6:00 pm, and
Monday, July 24, 7:15 - 9:30 pm**
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

Bothmer Gymnastics

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

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

Section B: Brian Macdonald

**Time: Thursdays, 8:45 - 10:00 am, and
Fridays, 2:00 - 3:55 pm**
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

EDC 543

Eurythmy I

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND RESTRICTED TO entering Summer Sequence 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 B: Cezary Ciaglo

**Time: Mondays, Tuesdays, Wednesdays and
Fridays, 8:45 - 10:00 am**
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

EDT 584

Human Development

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

Partially fulfills Human Development requirement.

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

This course will cover the entire span of human development from prebirth and early childhood through old age and after death. Particular focus will be placed on the archetypal growth patterns of the child in the elementary school years. It will be shown how Waldorf principles and curriculum meet certain critical developmental needs at nodal points of physiological and psychological change as described by Rudolf Steiner. Students will develop an appreciation for how a teacher's own creative working out of these pedagogical insights becomes the awakening therapeutic agent of the method.

Section B: Arthur Auer

**Time: Wednesdays - Fridays, 4:00 - 6:00 pm, and
Fridays, 7:25 - 8:40 am**
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

EDC 544

Painting I

COMPETENCY AREA: Curriculum & Instruction

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

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

Section A: Karine Munk Finser

Time: Mondays - Wednesdays, 2:00 - 3:55 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

EDP 604A

Research for Personal and Social Change

COMPETENCY AREA: Education & Social Policy

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

This course will work with research methods based upon the essential view of the human being and the basic exercises outlined in *Esoteric Science* by Rudolf Steiner. We will design and discuss research projects to be completed by students during the following school year, and explore suitable

research methods. Discussions will include aspects of evolving consciousness and how personal change can influence social change in school communities.

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

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

Section A: Torin Finser

**Time: Mondays - Thursdays, 10:30 am - 12:15 pm,
and Wednesdays, July 12 & 19, 7:15 - 9:30 pm**
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 2

Singing I

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

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

Section B: Helena Niiva-Sawyer

**Time: Thursdays, 2:00 - 3:55 pm, and
Fridays, 10:30 am - 12:15 pm**
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

EDC 541

Speech I

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND RESTRICTED TO entering Summer Sequence 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 B: Ronald Richardson

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

**Department of Education — Waldorf Finishing Summer Sequence Students
Course Schedule**

**GROUP 4: FINISHING SUMMER SEQUENCE
OPTIONAL INSTITUTES • JULY 3 -7, 2006**

<u>TIME</u>	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
MONDAY - THURSDAY 8:30 AM - 5:00 PM FRIDAY, 8:30 AM - 12:45 PM	Nourishing Our Inner Life <i>(non-credited)</i> <i>Almon</i>	Nourishing Our Inner Life <i>(non-credited)</i> <i>Almon</i>	Nourishing Our Inner Life <i>(non-credited)</i> <i>Almon</i>	Nourishing Our Inner Life <i>(non-credited)</i> <i>Almon</i>	Nourishing Our Inner Life <i>(non-credited)</i> <i>Almon</i>
MONDAY - THURSDAY 8:30 AM - 5:00 PM FRIDAY, 8:30 AM - 12:45 PM	Personal and Organizational Renewal <i>(3 credits)</i> <i>Finser/Russell</i>	Personal and Organizational Renewal <i>(3 credits)</i> <i>Finser/Russell</i>	Personal and Organizational Renewal <i>(3 credits)</i> <i>Finser/Russell</i>	Personal and Organizational Renewal <i>(3 credits)</i> <i>Finser/Russell</i>	Personal and Organizational Renewal <i>(3 credits)</i> <i>Finser/Russell</i>

**GROUP 4: FINISHING SUMMER SEQUENCE
SUMMER 2006 INTENSIVE • CLASSES: JULY 10 - 28, 2006**

<u>TIME</u>	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
7:25 - 8:40		Bothmer <i>Macdonald</i>	Music Curriculum <i>Niiva-Sawyer</i>	Music Curriculum <i>Niiva-Sawyer</i>	Social & Organizational Issues <i>Finser</i> <i>(July 14 & 21 Only)</i> Music Curriculum <i>Niiva-Sawyer</i> <i>(July 28 only)</i>
8:45 - 10:00	Social & Organizational Issues <i>Finser</i>	Social & Organizational Issues <i>Finser</i>	Social & Organizational Issues <i>Finser</i>	Foundations <i>Vig</i>	Social & Organizational Issues <i>Finser</i>
10:00 - 10:30			SNACK		
10:30 - 12:15	Foundations <i>Vig</i>	Foundations <i>Vig</i>	Foundations <i>Vig</i>	Social & Organizational Issues <i>Finser</i>	Math & Language Arts <i>A. Auer</i>
12:15 - 2:00			LUNCH		
2:00 - 3:55	Foundation Arts <i>Vig</i>	Math & Language Arts <i>A. Auer</i>	Math & Language Arts <i>A. Auer</i>	Foundations <i>Vig</i>	Music Curriculum <i>Niiva-Sawyer</i>
4:00 - 6:00	Drawing <i>E. Auer</i>	Drawing <i>E. Auer</i>	Drawing <i>E. Auer</i>	Adolescent <i>Gerwin</i>	Adolescent <i>Gerwin</i>
6:00 - 7:00			SUPPER		
7:15 - 9:30	Adolescent <i>Gerwin</i>			Community Meeting	

*Please note: Thursday nights from 7:15 - 9:30 pm are reserved for Community Meeting and singing, etc.
Waldorf Graduation and Completion Ceremony, July 28 at 10:30 am.*

Department of Education — Waldorf Finishing Summer Sequence Students

Registration Instructions & Course Descriptions

REGISTRATION INSTRUCTIONS

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

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

Non-credited required courses:

- Arts to Accompany Foundations of Human Experience
- Bothmer Gymnastics

Strongly recommended electives:

- EDP 592 The Adolescent
- EDC 535 Music Curriculum

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

Optional institutes:

Two institutes (Nourishing our Inner Life: Meditative Exercises and Immersion in the Archetypes of Fairy Tales: *The Green Snake and the Beautiful Lily*; and Personal and Organizational Renewal) will be offered during the week of July 3 - 7. Finishing Summer Sequence students may choose one of these two institutes, in addition to their regular courses listed above. These offerings are described under "Course Descriptions."

COURSE DESCRIPTIONS

EDP 592

The Adolescent

COMPETENCY AREA: Education & Social Policy

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

Note: This course is an elective.

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

Section A: Douglas Gerwin

**Time: Mondays, 7:15 - 9:30 pm, and
Thursdays & Fridays, 4:00 - 6:00 pm**
Location: Pine Hill School, Wilton, NH
Maximum: 38
Credits: 1

Arts to Accompany Foundations of Human Experience

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

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

Section B: Frances Vig

Time: Mondays, 2:00 - 3:55 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

Bothmer Gymnastics

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

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

Section B: Brian Macdonald

Time: Tuesdays, 7:25 - 8:40 am
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

EDC 571

Drawing

COMPETENCY AREA: Curriculum & Instruction

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

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

Section A: Elizabeth Auer

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

EDT 607

Foundations of Human Experience

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

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

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

Section B: Frances Vig

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

Department of Education — Waldorf Finishing Summer Sequence Students

Course Descriptions

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 23.

Section W: Education Faculty
Credits: Uncredited

EDC 570

Math and Language Arts

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF and restricted to finishing Summer Sequence Waldorf students; others by written permission of Program Director attached to or on registration form.

This course will cover various ways in which Waldorf principles and methods enliven the teaching and learning of mathematics, reading and other language arts. Topics will follow the development of the child from kindergarten through grade 8. Practical activities for the acquisition of math and language skills will be shared.

Section A: Arthur Auer
Time: Tuesdays & Wednesdays, 2:00 - 3:55 pm, and
Fridays, 10:30 am - 12:15 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

EDC 535

Music Curriculum

COMPETENCY AREA: Curriculum & Instruction

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

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

Section A: Helena Niiva-Sawyer
Time: Wednesdays & Thursdays, 7:25 - 8:40 am, and
Fridays, 2:00 - 3:55 pm, and
Friday, July 28, 7:25 - 8:40 am
Location: Pine Hill School, Wilton, NH
Maximum: 38
Credits: 1

EDP 605

Social and Organizational Issues

COMPETENCY AREA: Education & Social Policy

RESTRICTED TO finishing students; others by written permission of Program Director. Not required if EDP 624 Personal and Organizational Renewal Institute is taken instead.

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

Section A: Torin Finser
Time: Mondays, Tuesdays, Wednesdays, & Fridays,
8:45 - 10:00 am, and
Thursdays, 10:30 am - 12:15 pm, and
Fridays, July 14 & 21, 7:25 - 8:40 am, and
Sunday, July 9, 1:30 - 4:00 pm.
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 2

Optional Institutes:

(Finishing Summer Sequence students may choose one of the following two institutes: Nourishing our Inner Life: Meditative Exercises and Immersion in the Archetypes of Fairy Tales: *The Green Snake and the Beautiful Lily*; or Personal and Organizational Renewal, in addition to their regular courses)

Nourishing our Inner Life:

Meditative Exercises and Immersion in the Archetypes of Fairy Tales:

The Green Snake and the Beautiful Lily

Cultivating a spiritual life means uniting ourselves with the spiritual world both in our meditative, inner life and in our outer daily life. Never has it been more needed than in today's hectic and stressful living. Inner life can be cultivated in many ways, including study, inner exercises, and artistic work. In this course we will focus primarily on inner exercises and the use of the arts to enhance inner life. We will explore basic anthroposophic exercises and draw on exercises from How to Know Higher Worlds and other sources, which are especially helpful to teachers. We will

enrich ourselves through the powerful archetypes of fairy tales, in particular Goethe's fairy tale of *The Green Snake and the Beautiful Lily*, which we will explore in pastel drawings. Powerful transformations occur because many are able to work together.

Section A: Joan Almon
Time: Monday - Thursday, July 3 - 6,
8:30 am - 5:00 pm, and
Friday, July 7, 8:30 am - 12:45 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

EDP 624

Personal and Organizational Renewal Institute

COMPETENCY AREA: Education and Social Policy

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

Schools face many challenges today. If one "peels the onion" one finds that behind the external issues of deficits, low salaries, interpersonal conflict and lack of support for leadership, there is often an underlying need to rekindle the sources of inspiration and find a more collaborative approach. By bringing together the various groups represented in a typical school, this course attempts to model new ways of working together. Our classrooms feature the magic of seeing the "whole child"; can our organizations learn to embrace whole systems thinking? This course is for parents, teachers, administrators and board members interested in school renewal. Participants will explore Rudolf Steiner's concept of the threefold 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.

Section A: Torin Finser and Leonore Russell
Time: Monday - Thursday, July 3 - 6,
8:30 am - 5:00 pm, and
Friday, July 7, 8:30 am - 12:45 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 3

Department of Environmental Studies — Master's Programs

Registration Instructions

Please Note: Master's level Environmental Studies classes begin the week of June 5 and run through Friday, July 14.

**Some classes may meet prior to, or run later than these program dates. No classes will be held on Tuesday, July 4.*

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

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

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

COMPETENCY AREAS

The course numbering scheme used in the Environmental Studies Master's programs identifies the competency area(s) each course will fulfill for each major:

Prefix	Meaning
ES	Environmental Studies - General
ESE	Environmental Science Education
ESF	Natural Communities (2 and 3 credit courses)
ESP	Civic Ecology (3 credit courses only - other courses with this prefix are electives if less than 3 credits)
ESS	Biosphere Science (3 credit courses only)

STUDENTS WHO ENTERED FALL 2005

Please Note:

*The academic credit maximum for Summer 2006 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 in order to be registered for additional credits. *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)
or
- ESF 541A Wetlands Ecology (Section A) (Req Alt)
(or Wildlife & Forest Management offered in Fall)
- ESS 562 Natural Resource Inventory: Wildlife (Section A) (Req Alt)
(or NRI: Vegetation offered in Spring)
- 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 549 Water Resource Policy (Section A)
- ESS 546 Soils: Mapping & Interpretation (Section A)
- ESX 601 Group Dynamics and Leadership I (Section A) (Req Alt)
(or Dispute Resolution offered in the Fall)
- 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)
- ESE 505 Environmental Physics for Educators (Section A)
(meets physics prerequisite requirement)
- ES 693 Practicum (Sections A-F)
- Natural Communities (ESF Prefix)
and/or other elective credits (2 - 4 credits)

INDIVIDUALIZED PROGRAM

Please choose from the following:

Selection from Core courses

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

Department of Environmental Studies — Master's Programs

Course Schedule

COURSE SCHEDULE

THURSDAYS

8:00 am - 12:15 pm

ESF 511 Herpetology (Section A)
ESF 541A Wetlands Ecology (Section A)

12:30 - 1:15 pm

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

1:30 - 4:30 pm

*ESS 562 Natural Resource Inventory:
Wildlife (Section A)
(Thursdays, June 8 - July 13
1:30 - 4:30 pm and
Fridays, June 9 - July 14
8:00 am - 12:15 pm)

1:30 - 5:45 pm

ESS 564 Biological Concepts (Section A)

6:00 - 9:00 pm

*ESS 558 Forest Ecosystem Analysis (Section A)
(pre-trip meetings June 8 & 15
plus study trip)

6:30 - 9:00 pm

*ESF 525 Alpine Flora (Section A)
(pre-trip meetings June 22 & July 6
plus study trip)

7:00 - 9:00 pm

*ESE 500 Environmental Education Methods:
Using Residential Sites for Sustainability
Education and Place-Based Research
(Section A)
(pre-trip meeting April 13, plus study trip)

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 8 - July 13,
1:30 - 4:30 pm and
Fridays, June 9 - July 14,
8:00 am - 12:15 pm)

8:15 - 12:15 am

*ESP 549 Water Resource Policy
(Section A)
(Fridays June 9, 16, 23, 30, July 21 and
Saturday, July 8, 8:00 am - 4:30 pm)

12:30 - 1:15 pm

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

1:30 - 5:45 pm

ESF 521 Wetlands Flora (Section A)

6:30 - 9:30 pm

*ESP 520 Implementing Sustainability (Section A)
(pre-trip meetings June 9 & 23
plus study trip)

*ESF 542 Marine Ornithology (Section A)
(pre-trip meetings June 16 & July 7
plus study trip)

WEEKEND, INTENSIVES AND IRREGULAR COURSE MEETING SCHEDULE

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

May 30 - June 7

*ESE 500 Environmental Education Methods:
Using Residential Sites for Sustainability
Education and Place-Based Research
(Section A)
(pre-trip meeting April 13, plus Tuesday -
Wednesday, 8:30 am - 4:30 pm study trip)

June 3 - 6

ESS 546 Soils: Mapping and Interpretation
(Section A) (Saturday - Tuesday,
8:30 am - 4:30 pm)

June 5, 6, & 7

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

June 10 - 13

ESF 556 Ecology Small Mammals
(Section A) (Harris Center)
(Saturday - Tuesday, 8:30 am - 4:30 pm,
TBA evening 6:00 - 9:00 pm)

June 17 & 18 and July 15 & 16

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

June 24 - 28

*ESS 558 Forest Ecosystem Analysis (Section A)
(Saturday - Wednesday, study trip)
(8:00 am - 10:00 pm)

June 26 - 28 and July 5

ESE 505 Environmental Physics for Educators
(Section A) (Monday - Wednesday, and
Wednesday 8:00 am - 2:30 pm)

July 8

*ESP 549 Water Resource Policy
(Section A) (Fridays, June 9, 16, 23, 30,
July 21 and Saturday, 8:30 - 4:30 pm)

July 8 - 12

*ESE 523A Environmental Education Methods:
Teaching in the Outdoors
(Section A) (Saturday, Sunday,
Tuesday & Wednesday,
July 8, 9, 11 & 12,
9:00 am - 2:00 pm, and
Monday, July 10, 5:00 - 10:30 pm)

July 8 - 12

*ESP 520 Implementing Sustainability (Section A)
(pre-trip Fridays June 9 & 23 and
Saturday - Wednesday study trip)

July 16 - 20

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)

July 16 - 21

*ESF 525 Alpine Flora (Section A)
(study trip, Sunday - Friday)

July 22 - 26

*ESF 542 Marine Ornithology (Section A)
(pre-trip meetings Fridays, June 16 and
July 7 and 6:00 am - 4:30 pm
Saturday - Wednesday study trip)

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

Department of Environmental Studies — Master's Programs

Course Descriptions

ESF 525

Alpine Flora

COMPETENCY AREAS: Natural Communities II
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: TBA

Changed 04/20/06 to: Laura Alexander

**Time: Pre-trip meetings,
Thursdays, June 22 & July 6, 6:30 - 9:00 pm and
Sunday - Friday, July 16 - 21 (Study trip)
Maximum: 9
Credits: 2**

ESS 564

Biological Concepts

COMPETENCY AREAS: Cert - Required; EE - EE Methods; CB, EAO, 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: TBA

**Time: Thursdays, June 8 - July 13,
1:30 - 5:45 pm**

Maximum: 14

Changed 04/20/06 to: Maximum 16

Credits: 2

ESF 556

Ecology and Adaptation of Small Mammals

CLASS CANCELLED 05/10/06

COMPETENCY AREAS: Natural Communities II

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.

Cost: \$50 will cover materials.

Materials cost change 04/01/06:

There will be no additional materials cost.

Section A: Joseph Merritt

Time: Saturday - Tuesday, June 10 - 13,

8:30 am - 4:30 pm, and

TBA 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

CLASS CANCELLED 05/10/06

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 9 - July 14,

8:00 am - 12:15 pm

Maximum: 16

(1 seat reserved for Science Ed student)

Credits: 2

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 8, 9, 11 & 12, 9:00 am - 2:00 pm

**** Monday, July 10 only, the class will meet from**

5:00 - 10:30 pm for an organized night hike.

Maximum: 16

Changed 04/27/06 to: Maximum 14

(1 seat reserved for Science Ed student)

Credits: 2

Department of Environmental Studies — Master's Programs

Course Descriptions

ESE 500

Environmental Education Methods: Using Residential Sites for Sustainability Education and Place-Based Research

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

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

This course will study the effectiveness of residentially based environmental education. We will be using the Teton Science School in Kelly, Wyoming as a study site. This organization offers a range of progressive residential programming opportunities which include two diverse venues, one an outdoor ecologically-oriented research approach and one a sustainable, place-based school setting. We will examine how they have devised a programmatic infrastructure to address the challenges and opportunities of residential environmental education. We will also explore their delivery model, the organization and management of residential facilities, and the explicit and hidden educational elements of 24-hour programming. While the course discussion topics will focus on residential environmental education, we will also focus on other aspects of environmental education, non-profit organizational management, field biology/ecology, conservation, place-based instruction and sustainability topics. One on-campus three-day intensive will prepare this class for a 5-day exploration of the Teton Science School and the Journey School campus. *The cost is \$500, which will include: food and lodging, and on-site instruction.* Students will be responsible for arranging their own transportation.

Section A: April Landale
Time: Pre-trip meeting, Thursday, April 13,
7:00 - 9:00 pm, and
Tuesday - Wednesday, May 30 - June 7 (Study trip)
Changed 04/20/06 to:
Time: Pre-trip meeting TBA;
study trip, Tuesday - Monday, May 30 - June 5
Location: Pre-trip meetings - Antioch, Keene;
Study trip - Teton Science School, Kelly, Wyoming
Maximum: 10
Credits: 2
Changed 04/20/06 to: Credits: 3

ESE 505

Environmental Physics for Educators

COMPETENCY AREAS: Cert: Elective and meets physics prerequisite; EE - Methods Required Alternate; CB, EAO, Cert, IND & RMA - Elective

Environmental Physics for Educators exposes students to the connection between the tenets of modern physics and the

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

Section A: Jake McDermott
Time: Monday - Wednesday, June 26 - 28 and
Wednesday, July 5, 8:00 am - 2:30 pm
Maximum: 16
Credits: 2

ESF 547

Field Entomology: Butterflies and Other Insects

COMPETENCY AREAS: Natural Communities II

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 16, 8:00 am - 4:30 pm at
Bartholomew's Cobble in Ashley Falls, MA and
Monday - Thursday, July 17 - 20,
8:30 am - 4:30 pm at Antioch
Location: Ashley Falls, MA, and ANE
Maximum: 16
Changed 04/27/06 to: Maximum 14
(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 written permission of instructor attached to or on registration form.

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

The objectives of this course are for students to become familiar with the methodology, benefits, and challenges of conducting ecosystem-level studies. On Mt. Moosilauke and at Hubbard Brook in the White Mountains of New Hampshire, students will become familiar with the ecology of spruce-fir and northern hardwood forests through experiential learning comprised of field observations, field research and data analysis. Students will focus on field and analytical methods used to quantify species composition, structure,

history, and the nutrient status of forested ecosystems. Techniques will include plot sampling, dendrochronology, and the development of nutrient budgets. *Course fee: \$160 for food and lodging.*

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

Section A: Peter Palmiotto
Time: Pre-trip meetings, Thursdays, June 8 & 15,
6:00 - 9:00 pm and
Saturday - Wednesday, June 24 - 28,
8:00 am - 10:00 pm (Study trip)
Maximum: 16
Credits: 2

ESX 601

Group Dynamics & Leadership I

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

NOTE: Deadline for adding this class is June 1.

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

Section A: Steve Guerriero
Time: Monday, Tuesday & Wednesday, June 5, 6 and 7,
8:30 am - 5:45 pm
Maximum: 18
Changed 04/27/06 to: Maximum 16
(4 seats reserved for O&M students,
1 seat reserved for Science Ed student)
Credits: 2

ESF 511

Herpetology

COMPETENCY AREAS: Natural Communities II

Reptiles and amphibians pose several conservation challenges. We know many of the habitat attributes that herps depend on (networks of vernal pools for migratory salamanders, mosaics of uplands and diverse wetlands for freshwater turtles). But still many questions remain. What size area is necessary to support a given population? How far do individuals move in one season, or in a lifetime? In this course, we will examine the habitat needs of northeast herps. On local field trips, we will learn to identify calls and egg masses of common amphibians. We will "swamp-walk" in turtle habitats and visit their nesting grounds. We will develop an understanding of the potential for herps to direct landscape-level conservation efforts in the northeast.

Section A: Susie Fowle Schroeder
Times: Thursdays, 8:00 am - 12:15 pm
Maximum: 14
(1 seat reserved for Science Ed student)
Credits: 2

Department of Environmental Studies — Master's Programs

Course Descriptions

ESP 520

Implementing Sustainability at the Community Scale

COMPETENCY AREAS: RMA - ESP elective; EE - EE Methods, CB, EAO, Cert, IND - Elective

This course is a 5 day intensive field study trip where students will examine the applied implementation of sustainability initiatives across a variety of dimensions at the community scale. Students will visit a selected community (Ithaca, NY in 2006) and investigate ongoing sustainability initiatives. Types of initiatives to be covered include affordable housing, food production and distribution, green building design, transportation alternatives, land development and conservation, water use and waste water treatment, green house gas mitigation, alternative energy models, alternative economic models, sustainable business models, educating for sustainability and planning for sustainability. *Course fee: approximately \$350 includes food, camping fees and transportation.*

Section A: Pete Throop

Times: Pre-trip meetings, Fridays, June 9 & 23, 6:30 - 9:30 pm and Saturday - Wednesday, July 8 - 12 (Study trip)

Changed 04/20/06 to:

Time: Pre-trip meetings Thursday, May 11, 7:30 - 8:30 pm and TBA, and study trip, Saturday - Wednesday, June 24 - 28

**Maximum: 12
Credits: 2**

ESP 599

Land Protection and Stewardship

COMPETENCY AREAS: RMA - ESP elective; EE - EE Methods, CB, EAO, Cert, IND - Elective

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

Section A: Pete Throop

Time: Saturdays & Sundays, June 17 & 18 and July 15 & 16, 8:30 am - 4:30 pm

Changed 04/20/06 to:

Time: Saturdays & Sundays, June 17 & 18, 8:30 am - 4:30 pm and July 14, 6:00- 9:00 pm, and July 15, 8:30 am - 4:30 pm; optional day in the field on July 16, 8:30 am - 4:30 pm

**Maximum: 16
Credits: 2**

ESF 542

Marine Ornithology

COMPETENCY AREAS: Natural Communities II

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 to Cape Cod we'll go on a whale-watching trip to Stellwagen Bank, visit a colony of nesting terns, look for migrating shorebirds, and learn to see the world through the eyes of a marine bird. *Course fee: approximately \$250 + food (includes boat trips, campground fees, gasoline costs).*

Section A: MaryLou Soczek

Time: Pre-trip meetings, Fridays June 16 & July 7, 6:30 - 9:30 pm and Saturday - Wednesday, July 22 - 26 (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: 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 23.

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 8 - July 13, 1:30 - 4:30 pm and Fridays, June 9 - July 14, 8:00 am - 12:15 pm

Maximum: 16

Changed 04/27/06 to: Maximum 14

Credits: 3

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 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 8 or Friday, June 9. 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: Paul Bocko

Section C: Jack Calhoun

Section D: Duncan Watson

Section E: Sarah Bockus

Section F: Sue Weller

**Maximum: 15 per section
Credits: variable**

Department of Environmental Studies — Master's Programs

Course Descriptions

ES 695

Research Practicum

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

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

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

Section A: Jon Atwood
Section B: Rachel Thiet
Section C: Peter Palmiotto
Section D: Tom Wessels
Section E: Michael Simpson
Section F: Joy Ackerman
Maximum: 5 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, 2006** 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, 2006** 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 - Biosphere Science; CB, EAO, EE, Cert & IND - Elective

[Competency Area Corrected 04/20/06:](#)

[Competency Areas: RMA - ESS elective, 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 3 - 6
8:30 am - 4:30 pm
Maximum: 14
Credits: 2

ESP 549

Water Resource Policy

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

PRIORITY TO RMA students.

If you plan to work in any field related to water resources or plan to teach students about water quality and supply, this course is essential in understanding the current water related issues facing citizens and communities today. This course will cover the major themes in water resources management (WRM) which include: the legal foundations for WRM policies, trans-boundary issues, major trends and forces affecting WRM, inter-relationships with land use policy, the interplay of policy and science, policymaking in a multi-stakeholder environment, and water privatization. Assignments are designed to highlight key concepts while developing analytical and communications skills valued in a policymaking environment. Each class meeting will intro-

duce a new theme, while revisiting earlier themes through student presentations. Guest speakers will add depth to our discussions. Student teams will be charged with developing WRM policy recommendations.

Section A: Paul Susca
Times: Fridays, June 9, 16, 23, 30, July 21,
8:15 am - 12:15 pm and
Saturday July 8, 8:30 am - 4:30 pm
Maximum: 16
Credits 2

ESF 541A

Wetlands Ecology

COMPETENCY AREA: Natural Communities II
PRIORITY TO 2nd year RMA & CB students.

This course will provide an overview of the wetlands communities within the New England region. The Fish and Wildlife Service's wetlands classification scheme (Cowardin, et. al.) will be the foundation for this review. Students will have an opportunity not only to learn about typical wetland types, but also gain an understanding of the underlying abiotic factors that influences the observed biotic community structure. In addition, students will be introduced to the wetlands evaluation procedures developed to assess the functional values of wetlands in the context of the greater watershed.

This course meets the Wetlands RMA requirement and will be one of the required pre-requisites for other advanced wetland courses, such as Wetlands Delineation and Wetlands Mitigation & Restoration.

Section A: Michael Simpson
Time: Thursdays, June 8 - July 13, 8:00 am - 12:15 pm
Added 04/01/06:
Saturday, June 17, 8:00 am - 4:00 pm
(meets off-campus)
Changed 04/20/06 to:
Time: Thursdays, June 8 - July 13, 8:00 am - 12:15 pm
and Saturday, June 10 and Sunday, June 18,
8:30 am - 4:30 pm
Maximum: 16
Changed 04/27/06 to: Maximum 14
Credits: 2

ESF 521

Wetlands Flora

COMPETENCY AREAS: Natural Communities II

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

Section A: Lenny Lord
Time: Fridays, June 9 - July 14, 1:30 - 5:45 pm
Maximum: 16
(1 seat reserved for Science Ed student)
Credits: 2

Department of Environmental Studies — Ph.D.

Registration Instructions and Course Schedule

Please Note: Doctoral program classes, years I - IV will begin Wednesday, June 14. Years I, II & III will end, Friday, June 23; Year IV will end Saturday, June 17.

*All Continuing Doctoral students must register by Friday, April 21 for the Summer 2006 semester. Failure to adhere to this deadline will result in late payment and/or late registration fees. Registration forms must be signed by the student's advisor.
Advisor approval of registration forms for Summer will take place at the April program meetings.*

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

FIRST PHASE Ph.D. I

(Summer 2006 enterers)
Ph.D. I students should register for Ecological Thought (ES 700) and Introduction to Research Design (ES 707).

SECOND PHASE Ph.D. II

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

THIRD PHASE Ph.D. III

Ph.D. III students should register for Theory and Practice Seminar (ES 751). Students planning to do the bulk of the work on their Service Project in the Summer semester should also register for Service Project (ES 752).

FOURTH PHASE Ph.D. IV

Ph.D. IV students who will have completed the Service Project, Integrated Essay and Dissertation Proposal by the end of the Spring 2006 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.

FIFTH PHASE Ph.D. V+

Ph.D. V+ students who have completed three semesters of (ES 776) Dissertation Seminar and registered for two semesters (8 credits) of (ES 899) Doctoral Dissertation and have not yet submitted their dissertation to the Graduate School, should register for (ES 899C) Doctoral Dissertation Continuation each semester until their dissertation is approved and submitted.

JUNE 14 - WEDNESDAY

8:00 am - 9:00 am

Years I - IV Community Breakfast

9:00 am - 12:00 pm

New Student Registration - Ph.D.I
Dissertation Seminar
Learning Domain

12:00 pm - 2:00 pm

FREE

2:00 pm - 6:00 pm

Intro Research Design
Research Strategy I

7:00 pm - 9:00 pm

Optional computer time

JUNE 15 - THURSDAY

8:00 am - 12:00 pm

Dissertation Seminar
Intro Research Design
Learning Domain
Theory & Pract Sem

12:00 pm - 2:00 pm

FREE/optional lunch with advisors

2:00 pm - 6:00 pm

Ecological Thought
Research Strategy I
Theory & Pract Sem

7:00 pm - 9:00 pm

Optional computer time

JUNE 16 - FRIDAY

8:00 am - 12:00 pm

Dissertation Seminar
Intro Research Design
Learning Domain

12:00 - 1:45 pm

Program evaluation
All Faculty and student
representatives

12:00 pm - 2:00 pm

FREE

2:00 pm - 6:00 pm

Dissertation Seminar
Ecological Thought
Research Strategy I

7:00 pm - 9:00 pm

Optional computer time

JUNE 17 - SATURDAY

8:00 am - 12:00 pm

Dissertation Seminar
Intro Research Design
Learning Domain
Theory & Pract Sem

12:00 pm - 2:00 pm

FREE

2:00 pm - 6:00 pm

Ecological Thought
Research Strategy I
Theory & Pract Sem

6:30 pm

Community Dinner and Speaker

JUNE 18 - SUNDAY

Optional hike with Ph.D. Faculty

JUNE 19 - MONDAY

8:00 am - 12:00 pm

Ecological Thought
Research Strategy I
Theory & Pract Sem

2:00 pm - 6:00 pm

Intro Research Design
Learning Domain

7:00 pm - 9:00 pm

Optional computer time

JUNE 20, TUESDAY

8:00 am - 12:00 pm

Ecological Thought
Research Strategy I

2:00 pm - 6:00 pm

Intro Research Design
Learning Domain

7:00 pm - 9:00 pm

Optional computer time

JUNE 21 - WEDNESDAY

8:00 am - 12:00 pm

Ecological Thought
Research Strategy I
Theory & Pract Sem

2:00 pm - 6:00 pm

Intro Research Design
Learning Domain

7:00 pm - 9:00 pm

Optional computer time

JUNE 22 - THURSDAY

8:00 am - 12:00 pm

Ecological Thought
Research Strategy I

2:00 pm - 6:00 pm

Intro Research Design
Learning Domain

7:00 pm - 9:00 pm

Optional computer time

Evening

FREE

JUNE 23 - FRIDAY

8:00 am - 12:00 pm

Ecological Thought
Research Strategy I
Theory & Pract Sem

Ph.D. I and II classes conclude at noon; optional advising (12:00 - 3:00)

Department of Environmental Studies — Ph.D.

Course Descriptions

ES 775

Candidacy Continuation

COMPETENCY AREA: Dissertation Process

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

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

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

Section A: Thomas Webler
Maximum: 15
Credits: uncredited

ES 776

Dissertation Seminar

COMPETENCY AREA: Dissertation Process

RESTRICTED TO Ph.D. IV students.

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

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

Section A: Beth Kaplin
Times: Wednesday - Saturday,
June 14 - 17, 8:00 am - 12:00 pm and
Friday, June 16, 2:00 - 6:00 pm

Note: Wednesday, June 14 class will begin at 9:00 am.
Additional contact hours will be met by specific coursework designed to be completed on-line.
Maximum: 15
Credits: 4

ES 899

Doctoral Dissertation

COMPETENCY AREA: Dissertation Process

RESTRICTED TO Ph.D. IV students.

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

Section A: Thomas Webler
Maximum: 15
Credits: 4

ES 899C

Doctoral Dissertation Continuation

COMPETENCY AREA: Dissertation Process

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

Section A: Doctoral Faculty
Maximum: 15
Credits: uncredited

ES 700

Ecological Thought

COMPETENCY AREA: Foundation

RESTRICTED TO Ph.D. I students.

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

Section A: Mitchell Thomashow
Changed 05/05/06 to:
Mitch Thomashow and Joy Ackerman
Time: Thursday - Saturday, June 15 - 17
2:00 - 6:00 pm and
Monday - Friday, June 19 - 23,
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: Steve Guerriero
Time: Wednesday, June 14, 2:00 - 6:00 pm,
Thursday - Saturday, June 15 - 17,
8:00 am - 12:00 pm and
Monday - Thursday, June 19 - 22,
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
Changed 05/05/06 to: Joy Ackerman
Time: Wednesday - Saturday, June 14 - 17,
8:00 am - 12:00 pm and
Monday - Thursday, June 19 - 22,
2:00 - 6:00 pm
Note: Wednesday, June 14 class will begin at 9:00 am.
Additional contact hours will be met by specific course work designed to be completed on-line.
Maximum: 15
Credits: 3

Department of Environmental Studies — Ph.D.

Course Descriptions

ES 727

Research Strategy: Theory, Method and Design I

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

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

Section A: Thomas Webler
Time: Wednesday - Saturday, June 14 - 17,
2:00 - 6:00 pm, and
Monday - Friday, June 19 - 23,
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, 2006** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **July 10th** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

ES 751

Theory and Practice Seminar I

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

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

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

Section A: Heidi Watts and Joy Ackerman
Changed 05/05/06 to: Heidi Watts and Alesia Maltz
Times: Thursday & Saturday, June 15 & 17,
8:00 am - 12:00 pm and 2:00 - 6:00 pm and
Monday, Wednesday, Friday, June 19, 21, 23
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 — Master's Program

Registration Instructions and Course Schedule

CREDIT LIMITS

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

PRE-COURSE REQUIREMENTS

Many classes begin with pre-course assignments and/or on-line work prior to the first scheduled class meeting date found in the course registration booklet. This means if you are registering late for a class (Matriculated or Special Students) you need to check with the O&M Department (603-357-3122 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. Written permission of the instructor or the Program Administrator must be attached to or on the registration form.

COURSE SCHEDULE

Friday & Saturday, June 2 & 3 and Sunday, July 9

8:30 am - 5:30 pm

OMR 619 Organizational Research & Evaluation Methods
(Section K)

Sunday, June 4 and Friday & Saturday, July 7 & 8

8:30 am - 5:30 pm

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

Friday, Saturday & Sunday, June 9, 10 & 11

8:30 am - 5:30 pm

OMG 533 Group Dynamics & Leadership II
(Section K)

Friday, Saturday & Sunday, June 16, 17 & 18

8:30 am - 5:30 pm

OMG 531 Diversity in the Workplace
(Section K)

Thursdays, June 22 & July 20

6:30 - 9:00 pm

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

Fridays & Saturdays, June 23 & 24 and July 21 & 22

9:00 am - 4:30 pm

OMSI 502 Critical Issues in Educational Leadership
(Section K)

Sundays, June 25 & July 23

9:00 am - 4:30 pm

OMSI 505 School Law for Administrators
(Section K)

Friday, Saturday & Sunday, July 14, 15 & 16

8:30 am - 5:30 pm

OMD 648 Career Development
(Section K)

Department of Organization & Management — Master's Program

Course Descriptions

OMD 648

Career Development

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

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

Section K: Ed Tomey
Time: Friday, Saturday & Sunday,
July 14, 15 & 16,
8:30 am - 5:30 pm
Maximum: 20
Credits: 2

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 in *FirstClass*. Pre-course reading will be required.

Section K: John Carr
Time: Fridays & Saturdays, June 23 & 24 and
July 21 & 22, 9:00 am - 4:30 pm
Maximum: 18
Credits: 2

OMG 531

Diversity in the Workplace

COMPETENCY AREA: Collaboration & Group Dynamics
REQUIRED OF O&M 1st Year Students

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

Section K: Sunny Bradford
Time: Friday, Saturday & Sunday,
June 16, 17 & 18,
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. We will give special attention to project teams and project management. Students will do additional readings and discussions in *FirstClass*, both prior to and following the class meeting.

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

OMR 619

Organizational Research & Evaluation Methods

COMPETENCY AREA: Research & Information Design
REQUIRED OF O&M 1st Year Students.

This course is designed to introduce students to research and evaluation design and application. The course will begin by discussing the philosophical and epistemological foundations of inquiry and the rationale used for particular methodologies. The class will include analytical, interpretive, and action research methods, and their application to applied social/organizational research and evaluation. As a researcher, we will examine how we "come to know", question, gather, analyze, and reflect on important data. It will provide participants with an opportunity to plan and organize upcoming research, evaluation or practicum projects. Pre-reading assignments for the course will be posted in the course conference in *FirstClass*.

Section K: Steve Guerriero
Changed 04/20/06 to: Steve Guerriero and Sarah Smith
Time: Friday & Saturday, June 2 & 3 and
Sunday, July 9,
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 FOR Principal Certification students only.

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

Section K1: John Carr
Added 05/10/06: Section K3: Steve Guerriero
Time: Thursdays, June 22 & July 20,
6:30 - 9:00 pm
Maximum: 8
Credits: 2

Department of Organization & Management

Course Descriptions

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 in *First-Class*. Some pre-course reading will be required.

Section K: John Carr
Time: Sundays, June 25 & July 23,
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, 2006** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **July 10th** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

OMS 528

Systems Theories & the Organizational Environment

COMPETENCY AREA: Systems & Strategic Thinking

REQUIRED OF O&M Spring Entersers.

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 assignments prior to the first class and reading and online assignments between the first and second classes.

Section K: William Griffith
Time: Sunday, June 4 and Friday & Saturday,
July 7 & 8, 8:30 am - 5:30 pm
Maximum: 20
Credits: 2

Department of Applied Psychology

Course Schedule & Registration Instructions

MARRIAGE & FAMILY THERAPY I (STUDENTS ENTERING SU 2006)

MONDAYS, JUNE 5 THROUGH JULY 10 **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 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)

MARRIAGE & FAMILY THERAPY II

MONDAYS, JUNE 5 THROUGH JULY 10

9:00 am – 12:15 pm

PYG 605 Families and Larger Systems (Section A)

1:00 – 4:15 pm

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

TUESDAYS, JUNE 6 THROUGH JULY 18

9:00 am – 12:15 pm

PYG 605 Families and Larger Systems (Section A)

NOTE: There will be no classes July 4.

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 2006

Please register for Introduction to Systems Theory & Practice (PY 642B), Fundamentals of Systems Therapy (PY 602A) and Family Therapy Ethics in Practice (PYS 608).

Please note: Summer 2006 entrants may enroll for a maximum of 8 credits during the Summer 2006 semester. Students must have written permission of Program Director attached to or on registration form to exceed 8 credits.

Registration Instructions Revised (05/05/06) for Entering MFT Students:

Please register for PYD 600 (Ethics & Professional Development in MFT Practice) (Section A) and PY 642B (Theoretical Foundations of MFT) (Section A).

CONTINUING MARRIAGE & FAMILY THERAPY STUDENTS WHO ENTERED IN SUMMER 2005

Please register for Professional Seminar in MFT III for 1 credit (PY 687B), 2 credits of Internship (PY 698B), and 3 credits Families and Larger Systems (PYG 605).

Please note: Summer 2005 entrants may enroll for a maximum of 6 credits during the Summer 2006 semester. Students must have written permission of Program Director attached to or on registration form to exceed 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 2006, register for Internship Continuation, (PY 693B, Section A) for 0 credits. Please include the internship site on your registration form.

Department of Applied Psychology

Course Descriptions

PYD 600

Ethics and Professional Development in MFT Practice

COMPETENCY AREA: Professional Identity and Ethics
REQUIRED OF AND RESTRICTED TO MFT I students.

This course will focus on the professional development of the marriage and family therapist, with a specific focus on ethics in MFT practice and on initial skills needed to begin clinical practice. Ethics topics will include legal responsibilities such as duty to warn, mandatory reporting of child abuse and neglect, and the requirements of federal laws such as HIPAA. The stages of therapy (initial contact, joining, problem definition, treatment formulation, the setting of goals and treatment plan and basic techniques available to the systems therapist) will be covered. Students will be encouraged to create their own style, will learn to attend to both content and process levels of communication during therapy sessions, and will begin to be able to observe themselves and the effects of their interventions on the systems with which they work.

Section A: Kevin Lyness
Time: Mondays (June 5 – July 10) and
Changed 06/30/06 to:
Time: Mondays (June 5 – July 17) and
Tuesdays (June 6 – July 18), 1:00 – 4:15 pm
(No class July 4)
Maximum: 24
Credits: 3

PYG 605

Families and Larger Systems

COMPETENCY AREA: Group Assessment and Intervention Strategies
REQUIRED OF AND RESTRICTED TO MFT II students; others by written permission of the Program Director attached to or on registration form.

PREREQUISITE: Fundamentals of Systems Therapy, PY 602A

This course will provide a brief review of child development theory and an introduction to medical family therapy across the lifespan. Collaboration with larger systems of health and illness are a major focus of the course. Cross-cultural themes of systems theory-based, relationship-focused psychotherapy around the issues of health, illness, grief, and death are examined.

Section A: Anne Prouty Lyness
Time: Mondays (June 5 – July 10) and
Changed 06/30/06 to:
Time: Mondays (June 5 – July 17) and
Tuesdays (June 6 – July 18), 9:00 am – 12:15 pm
(No class July 4)
Maximum: 24
Credits: 3

PYS 608

Family Therapy Ethics in Practice

CLASS CANCELLED 05/05/06

COMPETENCY AREA: Social Systems Assessment and 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 (June 5 – July 10) and
Tuesdays (June 6 – July 18), 1:00 – 3:15 pm
(No class July 4)
Maximum: 24
Credits: 2

PY 602A

Fundamentals of Systems Therapy

CLASS CANCELLED 05/05/06

COMPETENCY AREA: Individual Assessment and Intervention Strategies

REQUIRED OF AND RESTRICTED TO MFT I students.

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

Section A: Janie Long
Time: Mondays (June 5 – July 10) and
Tuesdays (June 6 – July 18), 3:30 – 6:45 pm
(No class July 4)
Maximum: 24
Credits: 3

PY 693

Internship, Dance Movement Therapy

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

Section A: Phyllis Jeswald
Credits: 4

PY 693B

Internship Continuation, DMT

For students continuing an internship, begun in Spring 2006, through the Summer 2006 semester.

Section A: Phyllis Jeswald
Credits: uncredited

PY 642B

Introduction to Systems Theory

Title changed 05/05/06 to:
Theoretical Foundations of
Marriage & Family Therapy

COMPETENCY AREA: Social Systems Assessment and Intervention Strategies

REQUIRED OF AND RESTRICTED TO MFT I students.

This course will present an overview of the historical development of the theoretical foundations of family therapy. Several theoretical frames will be introduced including systems theory, cybernetics, communication theory, Bowenian theory, constructivism, social constructionism and feminism. Throughout the semester we will practice thinking in terms of the multiple levels of systems as related to family development and functioning. Students will be encouraged to scrutinize the epistemologies of the "founding parents" of the field, as well as examine and further develop their own epistemologies.

Section A: Janie Long
Time: Mondays (June 5 – July 10) and
Changed 06/30/06 to:
Time: Mondays (June 5 – July 17) and
Tuesdays (June 6 – July 18), 9:00 am – 12:15 pm
(No class July 4)
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 active clinical role with client-systems and, during the summer, each student will write an internship learning contract. Faculty internship supervisors continue to monitor and supervise students' off-site clinical work.

Section A: TBA
Changed 04/27/06 to: Section A: Steve Price
Section B: TBA
Section B CANCELLED
Time: Mondays, 1:00 – 4:15 pm (June 5 – July 10)
Changed 06/30/06 to:
Time: Mondays, 1:00 – 4:15 pm (June 5 – July 17)
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, 2006** 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 5 and run through Monday, July 10, 2006.

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 desired, an elective workshop.

YEAR V+

(DEGREE CANDIDATES NO LONGER IN RESIDENCE)

Fall 2002 enterers who are becoming Year V+ students should register for PY 899, Doctoral Dissertation.

Students who have not yet begun or have finished the 2,000 hours of internship need register for only PY 899, Doctoral Dissertation, which is uncredited. You are required to continue to register for dissertation each semester until the faculty accepts your dissertation (see Dissertation Manual for full details of policy).

Students who are beginning or continuing an internship this summer (2000 hours required) should register for PY 897, Internship, and PY 899, Doctoral Dissertation; both are uncredited. You should continue to register each semester until the faculty accepts your dissertation (see Dissertation Manual for full details of policy). If your dissertation has already been deposited, register for only PY 897, Internship.

WAIVERS

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

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

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

SPECIAL STUDENTS

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

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

MONDAYS

9:00 am - 1:15 pm

- PY 710 Biological Foundations of Clinical Psychology (Section A)
PYC 702 Psychotherapeutic Intervention III: Group (Sections A, B & 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 10 & 11

- PYC 705 Dialectical Behavior Therapy (Section A)

June 17 & 18

- PYC 728 Narrative Therapy (Section A)

June 24 & 25

- PY 863 Writing Workshop I (Section A)

July 8 & 9

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

Department of Clinical Psychology

Course Descriptions

PY 898

Advanced Practicum

RESTRICTED TO Year IV students.

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

Section A: Barbara Belcher-Timme
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: TBA
Changed 04/20/06 to: Barbara Landon
Time: Mondays, 9:00 am – 1:15 pm
Maximum: 26
Credits: 2

PYC 705

Dialectical Behavior Therapy

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

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

Section A: David Arbeitman
Time: Saturday & Sunday,
June 10 & 11,
9:00 am – 5:00 pm
Maximum: 25
Credits: 1

PY 899

Doctoral Dissertation

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

Section A: George Tremblay
Credits: uncredited

PY 702

Historical & Social Context of Psychology

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

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

Section A: Susan Hawes
Time: Mondays, 2:30 – 6:45 pm
Maximum: 20
Credits: 2

PY 896 (Year IV students)

PY 897 (Year V+ students)

Internship

RESTRICTED TO Year IV & V+ students.

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

Section A: Colborn Smith
Credits: uncredited

PYC 728

Narrative Therapy

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

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

Section A: William Lax
Time: Saturday & Sunday,
June 17 & 18,
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: Barbara Belcher-Timme
Credits: 1

PY 772

Psychology in the Community

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

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

Section A: TBA
Changed 04/20/06 to: Fern Chertok
Time: Mondays, 2:30 – 6:45 pm
Maximum: 26
Credits: 2

Department of Clinical Psychology

Course Descriptions

PYC 702

Psychotherapeutic Intervention III: Group

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

This is a continuation of the fall and spring semester courses, with the emphasis on group. This course provides an introduction to current, clinically relevant knowledge and theory about behavior in groups and about the dilemmas of group life. It also provides an in-depth look at the various types of group activities commonly conducted by professional psychologists. Specific topics to be addressed include the individual in the group; issues of group development; 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 the experience them.

Section A: Mark Lange

Section B: David Junno

Section C: Lise Motherwell

(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 - 1:15 pm

Maximum: 20

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: Susan Hawes

Time: Saturday & Sunday,

July 8 & 9,

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: 29

Credits: 2

PY 894C

Special Proficiency Practicum

RESTRICTED TO Year IV students.

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

Section A: Barbara Belcher-Timme

Credits: 1

PY 890

SIS: Supervised Independent Study PY 890C

SIS: Dissertation Research

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

SIS: Applied Experience in Clinical Psychology

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

PYE 890A

SIS: Applied Experience

in Relationship Skills

PYE 890B

SIS: Applied Experience

in Assessment

PYE 890C

SIS: Applied Experience

in Intervention

PYE 890D

SIS: Applied Experience

in Research & Evaluation

PYE 890E

SIS: Applied Experience

in Consultation & Education

PYE 890F

SIS: Applied Experience

in Management & Supervision

Department of Clinical Psychology

Course Descriptions

SIS: Advanced Supervised Study in Clinical Psychology

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

PYB 890

SIS: Advanced Supervised Study in Biological Bases of Behavior

PY 890A

SIS: Advanced Supervised Study in Cognitive-Affective

Bases of Behavior

PY 890R

SIS: Advanced Supervised Study in Dysfunctional Behavior and Psychopathology

PY 890M

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

PYS 890

SIS: Advanced Supervised Study in Social Bases of Behavior

PY 890

SIS: Advanced Supervised Study in Cultural Bases of Behavior

PY 890

SIS: Advanced Supervised Study in Life-span Development

PY 890

SIS: Advanced Supervised Study in Professional Ethics & Standards

PY 890

SIS: Advanced Supervised Study in Psychological Measurement

PY 890

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

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, 2006** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **July 10th** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: Variable

PY 863

Writing Workshop I

COMPETENCY AREA: Elective

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

PREREQUISITE: Students must submit a writing sample.

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

Section A: Greg Blair
Time: Saturday & Sunday,
June 24 & 25,
9:00 am – 5:00 pm
Maximum: 8
Credits: 1