

Table of Contents

| | |
|--|----|
| IMPORTANT NOTES & FINANCIAL AID INFORMATION..... | 2 |
| DEPARTMENT OF EDUCATION..... | 3 |
| DEPARTMENT OF ENVIRONMENTAL STUDIES..... | 12 |
| DEPARTMENT OF ORGANIZATION & MANAGEMENT..... | 25 |
| DEPARTMENT OF APPLIED PSYCHOLOGY..... | 30 |
| DEPARTMENT OF CLINICAL PSYCHOLOGY..... | 37 |

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

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

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

 **Antioch
New England
Graduate School**

Important Notes

Terms & Codes Used in Course Descriptions

| | |
|---------------------|--|
| TBA | To be announced. Information was not available at the time of publication. An addendum will be printed and posted as information becomes available. |
| COMPETENCY AREA | The distribution requirement category satisfied by this course. Please see your student handbook for details. |
| RESTRICTED | If a matriculated student is not in the program to which a course is restricted, s/he may access registration to the course by obtaining <i>written</i> permission from the director of the program in which the course is offered. This written permission must be attached to or on your registration form. Without written permission, you will not be registered for the course or placed on a waiting list. |
| 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 <i>AFTER</i> all priority students have been enrolled, as space permits. Finally, after new student registration, students from other departments will be added as space permits. |
| PREREQUISITE | Students must successfully complete the course(s) designated in order to register for the course offered. |
| COURSE LOCATION | Classes will be held in Keene unless otherwise noted. |
| COURSE CANCELLATION | Classes with an enrollment of fewer than ten students will be subject to cancellation at the discretion of the Department Chairperson. Students enrolled in such classes will be notified by the department. |
| SPECIAL STUDENTS | All special student applications will be 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 - 4 Credits |
| FALL & SPRING SEMESTERS | Full Time | 7 or more credits |
| | Half Time | 4 - 6 Credits |

Experienced Educators Program - Course Schedule with Meeting Dates and Sites

EXPERIENCED EDUCATORS PROGRAM

The Experienced Educator's Program combines the model of a course/seminar program with the design of an independent study program. In addition to the required weekly or monthly seminars, students use their teaching positions as a subject for study and critique, and complete an extensive research or development project related to their professional interests. A teacher/consultant is assigned to each student for classroom and advisory assistance.

Electives for all Experienced Educator Students are listed in the course description section for Integrated Learning and Waldorf Education students. Students are encouraged to choose electives from other departments as well as the Education Department.

PLEASE NOTE: ALL EXPERIENCED EDUCATOR STUDENTS ARE REQUIRED TO ATTEND MASTER'S SYMPOSIUM DAY(S), DATES - TBA, AS PART OF THEIR PROGRAM REQUIREMENTS.

ENTERING STUDENTS

All Entering Experienced Educator Students should register for EDT 570B, Human Development, and ED 693C Practicum - Practicum Seminar.

Please be sure to include the **section** for your cluster on the registration form in the spaces provided for each course.

Please note: All Experienced Educator Students entering in Fall 2003 may enroll for a maximum of 8 credits in the Fall 2003 semester. Students must have written permission of Program Director to register for more than 8 credits.

Students are encouraged to review other departments' course listings for saved seats and/or electives.

KEENE 2003 CLUSTER (SECTION C)

FRIDAYS, 4:30 - 8:30 PM

September 19, October 17, November 14, and December 12
EDT 570B Human Development (Section C)

SATURDAYS, 8:00 AM - 5:00 PM

September 20, October 18, November 15, and December 13
EDT 570B Human Development (Section C)

SEACOAST 2003 CLUSTER (SECTION D)

FRIDAYS, 4:30 - 8:30 PM

September 19, October 17, November 14, and December 12
EDT 570B Human Development (Section D)

SATURDAYS, 8:00 AM - 5:00 PM

September 20, October 18, November 15, and December 13
EDT 570B Human Development (Section D)

UPPER CT RIVER VALLEY CLUSTER (SECTION E)

FRIDAYS, 4:30 - 8:30 PM

September 19, October 17, November 14, and December 12
EDT 570B Human Development (Section E)

SATURDAYS, 8:00 AM - 5:00 PM

September 20, October 18, November 15, and December 13
EDT 570B Human Development (Section E)

CONTINUING STUDENTS

All Continuing Experienced Educator Professional Development Concentration and Critical Skills/EBD Concentration students in Section A: Keene 2002 and Section B: Saco 2002, should register for EDT 533 Philosophy of Education and for ED693A Practicum - Practicum Seminar. They should register for electives as necessary offered in Portsmouth or at Antioch New England in Keene. Please see the Integrated Learning and Waldorf section for the elective course offerings.

Please be sure to include the **section** for your cluster on the registration form in the spaces provided for each course.

Please note: All Experienced Educator Students who entered in Fall 2002 may enroll for a maximum of 8 credits in the Fall 2003 semester. Students must have written permission of Program Director to register for more than 8 credits.

Students are encouraged to review other departments' course listings for saved seats and/or electives.

KEENE CLUSTER 2002 (SECTION A)

FRIDAYS, 4:30 - 7:30 PM

September 12, October 10, November 7, and December 5
EDT 533 Philosophy of Education (Section A)

SATURDAYS, 9:00 AM - 3:30 PM

September 13, October 11, November 8, and December 6
EDT 533 Philosophy of Education (Section A)

SACO 2002 CLUSTER (SECTION B)

FRIDAYS, 4:30 - 7:30 PM

September 12, October 10, November 7, and December 5
EDT 533 Philosophy of Education (Section B)

SATURDAYS, 9:00 AM - 3:30 PM

September 13, October 11, November 8, and December 6
EDT 533 Philosophy of Education (Section B)

FINISHING & EXTENDING STUDENTS

Students who have registered for, but not completed, their Master's Projects must register for ED699C Master's Project Continuation.

Experienced Educators Program - Course Descriptions

**EDT 570B
Human Development**

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

RESTRICTED TO Experienced Educator students; others by written permission of the Program Director attached to or on registration form.

The experience of growing up, from birth through adolescence and into adulthood, is the focus of this course. Through the study of literature, the examination of different developmental theorists, such as Piaget, Gesell, Kegan, Erikson, and others, and through reference to our own experiences in growing up, we strive for an overall perspective in human development which will help us better understand ourselves and the children we teach.

Section C: Keene 2003: TBA
Section D: Seacoast: Judy Coven
Section E: Upper CT River Valley: Tom Julius
Time: Fridays, September 19, October 17,
November 14, and December 12,
4:30 - 8:30 pm and
Saturdays, September 20, October 18,
November 15, and December 13,
8:00 am - 5:00 pm
Maximum: 20 per section
Credits: 3

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

REQUIRED OF 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 loan deferment purposes through December 19.

Section A: Education Faculty
Credits: uncredited

**EDT 533
Philosophy of Education**

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

RESTRICTED TO Experienced Educator students; others by written permission of the Program Director attached to or on registration form.

A basic assumption of this course is that every school person either has a conscious philosophy of education or behaves as if he or she has one. That is, not having a philosophy, the teacher follows set patterns of classroom organization, expectations of children's behavior, curriculum, etc. which enforce purposes arrived at by someone else, or which were never intellectually formulated in the first place. Such a person lacks direction: when to support the system, when and how to challenge it, where to set personal limits on compromise?

Through readings, discussion, introspection, and the comparison between ideals and experience, students will be expected to define personal systems of beliefs and operation compatible with their values and the state of their wisdom. American education will be examined from a social, political, and economic perspective, considering the impact of concurrent events in these realms on the structure and character of education from 1900 to the present.

Section A: Keene 2002: Arthur Auer
Section B: Saco 2002: Tom Julius
Time: Fridays, September 12, October 10,
November 7, and December 5,
4:30 pm - 7:30 pm and
Saturdays, September 13, October 11,
November 8, and December 6,
9:00 am - 3:30 pm
Maximum: 18 per section
Credits: 3

**ED693A
Practicum - Practicum Seminar**

RESTRICTED TO Continuing Experienced Educator students.

The purpose of the Practicum is to assist students in integrating theoretical knowledge gained through reading and seminars with their experience as teachers. The emphasis in the Practicum is upon self-evaluation, reflection, and articulation of experience. Students may call on faculty consultants for particular assistance with classroom practices. A reflective journal is required of all students, and at least one visit to another classroom; an annotated biography and a sustained observation of a student are also required. Some time during each class meeting will be devoted to Practicum related issues, such as discussion of classroom practice, reflective journal writing, and theoretical applications to teaching

Section A: Keene 2002: Staff
Section B: Saco 2002: Staff
Credits: 3

**ED 693C
Practicum - Practicum Seminar**

RESTRICTED TO Experienced Educator students entering in Fall 2003.

The purpose of the Practicum is to assist students in integrating theoretical knowledge gained through reading and seminars with their experience as teachers. The emphasis in the Practicum is upon self-evaluation, reflection, and articulation of experience. Students may call on faculty consultants for particular assistance with classroom practices. A reflective journal is required of all students, and at least one visit to another classroom; an annotated biography and a sustained observation of a student are also required. Some time during each cluster meeting will be devoted to practicum related issues, such as discussion of classroom practice, reflective journal writing, and theoretical applications to teaching.

Section C: Keene 2003: Staff
Section D: Seacoast: Staff
Section E: Upper CT River Valley: Staff
Credits: 3

**ED 690
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 **December 1, 2003**, 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 **December 1** deadline will be returned 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.

Department of Education - Integrated Learning & Waldorf Programs Registration Instructions

REGISTRATION INSTRUCTIONS

INTEGRATED LEARNING

All Integrated Learning students who entered in Fall 2002 are required to register for:

- EDT 574 Philosophy of Education
- EDC 577 Problem Solving Science:
Focus on Primary & Intermediate Grades
- ED 691 Internship, Elementary Education *and*
- ED 697 Professional Practice Seminar
(required with any internship)
- or*
- ED 692 Internship,
Early Childhood Education *and*
- ED 697 Professional Practice Seminar
(required with any internship)
- Elective credits as needed or desired

All Integrated Learning (including Science Education focus) students who enter in Fall 2003 are required to register for:

- EDT 572 Human Development:
Focus on Childhood
- EDC 551A Integrated Learning:
Theory Into Practice
- EDC 553A Math Methods:
Concrete Approaches to Math Curriculum
- or*
- EDC 555 Methods of Teaching
Reading & Other Language Arts

In addition, all Science Education students who enter in Fall 2003 are required to register for:

- EDC 549 Environmental Education

Please note: Integrated Learning students who entered Fall 2002 or after may register for a maximum of 14 credits during the fall semester. Students must have written permission of Program Director to register for more than 14 credits.

Students are encouraged to review other departments' course listings for saved seats and/or electives.

WALDORF PROGRAM

All Waldorf M.Ed. with New Hampshire State Certification Students (year-round) who entered in Summer 2002 are required to register for:

- ED 691 Internship, Elementary Education *and*
- ED 697 Professional Practice Seminar
(required with any internship)
- or*
- ED 692 Internship, Early Childhood Education *and*
- ED 697 Professional Practice Seminar
(required with any internship)

All Waldorf M.Ed. without State Certification Students (year-round) who entered in Summer 2002 are required to register for:

- ED 691 Internship, Elementary Education *and*
- ED 697 Professional Practice Seminar
(required with any internship)
- and/or*
- ED 699 Master's Project
- or*
- ED 692 Internship, Early Childhood Education *and*
- ED 697 Professional Practice Seminar
(required with any internship)
- and/or*
- ED 699 Master's Project

All Waldorf Certificate Students (summer sequence) who entered in Summer 2003 are expected to register for:

- EDP 627 Education for Social Renewal

All Waldorf M.Ed. Students (summer sequence) who entered in Summer 2003 are expected to register for:

- EDP 627 Education for Social Renewal

All Waldorf Certificate Students (year-round) who entered in Summer 2003 are required to register for:

- EDC 571A Classroom Drawing
- EDC 543 Eurythmy I
- EDT 586 Evolving Consciousness II
- EDC 544 Painting I
- EDC 559 Waldorf Curriculum Preparation I
- EDC 538 Waldorf Methods in Reading and Math

Non-credited required courses:

- Drama & Movement

All Waldorf M.Ed. without State Certification Students (year-round) who entered in Summer 2003 are required to register for:

- EDC 571A Classroom Drawing
- EDC 543 Eurythmy I
- EDT 586 Evolving Consciousness II
- EDC 544 Painting I
- EDC 559 Waldorf Curriculum Preparation I
- EDC 538 Waldorf Methods in Reading and Math

Non-credited required courses:

- Drama & Movement

All Waldorf M.Ed. with State Certification Students (year-round) who entered in Summer 2003 are required to register for:

- EDC 571A Classroom Drawing
- EDC 543 Eurythmy I
- EDT 586 Evolving Consciousness II
- EDC 551A Integrated Learning: Theory Into Practice
- EDC 553A Math Methods:
Concrete Approaches to Math Curriculum
- or*
- EDC 555 Methods of Teaching
Reading & Other Language Arts
- EDC 544 Painting I
- EDC 559 Waldorf Curriculum Preparation I
- EDC 538 Waldorf Methods in Reading and Math

Non-credited required courses:

- Drama & Movement

Students are encouraged to review other departments' course listings for saved seats and/or electives.

Department of Education - Integrated Learning & Waldorf Programs Course Schedule

THURSDAYS

9:00 - 11:00 AM

- EDC 553A Math Methods:
Concrete Approaches to Math Curriculum
(Section A)
- EDC 555 Methods of Teaching
Reading & Other Language Arts
(Section A)

11:30 AM - 1:00 PM

- Drama and Movement
(September 11 - September 25
(October 2 - November 6, 6:30 - 8:30 pm)
(November 13 - December 11,
4:00 - 8:00 pm)
Performances: December 16 & 17,
11:00 am - 3:00 pm)

1:00 - 3:30 PM

- EDC 551A Integrated Learning:
Theory Into Practice (Sections A & B)

4:00 - 6:00 PM

- EDC 575 Building Your Technology Skills Base
(Section A) (September 4 - October 23)
- EDC 554 Math Methods:
Focus on Intermediate Grades
(Section A)
- EDC 544 Painting I (September 4 - November 6)
(Section A)

6:30 - 8:30 PM

- EDC 574 Using Online Resources to
Enhance Teaching (Section A)
(November 6 & December 4)

FRIDAYS

8:30 - 11:00 AM

- EDT 586 Evolving Consciousness II (Section A)
- EDT 572 Human Development:
Focus on Childhood (Section A)

11:30 AM - 12:30 PM

- ED 697 Professional Practice Seminar
(Sections A - B) Entering Students
- ED 697 Professional Practice Seminar
(Section F) Waldorf Summer Entrants

11:30 AM - 1:00 PM

- ED 697 Professional Practice Seminar
(Sections C -E) Finishing Students

1:00 - 3:00 PM

- EDC 549 Environmental Education (Section A)

1:00 - 3:15 PM

- EDC 559 Waldorf Curriculum Preparation I
(Section A)

1:30 - 4:00 PM

- EDT 574 Philosophy of Education (Section A)

3:45 - 5:45 PM

- EDC 538 Waldorf Methods in Reading and Math
(Section A) (September 5 - October 31)

4:00 - 6:00 PM

- EDC 550 Integrated Arts I (Section A)
- EDC 560 Rock Search: A Guide to the Earth
(Section A) (September 5 - October 24)

4:30 - 6:30 PM

- EDC 577 Problem Solving Science:
Focus on Primary & Intermediate Grades
(Section A)

6:15 - 7:45

- EDC 543 Eurythmy (Section A)
(September 5 - October 31)
(November 7 - December 12,
3:45 - 5:15 pm)

WEEKEND COURSES

(Meet 9:00 am - 4:30 pm unless otherwise noted)

SEPTEMBER 20 & OCTOBER 4

- EDC 634 Image-Making Within the Writing Process
(Section A)

SEPTEMBER 20 & OCTOBER 25

- EDC 571A Classroom Drawing (Section A)

SEPTEMBER 27 & OCTOBER 25

- EDC 640 Exploring Thinking
and Engaging the Mind (Section A)
- EDP 623 Social Inclusion (Section A)

OCTOBER 5 & NOVEMBER 2

- EDT 609A Experiential Education (Section A)
(8:30 am - 4:30 pm)

OCTOBER 18 & NOVEMBER 8

- EDC 556A Music Every Day (Section A)

NOVEMBER 1 & 22

- EDC 629 Building Learning Communities
(Section A)

NOVEMBER 15

- Workshop in Middle School Drawing
(Section A)

NOVEMBER 22 & 23

- EDP 597 Multicultural Education (Section A)

DECEMBER 6 & 7

- EDC 587 New England Mammals:
Lessons for Teachers (Section A)

ONLINE COURSE

- EDP 627 Education for Social Renewal (Section A)

Department of Education - Integrated Learning & Waldorf Programs Course Descriptions**EDC 629****Building Learning Communities**

COMPETENCY AREA: Curriculum and Instruction
(Education by Design based course)

What can we do to ensure that students learn self-direction, ethical character, curiosity and wonder, while also attending to high quality work and becoming valued members of the community? Experience shows us that the most authentic learning communities grow from the work that teachers, students, administrators and school staff do together. This course will provide practical strategies for creating safe, productive, and collaborative classrooms. Topics will include the stages of developing learning communities and building community through meaningful work. We will examine the role of classroom rituals, traditions, democratic rules, and positive consequences. (EBD based course)

Section A: Marcea Gustafson
Time: Saturdays, November 1 & 22,
9:00 am - 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDC 575**Building Your Technology Skills Base**

COMPETENCY AREA: Curriculum and Instruction

This is an opportunity to develop your skills with application software that will help you to move more effectively through your degree program and/or help prepare you to work with technology in your classroom. You will meet together as a group to work through issues of common interest, select a software application and individual project to complete, and access individual mentoring and other resources to increase your command of your chosen application. Word processing, FirstClass, spread sheets, presentations, desktop publishing, concept mapping, web page construction, and graphic design are within the range of possible choices. Participants will have access to Macintosh laptops during class time. You are strongly encouraged to bring your own PC laptop, if that is your hardware of choice - although some Windows technology may be made available. To assure that the application software you have in mind is an appropriate choice or is available for this course, please contact the instructor prior to registration.

Section A: Wendy McGrath
Time: Thursdays, September 4 - October 23,
4:00 - 6:00 pm
Maximum: 10
Credits: 1

EDC 571A**Classroom Drawing**

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

In this course students practice drawing as it relates to the Waldorf curriculum in grades one through six. Particular emphasis is placed on how this artistic activity connects with the development of the child and can enhance the learning of particular subjects. Students will experience a variety of methods and materials including beeswax crayons, colored pencils, and chalk for blackboard drawing. The techniques learned in this course are adaptable to non-Waldorf settings and students from other programs are welcome.

Section A: Elizabeth Auer
Time: Saturdays, September 20 & October 25,
9:00 am - 4:30 pm
Maximum: 18
Credits: 1

Drama & Movement

REQUIRED OF AND RESTRICTED TO Waldorf Students. It is not necessary to write this course on your registration form. Students will be assigned by the department.

This course focuses on drama, movement activities and form drawing in the Waldorf school curriculum. The last ten weeks will be devoted to the rehearsal of an Oberufer play that will be performed at the end of the semester. Participation in this course is required for all Waldorf students.

Section A: Arthur Auer & Karine Munk Finsler
Time: Thursdays, September 11 - September 25,
11:30 am - 1:00 pm,
October 2 - November 6,
6:30 pm - 8:30 pm, and
November 13 - December 11,
4:00 pm - 8:00 pm
(Performances: December 16 & 17,
11:00 am - 3:00 pm)
Maximum: 20
Credits: uncredited

EDP 627**Education for Social Renewal**

COMPETENCY AREA: Education & Social Policy
RESTRICTED TO Distant Waldorf Students.

This course will give students an opportunity to examine the social and pedagogical basis for Waldorf education. How do children interact in a Waldorf classroom? How can a teacher prepare to meet the emotional as well as academic needs of students? What is the philosophic framework for teacher preparation? How can a teacher remain inspired, enthusiastic? Students will share their research on topics chosen the previous summer, reflect on readings assigned, and submit journal entries to an online partner. Final documentation will include a 10-page paper, quotations selected from the readings, and a review submitted by the journal partner. All work will need to be completed by December 15. FirstClass access is required.

Section A: Torin Finsler
Time: On-line
Maximum: 12
Credits: 4

EDC 549**Environmental Education**

COMPETENCY AREA: Curriculum & Instruction
REQUIRED OF AND PRIORITY TO Science and Environmental Education concentration students.

Drawing on children's natural fascination with the world around them and their desire to make the world right, environmental education in the school setting offers an opportunity to develop a classroom into a living center of materials-based, community-related, cooperative learning, while fostering in children the attitudes, understandings and skills of environmentally literate citizens. This course will explore the potential roles of environmental education in an integrated curriculum examining both key environmental education content areas and teaching strategies for the elementary years. Additional course focus will include an examination of existing Environmental Education curricular and institutional resources; approaches to dealing with environmental issues, both in the classroom and as a school community; strategies for taking full advantage of a school's outdoor site; and techniques for promoting a working interrelationship with the community.

Section A: David Sobel
Time: Fridays, 1:00 - 3:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 2

EDC 543**Eurythmy**

COMPETENCY AREA: Curriculum and Instruction
REQUIRED OF AND RESTRICTED TO Waldorf Students.

Students will continue with eurythmy lessons begun in July.

Section A: Cezary Ciaglo
Time: Fridays, September 5 - October 31,
6:15 pm - 7:45 pm, and
November 7 - December 12,
3:45 pm - 5:15 pm
Maximum: 20
Credits: 1

EDT 586**Evolving Consciousness II**

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

Fulfills Human Development requirement.

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

This course is the sequel to the introduction of anthroposophical concepts presented in the summer. During this term, world evolution and occult history will be considered from the standpoint of the evolving consciousness of humanity as characterized by Rudolf Steiner. Steiner's relationship to other educational philosophers and the history of educational thought will also be considered. We will start each session by playing the recorder.

Section A: Torin M. Finsler
Time: Fridays, 8:30 - 11:00 am
Maximum: 24
Credits: 3

Department of Education - Integrated Learning & Waldorf Programs Course Descriptions**EDT 609A
Experiential Education:
Learning in Meaningful Contexts**

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education
(Education by Design based course)

For educators interested in understanding the theory and the practice of experiential education. We will explore what constitutes a "learning experience" in a variety of educational contexts, such as outdoor education, field trips and service learning. We will identify the ways in which experiences can be more or less educative, looking at a continuum of educational experiences and considering the implications for educational practice. We will also examine the different stages of the experiential learning cycle for use in curriculum design and for practical application.

Section A: Paul Bocko
Time: Sundays, October 5 & November 2,
8:30 am – 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

**EDC 640
Exploring Thinking and
Engaging the Mind:
Visual Tools for Constructing
Knowledge Across Disciplines**

COMPETENCY AREA: Curriculum and Instruction

How can students meaningfully and independently construct knowledge? Assessments and standards focus on what to learn, but who is teaching children how to learn? Typically, students struggle to swim through a sea of content matter without a means for effectively processing material. This course will examine how visual tools can support students' patterning of information across the curriculum. We will explore and apply various visual tools: webbing, graphic organizers, and concept mapping in order to evaluate how these tools facilitate the thinking and learning process. We will also look at a framework for lesson planning that engages students' minds at pre-, during, and post-lesson intervals. Class time and assignments will emphasize the cognition and metacognition involved in instruction, learning and achievement and how visual tools can scaffold students' cognitive development and work toward whole school change.

Section A: Sarah Curtis
Time: Saturdays, September 27 & October 25,
9:00 am – 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

**EDT 572
Human Development:
Focus on Childhood**

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education
REQUIRED OF AND PRIORITY TO Elementary and Early Childhood certification students.

Good teaching stems from a grasp of the principles and purposes of human development. A vision of development provides the biological and philosophical underpinnings of informed education. By examining the 'plan' which directs human growth, we find a basis upon which curriculum can be built. Without this perspective, schooling can become arbitrary and heartless. In this course, we first aspire to discover the universal characteristics of being human while also searching out that which is unique in each of us. To accomplish this, we will pursue theoretical and narrative accounts of development and attempt to reflect on our lives. One of a teacher's greatest resources is her ability to recall what it felt like as a child. Readings will be from Kegan, Crain, and a variety of other provocative developmental theorists.

Section A: Jane Miller
Time: Fridays, 8:30 - 11:00 am
Maximum: 18
(1 seat reserved for ES student)
Credits: 3

**EDC 634
Image-Making
Within The Writing Process**

COMPETENCY AREA: Curriculum & Instruction

Through the use of simple, hands-on art experiences, the introduction of fine quality picture books, and an on-going Artist/Writers workshop, this innovative approach gives children access to visual and kinesthetic as well as verbal modes of thinking. In doing so, this process allows all children access to enter the writing process from a position of personal strength and enthusiasm. *Required materials and manual will cost \$125.00.*

Section A: Kathy Shanks
Time: Saturdays, September 20 & October 4,
9:00 am – 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

**EDC 550
Integrated Arts I**

COMPETENCY AREA: Curriculum & Instruction
PRIORITY TO Elementary and Early Childhood certification students.

The arts are an integral part of education. They are a vital part of learning and growth process. Through the visual arts, one is able to see, think and speak in response to his or her environment in a creative manner. This class will offer opportunities to explore a wide range of art materials, processes and techniques in painting, print making, sculpture and mask making, and how these art lessons fit into classroom themes.

Section A: Ron LaBrusciano
Time: Fridays, 4:00 - 6:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 2

**EDC 551A
Integrated Learning:
Theory into Practice**

COMPETENCY AREA: Curriculum & Instruction
REQUIRED OF Integrated Learning and Waldorf (State) Certification students
PRIORITY TO Elementary and Early Childhood certification students.

This course will provide students with opportunities to acquire an historical perspective of the integrated day classroom. Students will learn to appreciate the value of an integrated approach to learning and gain experience in determining children's characteristics, levels of development and needs through observation. Students will see the learning of creative, social and process skills as important components of the curriculum and learn how to plan and implement an interdisciplinary thematic study, which can satisfy the demands of the curriculum, as well as build on children's experiences and meet the needs and interests of a variety of learners. They will explore issues and learn techniques of management, grouping, documentation, record keeping, display, evaluation, etc., and understand the implications of establishing a democratic classroom and a community for learning and sharing.

Section A: Ron LaBrusciano
Section B: Jane Miller
Time: Thursdays, 1:00 - 3:30 pm
Maximum: 18 per section
(1 seat per section reserved for ES students)
Credits: 3

Department of Education - Integrated Learning & Waldorf Programs Course Descriptions

ED 691
Internship, Elementary Education
ED 692
Internship, Early Childhood Education
ED 694
Internship,
Science/Environmental Education

Internships are available in a variety of public and independent elementary schools and early childhood learning centers. Integrated Learning and Waldorf students are required to do a minimum of two semesters of supervised teaching (8 credits) in an approved Elementary or Early Childhood setting. Science and Environmental Education students must do one Elementary internship and one Science/Environmental Education internship.

NOTE: Please be sure to write the correct course number, as well as the number of credits, and the site of your internship in the spaces provided on your registration form.

Section A: Education Faculty
Credits: variable

ED 697
Professional Practice Seminar

REQUIRED OF AND RESTRICTED TO students in Internship. Please write this course on your registration form. Students will be assigned to a section by the department faculty.

All entering students and all students in an internship are required to participate in the Professional Seminar. This seminar covers issues arising from working in schools and professional settings, providing a support group for the trials and tribulations of the beginning teacher. Topics covered include discipline, classroom management, designing classroom space, parent-teacher relationships, the politics of public schooling, uses of educational media, and a variety of other issues.

Entering Students:
Section A: David Sobel
Section B: Judy Coven
Fridays, 11:30 am – 12:30 pm
Finishing Students
Section C: Ron LaBrusciano
Section D: Peter Eppig
Section E: Jane Miller
Fridays, 11:30 am – 1:00 pm
Waldorf Students
Section F: Arthur Auer
Fridays, 11:30 am – 12:30 pm
Maximum: 12 per section
Credits: uncredited

ED 699
Master's Project

REQUIRED OF all Waldorf year-round non-certification students in 5th semester of program, and of Waldorf M.Ed. summer sequence students in the second semester of their program.

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 or team of students 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 report to accompany them.

Section W: Staff
Credits: 5

ED 699C
Master's Project Continuation

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

Students must register for a 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 loan deferment purposes through December 19.

Section W: Education Faculty
Credits: uncredited

EDC 553A
Math Methods:
Concrete Approaches to
Math Curriculum

COMPETENCY AREA: Curriculum & Instruction
REQUIRED OF AND PRIORITY TO Elementary and Early Childhood Education certification students.

Young children develop their own informal mathematics knowledge before entering school. In this course students will learn how teachers can continue to allow them to build on their experiences, both practical and teacher-constructed, to extend their mathematical understandings and skills. Using concrete materials and hands on experiences, students will become actively involved with problems from a range of mathematical strands (number sense, geometry, measurement, pattern, probability) to illustrate how children can explore mathematics, including arithmetic, through problem solving and inquiry. Classroom management and methods of assessing children's understanding will also be addressed.

Section A: Judy Coven
Time: Thursdays, 9:00 - 11:00 am
Maximum: 18
(1 seat reserved for ES student)
Credits: 2

EDC 554
Math Methods:
Focus on Intermediate Grades

COMPETENCY AREA: Curriculum & Instruction
REQUIRED OF AND PRIORITY TO Elementary Education certification students.

This course will focus on the learning and teaching of the mathematics skills covered in the intermediate grades. Through problem solving mathematics discourse, and the use of concrete materials including geoboards, ten blocks, fraction bars, and other manipulatives, mathematics concepts will be explored from both the teacher's and learner's points of view. Classroom management, meeting the needs of individual students, assessment, and use of both traditional and non-traditional materials will be covered.

Section A: Nancy Belsky
Time: Thursdays, 4:00 – 6:00 pm
Maximum: 18
(1 seat reserved for ES Certification student)
Credits: 2

EDC 555
Methods of Teaching
Reading & Other Language Arts

COMPETENCY AREA: Curriculum & Instruction
REQUIRED OF AND PRIORITY TO Elementary and Early Childhood certification students.

Is reading a skill that children naturally develop or is it a process that requires programmatic, constant instruction? Is it better to teach phonics or try a "whole language" approach? This course will address these questions and consider the following topics: an analysis of the reading process and what is involved in decoding and encoding; different approaches to reading instruction and the use of children's literature; ways to teach reading that promote confidence and fluency; and the integration of reading, writing and speech activities throughout the curriculum.

Section A: Paula Aarons
Time: Thursdays, 9:00 - 11:00 am
Maximum: 18
(1 seat reserved for ES student)
Credits: 2

Department of Education - Integrated Learning & Waldorf Programs Course Descriptions**EDP 597
Multicultural Education: Affirming
Diversity Through the Arts**

COMPETENCY AREA: Education & Social Policy

This course is designed to introduce participants to multicultural education in theory and practice. We will explore how multicultural education challenges racism, sexism, classism and other forms of bias in schools and society, and promotes respect and understanding. Examining our own "cultural lens" and how it affects our work as educators will help us to authentically infuse a multicultural perspective in our practice. This course will be taught using the arts as the experiential lens through which multicultural understanding will be developed. Cross-cultural experiences and conceptualizations of cultural identity will be explored in class through a variety of expressive modalities including music, art, group spoken-word improvisation and movement. Discussion will include theoretical framing of multiculturalism, education, and arts within socio-cultural and socio-political contexts.

Section A: Terry Jenoure
Time: Saturday & Sunday, November 22 & 23,
9:00 am - 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

**EDC 556A
Music Every Day**

COMPETENCY AREA: Curriculum & Instruction

In this course we find our own connections to music making, and explore ways to integrate music into our homes and classrooms. No musical prerequisite is necessary to enroll in this course. Materials will be explored in a non-threatening and empowering way, accessible to all participants regardless of musical history. We will begin by learning songs, dances, and singing games, and move into other musical activities. This course is primarily geared to children ages 4 - 12, but teachers of older students are welcome as well. Other topics will include creating songs, children's compositions and notation (following the "whole language" method of writing music), improvisation, the music of words, and curriculum tie-ins. Coursework will include an observation, creating an "idea book" of songs and activities, and leading a musical activity of your own choosing.

Section A: Becky Graber
Saturdays, October 18 & November 8
9:00 am - 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

**EDC 587
New England Mammals:
Lessons for Teachers**

COMPETENCY AREA: Curriculum & Instruction

This weekend class will give you a foundation for designing lessons about wild mammals. You will learn the life stories of several mammals, ways to teach tracking, interpret mammal sign and recognize common mammal skulls and scat. You will leave this course with a collection of animal sign and materials designed to support your teaching.

Section A: Janet Altobello & Susie Denehy
Saturday & Sunday, December 6 & 7,
9:00 am - 4:30 pm
Maximum: 12
(1 seat reserved for ES student)
Credits: 1

**EDC 544
Painting I**

COMPETENCY AREA: Curriculum and Instruction
REQUIRED OF Waldorf Students; PRIORITY TO Summer 2003 year-round entering students. Others by written permission of the instructor attached to or on registration form.

Students in this course will learn to work with Goethean color theory and experience color free from the restrictions of outer form. 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. In addition, this course will explore stages of the evolution of consciousness by painting out of various soul moods. While not a curriculum study, this course is intended to provide the background for the personal and artistic development of the teacher.

Section A: Karine Munk Finser
Time: Thursdays, September 4 - November 6,
4:00 pm - 6:00 pm
Maximum: 20
Credits: 1

**EDT 574
Philosophy of Education**

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education
REQUIRED OF AND PRIORITY TO Integrated Learning Elementary and Early Childhood certification students.

An evolving philosophy of education can guide decision making, help determine methodology, and become a source of inspiration and renewal for the teacher. This course will focus on developing a personal philosophy of education through a process of research, reflection and discussion. We will survey major changes in educational thought from 500 B.C. to the present. This historical perspective will form the basis for the student's personal search for a philosophy of education appropriate for today.

Section A: Peter Eppig
Time: Fridays, 1:30 - 4:00 pm
Maximum: 18
(1 seat reserved for ES Teacher Certification student)
Credits: 3

**ED 693
Practicum**

The purpose of the Practicum is to assist students in integrating theoretical knowledge gained through reading and seminars with their experience as teachers. The emphasis in the Practicum is upon self-evaluation, reflection, and articulation of experience. Students may call on faculty consultants for particular assistance with classroom practices.

Section W: Education Faculty
Credits: 4

**EDC 577
Problem Solving Science:
Focus on Primary & Intermediate Grades**

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

Science in elementary schools is more than reading the chapter and answering the questions. Observations, hands-on investigations, nature experiences and children's literature can all provide starting points for developmentally appropriate science curriculum. By "doing what scientists do", we will experience problem solving in science first hand and explore ways to initiate science with children. We will also explore building a connection between science inquiry and mathematical problem solving. Topics may include pendulums, stream studies, clay boats, design technology and earth science. We will examine diverse science curriculum materials such as TOPS, GEMS, ESS, MacDonald 5/13 and AIMS and reflect on the current issues and theoretical debates in science education involving pedagogy and standards. This course will be most valuable for students who are engaged in internships or who have access to a group of children to do science curriculum work with during the semester. Participants will be required to develop a portfolio of their work from the course.

Section A: David Sobel
Time: Fridays, 4:30 - 6:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 2

**EDC 560
Rock Search: A Guide to the Earth**

COMPETENCY AREA: Curriculum & Instruction

Designed to meet the needs of those students who want to know more about the Earth from a geological perspective. The course will provide an overview of the subject through the examination of rocks and minerals, landforms, how water and ice shape the land, plate tectonics, and earth history (past life forms, geologic time scale, etc). Course content will be based on state curriculum frameworks and areas of student interest.

Section A: Molly Eppig
Time: Fridays, September 5 - October 24,
4:00 - 6:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

Department of Education - Integrated Learning & Waldorf Programs Course Descriptions**EDP 623****Social Inclusion: Teasing, Bullying & Peer Abuse**

COMPETENCY AREA: Education & Social Policy

It is the aim of this course to give each participant the insight, confidence and the tools needed to break the pattern of bullying and teasing. It will also provide practical advice on how to set up a simple yet dynamic community based action research project involving teachers, parents and students that brings bullying out into the open without needing to punish, polarize, stigmatize or blame. We will explore the bully, target, and by-stander roles and the relationship of bullying to Cumulative Stress Reaction or Post Traumatic Stress Disorder and its significant impact on the social and emotional life of children and teenagers. Role plays will be developed based on examples given from many schools where children, teachers and parents meeting together have used the Social Inclusion conferencing method to establish healthier relationships out of difficult, even long-term, situations of peer abuse.

Section A: Kim Payne**Time: Saturdays, September 27 & October 25,****9:00 am - 4:30 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 **December 1, 2003**, 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 an elective. Contracts received after the **December 1** deadline will be returned 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 574**Using Online Resources to Enhance Teaching***(formerly Accessing Educational Information)*

COMPETENCY AREA: Curriculum & Instruction

This course provides prospective educators with the tools and training needed to make use of the plethora of educational resources online. Teachers today need to be able to locate and retrieve curricular resources and opportunities, and to access the best of professional resources such as listservs, reviews, online journals, and educational research. They need to be able to make rapid and sound decisions about the value of various educational software products. Teachers also need to be aware of the considerable potential in becoming a producer as well as a consumer of Internet materials. Participants in this course will be expected to explore a variety of resources, reflect on the effectiveness of those resources, and share what they have found and what they might plan for their classrooms with others in the class. This course will be delivered through two classroom meetings and regular online interaction over a month's duration.

Section A: Peter Monether**Time: Thursdays, November 6 & December 4,****6:30 - 8:30 pm****The remainder of the course is delivered online via FirstClass.****Maximum: 18****(1 seat reserved for ES student)****Credits: 1****EDC 559****Waldorf Curriculum Preparation I**

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND RESTRICTED TO Waldorf students..

Waldorf curriculum in grades 1 - 4 is based on a highly articulated view of the course of human development both in the individual and over the history of mankind. This course will examine the curriculum in each of the first four grades. Students will have the opportunity to present appropriate lessons for a variety of grade levels. The aim will be to clarify the nature of the child of each grade level, and understand how the curriculum fits the child's development.

Section A: Arthur Auer**Time: Fridays, 1:00 pm - 3:15 pm****Maximum: 20****Credits: 2****EDC 538****Waldorf Methods in Reading and Math**

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND RESTRICTED TO Waldorf students.

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

Section A: Monica Marshall**Time: Fridays, September 5 - October 31,****3:45 - 5:45 pm****Maximum: 20****Credits: 1****Workshop in Middle School Drawing**

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF Waldorf students with an elementary focus; others by permission of the instructor.

It is not necessary to write this course on your registration form. Students will be assigned by the department.

This course will provide a practical introduction to the Waldorf drawing curriculum of the upper elementary grades. It will focus on such techniques as black and white and shaded drawing and perspective. The skills learned in this course are adaptable to non-Waldorf settings and students from other programs are welcome.

Section A: Elizabeth Auer**Time: Saturday, November 15,****9:00 am - 4:30 pm****Maximum: 18****Credits: uncredited**

Department of Environmental Studies - Master's Programs Registration Instructions**ALL ENVIRONMENTAL STUDIES STUDENTS**

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

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

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

Students are encouraged to review other departments' course listings for saved seats and/or electives.

STUDENTS WHO ENTERED IN SPRING 2002

Students who entered in Spring 2002 are expected to have finished their programs, and therefore are not expected to register for the Fall 2003 semester. However, students who have not yet completed their program requirements should meet with their advisors to determine which courses to register for.

STUDENTS WHO ENTERED FALL 2002

The Department of Environmental Studies strongly encourages students not to register for more than 12 credits. If you wish to exceed this credit recommendation, your adviser must provide written permission on your registration form.

CONSERVATION BIOLOGY

Please register from the following:

- Master's Thesis Seminar (ES 505A) (Section A)
- Practicum (ES 693) (Sections A - D)
- Wildlife and Forest Management (ESS 568) (Section A) (Req Alt)
- Field and/or other elective credits

ENVIRONMENTAL ADVOCACY AND ORGANIZING

Please register from the following:

- Diversity and Coalition Building for Environmentalists (ES 517)(SectionA)
- Supervised Advocacy Field Work (ES 518)(Section A)(Strongly Recommended)
- Practicum (ES 693) (Sections A - D)
- Field and/or other elective credits

STUDENTS WHO ENTERED FALL 2002 (Cont.)**ENVIRONMENTAL EDUCATION**

Please register from the following:

Choice of Environmental Education Methods Courses:

- EE Methods: Global Issues in Environmental Education (ESE 534) (Section A) (Req Alt)
- EE Methods: Teaching Teachers Skills in Environmental Education (ESE 532) (Section A) (Req Alt)
- Curriculum Design: Non-Formal (ESE 514) (Section A)
- Practicum (ES 693) (Sections A - D)
- Proposal Writing and the Grants Process (ESACO 503) (Section A or B)
- Field and/or other elective credits

GENERAL SCIENCE AND BIOLOGY CERTIFICATION

Please register from the following:

- Biology Teaching Methods (ESE 520) (Section A)
- Conceptual & Human Development (ESE 535) (Section A)
- New England Flora (ESF 514) (Section A)
- Practicum (ES 693) (Sections A - D)
- Field and/or other elective credits

INDIVIDUALIZED PROGRAMS

Please speak with advisor for completing degree requirements.

RESOURCE MANAGEMENT & ADMINISTRATION

Please register from the following:

- Dispute Resolution (ESXO 503) (Section A) (Req Alt)
- Geographic Information System (GIS) (ES 510) (Section A or B) (Req Alt) **OR**
- Proposal Writing and the Grants Process (ESACO 503) (Sec A or B) (Req Alt)
- Practicum (ES 693) (Sections A - D)
- Wildlife and Forest Management (ESS 568) (Section A) (Req Alt)
- Field and/or other elective credits

STUDENTS WHO ENTERED IN SPRING 2003

The Department of Environmental Studies strongly encourages students not to register for more than 12 credits. If you wish to exceed this credit recommendation, your adviser must provide written permission on your registration form.

CONSERVATION BIOLOGY**ENVIRONMENTAL EDUCATION****GENERAL SCIENCE AND BIOLOGY CERTIFICATION****INDIVIDUALIZED PROGRAMS**

Please speak with advisors for completing degree requirements.

RESOURCE MANAGEMENT & ADMINISTRATION

Please register from the following:

- Dispute Resolution (ESXO 503) (Section A) (Req Alt)
- Geomorphology (replaced by ESS 572 Earth Systems Science Section C)
- Land Use Planning (ESP 595) (Section A) (Req Alt)
- Practicum (ES 693) (Section A, B, C or D)

STUDENTS WHO ENTERED IN SPRING 2003 (Cont.)

- Geographic Information System (GIS) (ES 510) (Section A or B) (Req Alt) **OR**
- Proposal Writing and the Grants Process (ESACO503) (Section A or B) (Req Alt)
- Wildlife and Forest Management (ESS 568) (Section A) (Req Alt)

STUDENTS ENTERING IN FALL 2003

The Department of Environmental Studies strongly encourages students not to register for more than 12 credits. If you wish to exceed this credit recommendation, your adviser must provide written permission on your registration form.

CONSERVATION BIOLOGY

Please register from the following:

- Conservation Biology (ESS 563) (Section A)
- Community Ecology of the New England Landscape (ESF 550) (Sections A - E)
- Earth Systems Science (ESS 572) (Sections A - E)
- Choose one course from Environmental Issues:
 - Patterns of Environmental Activism (ESP 524) (Section A)
 - Cultures of Natural History (ESP 542) (Section A)
 - Ecological Economics & Public Policy (ESP 601) (Section A or B)
 - The Language of Nature (ESP 530) (Section A)

ENVIRONMENTAL ADVOCACY AND ORGANIZING

Please register for:

- Organizing Social Movements (ES 515) (Section A)
- Community Ecology of the New England Landscape (ESF 550) (Sections A - E)
- Earth Systems Science (ESS 572) (Sections A - E)
- Choose one course from Environmental Issues:
 - Patterns of Environmental Activism (ESP 524) (Section A)
 - Cultures of Natural History (ESP 542) (Section A)
 - Ecological Economics & Public Policy (ESP 601) (Section A or B)
 - The Language of Nature (ESP 530) (Section A)

ENVIRONMENTAL EDUCATION

Please register for:

- Foundations of Environmental Education (ESE 502) (Section A or B)
- Community Ecology of the New England Landscape (ESF 550) (Sections A - E)
- Earth Systems Science (ESS 572) (Sections A - E)
- Choose one course from Environmental Issues:
 - Patterns of Environmental Activism (ESP 524) (Section A)
 - Cultures of Natural History (ESP 542) (Section A)
 - Ecological Economics & Public Policy (ESP 601) (Section A or B)
 - The Language of Nature (ESP 530) (Section A)

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

STUDENTS ENTERING IN FALL 2003 (CONT)

GENERAL SCIENCE AND BIOLOGY CERTIFICATION

Please register for:

- Problem-Solving & Inquiry-Based Science Teaching (ESE 521) (Section A)
- Community Ecology of the New England Landscape (ESF 550) (Sections A - E)
- Earth Systems Science (ESS 572) (Sections A - E)
- Choose one course from Environmental Issues:
 - Patterns of Environmental Activism (ESP 524) (Section A)
 - Cultures of Natural History (ESP 542) (Section A)
 - Ecological Economics & Public Policy (ESP 601) (Section A or B)
 - The Language of Nature (ESP 530) (Section A)

INDIVIDUALIZED PROGRAMS

Please register from the following:

- Community Ecology of the New England Landscape (ESF 550) (Sections A - E)
- Earth Systems Science (ESS 572) (Sections A - E)
- Choose one course from Environmental Issues:
 - Patterns of Environmental Activism (ESP 524) (Section A)
 - Cultures of Natural History (ESP 542) (Section A)
 - Ecological Economics & Public Policy (ESP 601) (Section A or B)
 - The Language of Nature (ESP 530) (Section A)
- Selection of course from your individualized program - *see adviser*

RESOURCE MANAGEMENT & ADMINISTRATION

Please register from the following:

- Management Theory Course - *see adviser*
- Community Ecology of the New England Landscape (ESF 550) (Sections A - E)
- Earth Systems Science (ESS 572) (Section C - strongly recommended)
- Choose one course from Environmental Issues:
 - Patterns of Environmental Activism (ESP 524) (Section A)
 - Cultures of Natural History (ESP 542) (Section A)
 - Ecological Economics & Public Policy (ESP 601) (Section A or B)
 - The Language of Nature (ESP 530) (Section A)

COURSE SCHEDULE

WEDNESDAYS

- 9:00 AM - 12:00 PM**
 ESF 550 Community Ecology of the NE Landscape (Section A)
- 9:00 AM - 4:00 PM**
 *ESACO 503 Proposal Writing and the Grants Process (Section A)
- 1:00 - 4:00 PM**
 ESE 502 Foundations of Environmental Education (Section A)

THURSDAYS

- 8:00 - 11:00 AM**
 ESP 542 Cultures of Natural History (Section A)
 ESP 601 Ecological Economics & Public Policy (Section A)
 ESF 514 New England Flora (Section A)
 ESP 524 Patterns of Environmental Activism (Section A)
- 11:15 AM - 12:45 PM**
 *Practicum Seminar (Sections A & B)
- 1:00 - 4:00 PM**
 ES 520 Advanced Statistics (Section A)
 ESS 563 Conservation Biology (Section A)
 ESE 502 Foundations of Environmental Education (Section B)
 ESF 514 New England Flora (Section B)
 ES 515 Organizing Social Movements & Campaigns (Section A)
 ESE 521 Problem-Solving & Inquiry-Based Science Teaching (Section A)
 ESE 520 Science Teaching Methods (Section A)
 ES 518 Supervised Advocacy Field Work (Section A)
- 4:15 - 7:15 PM**
 ES 517 Diversity & Coalition Building (Section A)
 ESP 601 Ecological Economics & Public Policy (Section B)
 *ESE 532 EE Methods: Teaching Teachers Skills in Environmental Education (Section A)
 *ESP 595 Land Use Planning (Section A)
 ESP 530 The Language of Nature (Section A)
- 4:30 - 6:30 PM**
 ES 510 Geographic Information System (Section A)
- 7:15 - 9:15 PM**
 ESE 540 Marine Ecology (Section A)
 ES 510 Geographic Information System (Section B)
- TBA**
 ESE 522 Children w/ Special Needs (Section A)

FRIDAYS

- 8:00 - 11:00 AM**
 ESF 550 Community Ecology of the NE Landscape (Sections B & C)
 ESS 572 Earth Systems Science (Sections A & B)
 *ESE 537 Exploring Possibilities in Education (Section A)
 ESF 515 Ornithology (Section A)
 *ESACO 503 Proposal Writing and the Grants Process (Section B)
- 8:30 - 11:00 AM**
 ESE 514 Curriculum Design: Non-formal (Section A)
 *ESCO 527 Environmental Writing (Section A)
- 11:15 AM - 12:45 PM**
 *ES 506 Advanced Professional Seminar for Resource Management & Administration (Section A)
 *ES 505A Master's Thesis Seminar (Section A)
 *Practicum Seminar (Sections C & D)
- 1:00 - 4:00 PM**
 *ES 521 Art, Culture and Nature (Section A)
 ESF 550 Community Ecology of the NE Landscape (Sections D & E)
 ESS 572 Earth Systems Science :Geomorphology (Section C)
 ESS 572 Earth Systems Science (Sections D & E)
 *ESS 568 Wildlife and Forest Management (Section A) (Harris Center)
- 4:15 - 7:15 PM**
 ES 550 The Practice of Management: 4 Perspectives (Section A)
- 4:30 - 7:30 PM**
 ESE 535 Conceptual & Human Development (Section A)
 *ESXO 503 Dispute Resolution (Section A)
- 7:00 - 9:30 PM**
 *ESF 551 Reptile Field Biology (Section A)
- 7:15 - 9:15 PM**
 *ESF 546 Conservation Challenges at the Wildland/Suburban Interface (Section A)
- TBA**
 *Practicum Seminar for Biology & Gen Sci Cert (Section A)

**These courses have varied meeting dates and/or times. See course description for complete list of times and dates.*

Courses are listed in each section alphabetically by course title.

Department of Environmental Studies - Course Schedule & Course Descriptions

**WEEKEND & IRREGULAR COURSE
MEETING SCHEDULE**

(Meet 9:00 am - 4:30 pm, unless otherwise noted)

SEPTEMBER 13 & 14

*ESF 515 Ornithology (Section A) (Study Trip)

SEPTEMBER 20 & 21 AND OCTOBER 5 & 6

*ESS 520 Wetlands Delineation (Section A)

SEPTEMBER 20 & 27

*ESF 551 Reptile Field Biology
(Section A)(Sept 20, 8:30 am - 4:30 pm)
(Sept 27, 8:30 am - 8:30 pm)

SEPTEMBER 27 - OCTOBER 1

*ESE 540 Marine Ecology:
Teaching in the Rocky Intertidal Zone
(Section A) (Study Trip)

OCTOBER 4

*ESXO 503 Dispute Resolution (Section A)

OCTOBER 4 - 8

*ESF 546 Conservation Challenges at the
Wildland/Suburban Interface (Section A) (Study Trip)

NOVEMBER 1 & 2 AND 15 & 16

ESE 534 EE Methods: Global Issues
in Environmental Education (Section A)

TBA FIELD TRIPS

*ESCO 527 Environmental Writing
(Section A) (Optional Field Trip)

**These courses have varied meeting dates and/or times.
See course description for complete list of times and dates.*

COURSE DESCRIPTIONS

**ES 506
Advanced Professional Seminar for
Resource Management & Administration**

RECOMMENDED FOR AND RESTRICTED TO RMA.

This seminar provides students with the opportunity to develop a deeper understanding of the environmental professions, to examine career goals and to build a professional peer support network. Utilizing a career development approach, core faculty will work with students to identify career paths, establish personal goals, develop job search skills, and explore professional issues.

Section A: Michael Simpson
Time: Fridays, TBA dates, 11:15 am - 12:45 pm
Maximum: 16
Credits: 1

**ES 520
Advanced Statistics**

COMPETENCY AREA: EAO, CB, EE, Cert, IND, RMA-Elective
PRIORITY TO Conservation Biology students.

PREREQUISITE: Ecological Research Design or, by instructor consent, strong background in basic statistics.

Some branches of conservation biology and ecology have become increasingly quantitative in their focus. This class builds on the basic statistical procedures covered in Ecological Research Design. Topics will include logistic regression, cluster analysis, principal components analysis, stepwise and multiple regression, MANOVA, analysis of covariance, nested ANOVA, discriminant function analysis, concordance analysis, and other selected procedures to be determined by student interest. Each type of analysis will be examined and discussed with examples from the primary literature, and assignments will give students hands-on practice in performing these procedures. Class will emphasize when particular approaches are appropriate, and how they are implemented via JMP or PC-ORD software packages.

Section A: Jon Atwood
Time: Thursdays, 1:00 - 4:00 pm
Maximum: 16
Credits 3

**ES 521
Art, Culture, and Nature:
Understanding the World Through the Arts**

COMPETENCY AREA: EAO, CB, EE, Cert, IND, RMA-Elective

A world in crisis compels us to act. But before we act, before we attempt to change social patterns or individual behavior, we need insight and understanding of the world in which we live. Science offers one powerful and important window, based on the practice of observing phenomena and then sharing and confirming those observations through multiple witnessing. Art also directs our attention, but in a manner very different from science. Art arrests the mind. It causes us to pause, to contemplate deeply, and to think anew about our

world. Out of the silence of this pause can emerge new meaning and innovations, which may present powerful alternatives to policy and action. This class explores art as technique to expand thinking and awareness of our natural and human worlds. Through a combination of theory/conceptual thought and art-in-practice, students will gain experience in using art to engage a deeper level of understanding about the world around us. Students are expected to complete one studio project.

Section A: Alesia Maltz and Thomas Weblor
**Time: Fridays, September 12 & 19, October 10, 17 & 24,
November 14 & 21, and December 12**
1:00 - 4:00 pm
Maximum: 15
Credits: 2

**ESE 522
Children with Special Needs:
Focus on Adolescence**

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

REQUIRED OF AND PRIORITY TO ES Certification students.

Adolescent children and those with special needs present the classroom teacher with a wide variety of challenges in terms of management, motivation, and relationships. This course is designed to familiarize the student with special educational needs of adolescents who have a range of cognitive, physical or emotionally handicapping conditions. Related topics that will be covered include: Special Education (legal) requirements within school systems; developmental issues; the Individual Education Plan (IEP); curriculum adaptations; and issues in mainstreaming and normalization.

Section A: TBA
Time: Thursdays, TBA
Maximum: 16
(1 seat reserved for Science Education student)
Credits: 2

**ESF 550
Community Ecology
of the New England Landscape**

COMPETENCY AREA FALL 03:
Natural Communities, Required
COMPETENCY AREA SPRING 03 AND EARLIER:
EAO, CB, EE, Cert, IND, RMA (may replace Principles of Ecology with instructor approval)

PREREQUISITE: Being able to identify by bark the two dozen most common species of central New England trees (study guide available through Antioch's web site)
PRIORITY TO Fall 03 entering students.

This course examines the diversity of plant communities found in Central New England with special attention to the impact of topography, substrate, and disturbance regimes on community composition and structure. As a largely field-based course, both qualitative and quantitative means will be used to describe community composition and structure, as

Department of Environmental Studies - Master's Programs Course Descriptions

well as the reasons for community placement. Ecocindicator species will be used to delineate specific topographic and edaphic sites, while evidence of various disturbances will be used to interpret successional patterns as a means for "reading the landscape." The course will have a strong grounding in concepts related to community ecology including dominance, diversity, niche structuring, and succession. Skills in plant community sampling, soil interpretation, and plant identification will also be developed. A number of outstanding representatives of community types in the central Connecticut River watershed will be visited.

Sections A, B & E: Tom Wessels
Sections C & D: Peter Palmiotto
Time: Section A: Wednesdays, 9:00 am – 12:00 pm
Sections B & C: Fridays, 8:00 – 11:00 am
Sections D & E: Fridays, 1:00 – 4:00 pm
Maximum: 16 per section
Credits: 3

ESE 535 Conceptual and Human Development

COMPETENCY AREAS: EE-Required alternate; Cert-Required; EAO, CB, IND & RMA-Elective
PRIORITY TO FL02 ES Certification entrants.

An understanding of human development is the foundation for good teaching. Developmental processes, the intersection of biology and cultural context, are the blueprint upon which the educational objectives and curricula of schools should be built. We will explore the entire life span, focusing on cognitive development throughout, with primary emphasis on middle childhood and adolescence. In an attempt to better understand thinking and learning, we will explore a variety of questions including: What is thinking? How does it develop? What is intelligence? and Are learning and intelligence related? This course will provide an overview of the potential conceptual abilities of children and adults and a framework for creating effective curricula.

Section A: Sue Ward
Time: Fridays, 4:30 – 7:30 pm
Maximum: 16
(1 seat reserved for Education student)
Credits: 3

ESS 563 Conservation Biology

COMPETENCY AREA: CB-Required; EAO, EE, Cert, IND & RMA-Elective
PRIORITY TO Conservation Biology students.

This course examines the biology underlying our attempts to conserve diversity at the level of genes, species, communities, and ecosystems. We will learn about the major issues and problems in conservation biology, and the tools biologists use to accomplish their conservation goals. We will apply qualitative and quantitative tools from population biology, and community and landscape ecology to learn how we can predict the vulnerability of populations and species to extinction. Example case studies and current events will allow us to explore issues such as reserve design and management, policy issues, reintroduction projects, and restoration efforts. Students will delve into the most recent conservation biology literature to become familiar with predominant debates and contentious issues in the field. The course is designed to help

students develop a critical perspective, pertinent quantitative tools, and a vision of where the field of conservation biology came from and where it is headed.

Section A: Beth Kaplin
Time: Thursdays, 1:00 - 4:00 pm
Maximum: 16
Credits: 2

ESF 546 Conservation Challenges at the Wildland/Suburban Interface

COMPETENCY AREAS: FALL 03: EAO, CB, EE, Cert RMA & IND-Elective

COMPETENCY AREAS: SPRING 03 and earlier: EAO, CB, EE, Cert & IND-Field Ecology Elective; RMA-Elective

PLEASE NOTE: Attendance at ALL pre-trip meetings is mandatory. Enrolled students who fail to drop the course 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.

Suburban sprawl represents a major conservation challenge throughout the U.S. Not only are natural habitats directly lost through development pressures, but a variety of edge effects and issues of connectivity impact habitat quality in whatever fragments are allowed to remain. Furthermore, elevated human population density increases recreational demands on remaining natural areas, potentially threatening their long-term biological viability. The mixture of habitat protection and species conservation options is often especially complex at the wildland/suburban interface. This 5-day field study trip to Cape Cod and the Islands will address elements of ecology, land-use planning, socioeconomic pressures, and governmental regulatory processes. Field activities will focus on the biology and ecology of local natural communities (emphasizing birds), and meetings with local experts will explore the "nuts-and-bolts" of ongoing conservation efforts. Processes used to identify critical areas for conservation, the role of focal umbrella species in providing legal context, and the importance of restoring broad ecosystem-scale functions such as fire will all be explored. *Cost: \$250 + food.*

Section A: Jon Atwood
Time: Fridays, 7:15 – 9:15 pm,
September 5 & 12 pre-trip meetings,
and Saturday – Wednesday,
October 4 - 8 (Study trip)
Maximum: 10
Credits: 2

ESP 542 Cultures of Natural History

COMPETENCY AREAS: FALL 03: Environmental Issues-Required alternate

COMPETENCY AREAS SPRING 03 AND EARLIER: EAO, CB, EE, Cert, IND & RMA-elective (may also substitute for Environmental History & Philosophy)

PRIORITY TO Fall 03 students

A wide-ranging, philosophically oriented approach to natural history, explaining why observing nature is the last chance we have to interpret the human condition. Topics include biographies of the great naturalists (Darwin, Thoreau, Car-

son), the literary tradition of natural history, the indigenous origins of natural history, and multicultural approaches to observing nature. Throughout the class, we'll participate in and reflect on the meaning of a "natural history" practice, with ample opportunity for creative writing.

Section A: Mitchell Thomashow
Time: Thursdays 8:00 – 11:00 am
Maximum: 16
Credits: 3

ESE 514 Curriculum Design: Non-Formal

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

Designing curriculum is an extremely creative process, filled with controversies and dilemmas. It is a political, philosophical, and theoretical process. In this class, we will analyze, critique, and redesign both the explicit and hidden curriculum of a variety of materials as we attempt to resolve our conflicting conceptions of curriculum and develop our own philosophy of curriculum design. Consider this course as a way to help you move further along with your own questions and concerns about curriculum design and as an opportunity to twist, stretch, and flip your current understanding of what it means to design curriculum.

Sections A: Cindy Thomashow
Time: Fridays, 8:30 – 11:00 am
Maximum: 16
Credits: 3

ESXO 503 Dispute Resolution

COMPETENCY AREAS FALL 03: RMA-Required alternate; IND-Strongly Recommended; EAO, EE, CB & CERT-Elective

COMPETENCY AREAS SPRING 03 AND EARLIER: EE & RMA-Required alternate; IND-Strongly Recommended; EAO, CB & CERT-Elective

REQUIRED OF AND PRIORITY TO EE & RMA students.

Managing conflict is part of everyday experience for an environmental professional. Improving our understanding, knowledge and skills in resolving conflict and disputes are critical competencies needed to effectively lead and affect change. The focus of the course will be on environmental issues but the concepts have a broad application to an array of professional and personal issues. The class is highly experiential with case study analysis and role-play comprising a substantial portion of our learning and application. We will use a number of models including "principled negotiation", dialogue and mediation.

NOTE: All students are required to read *Getting to Yes* by Fisher, Ury and Patton and *Difficult Conversations* by Stone, Patton & Heen prior to the first class meeting.

Section A: Rebecca Todd
Time: Fridays, September 5 – October 10, 4:30 – 7:30 pm,
and Saturday, October 4, 9:00 am – 4:30 pm
Maximum: 16
Credits: 2

Department of Environmental Studies - Master's Programs Course Descriptions**ES 517
Diversity and Coalition-Building
for Environmentalists**

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

PRIORITY TO Environmental Advocacy and Organizing students.

Historically, social movements have been strongest when they involve large numbers of people who unite across social barriers such as race, class, and gender for a common purpose. Social movements are weakest, however, when the prejudices and power relationships of the larger society remain unchallenged within their own organizations. This situation often leaves environmental movements vulnerable to "divide and conquer" strategies by power-holders and reduces the creativity and effectiveness of environmental organizations by marginalizing the voices, insights, and potential contributions of women, people of color, working-class activists, or ethnic and religious minorities. Now, more than ever, building an environmental movement based on solid working relationships, a spirit of trust, shared interest, and solidarity across the social boundaries of race, gender, class, geography, and culture is a prerequisite for lasting, democratic transformation. This class will focus on both theory and practice with a particular emphasis on: 1) understanding the dynamics of social oppression; 2) building effective relationships across difference; and 3) addressing power dynamics as well as the other challenges in creating diverse organizations and effective coalitions.

Section A: TBA
Time: Thursdays, 4:15 – 7:15 pm
Maximum: 14
Credits: 3

**ESS 572
Earth Systems Science**

COMPETENCY AREAS FL03: Biospheric Studies- Required
COMPETENCY AREAS SPRING 03 entrants and earlier: (*Replaces Environmental Science*) EAO, EE, Cert & IND-Required
Section C: Priority to RMA students. *This section only will replace Geomorphology*

This course employs a systems approach to understanding earth's physical and biological environment, by examining the critical components (environmental boundary conditions) and processes (flows of energy and matter) of the earth system. Understanding the interaction of these elements and their natural variability in space and time is critical for assessing the rates, modes, and consequences of environmental change. Emphasis will be placed on the role of humans as agents of change at local, regional, and planetary scales.

Section A: Jim Jordan
Section B: Rachel Thiet
Section C: Jim Jordan (priority to RMA)
Section D Rachel Thiet
Section E: Joy Ackerman
Time: Sections A & B: Fridays 8:00 – 11:00 am
Sections: C, D & E: Fridays, 1:00 – 4:00 pm
Maximum: 16 per section
Credits: 3

**ESP 601
Ecological Economics and Public Policy**

(formerly *Environmental Economics and Policy*)

COMPETENCY AREAS FALL 03: Environmental Issues- Required alternate

COMPETENCY AREAS SPRING 03 and earlier: Replaces Economics & Policy: EAO, CB, EE, Cert, IND & RMA-Required

The premise of this course is that human actions are embedded within the natural environment. The political and economic systems that have been developed to meet the needs of a society are framed by the limitations of that environment. This course will allow students to explore how these societal institutions function to deal with questions as freedom of choice, scarcity, ownership, equity, sustainability and change.

The course will investigate the development of environmental policies as informed by science, economics, public opinion and legal precedent. Students will be introduced to the policy tools utilized to translate policy into implementation and how effective such approaches have been in meeting overall environmental policy objectives. The primary focus will be within the United States, but innovative approaches that have been developed and utilized in other countries will also be presented to the students.

Section A: Jim Gruber
Section B: Michael Simpson
Time: Section A: Thursdays, 8:00 – 11:00 am
Time: Section B: Thursdays, 4:15 – 7:15 pm
Maximum: 16 per section
Credits: 3

**ESE 534
Environmental Education Methods:
Global Issues in Environmental Education**

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

"Think globally, act locally." Can we do that? Do we, as environmental educators, enable our students to do it? While our foundation and operating principles in environmental education may be place-based, we are all part of a global community of life, connected to systems that are global in scale, complexity and function. An understanding of the world is necessary for us to appreciate our relationships to it and our place in it. In this course we will consider how we may create a balance between focus on local sense of place and attention to integrating global perspectives in environmental education. We will study a variety of global issues to discover the feasibility of effectively incorporating them into local, place-based education. How may we do that in age-appropriate ways in both formal and informal educational settings? How may we bring the world to the local schoolyard and community garden? How can our students relate a local issue to a global issue or to a local issue elsewhere in the world? We will identify specific global issues that we will utilize to develop methods to integrate global perspective with place-based education. In answering the question "How may we, as environmental educators, impact the ways in which our students meet their future responsibilities as both local and global citizens?", we will investigate the connections between place-based and global issues education and perhaps discover how we may empower our students to think and act locally and globally.

Section A: Sue Ward
Times: Saturdays & Sundays,
November 1 & 2, and 15 & 16,
9:00 am - 4:30 pm
Maximum: 16
(1 seat reserved for Science Education student)
Credits: 2

**ESE 532
Environmental Education Methods:
Teaching Teachers Skills
in Environmental Education**

(formerly *EE Methods: Connecticut Valley Watershed*)

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

PRIORITY TO ES Environmental Education Students.

In this course you will learn how to enable classroom teachers to integrate environmental education into their curricula. You will develop skills and methods in creating and facilitating programs for teachers who want to incorporate environmental themes in their teaching. We will explore how to work with teachers, interface with school culture, support field-based learning, and how we, as environmental educators, can offer effective programs that meet teachers' professional development needs. With attention to agenda-setting (content, pacing, and timing), materials development, curriculum standards and assessment, participants will gain experience in planning programs from individual consultations to "half-day in-service" workshops to multi-day residential teacher training institutes. While the Connecticut River Watershed will be a unifying thematic focus for our work, knowledge and skills acquired in this course can be applied to any area of environmental education.

Section A: Sue Ward
Time: Thursdays, September 4 – October 30,
4:15 - 7:15 pm
Maximum: 16
(1 seat reserved for Science Education student)
Credits: 2

**ESCO 527
Environmental Writing**

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

This course provides an introduction to a variety of styles of environmental writing. Primary focus will be on nature writing as a process of exploring and communicating one's experience of the natural world. Our emphasis on the relationship between nature writing and storytelling, between inner and outer landscapes, and on how to teach the writing process should also be of interest to those in Education or Psychology. Assignments will enable students of all levels of writing experience to overcome blocks and develop skill, style and voice. Activities will include reading and responding to each other's work, discussing contemporary nature essays, and meeting with professional writers to explore different writing styles.

Section A: Fred Taylor
Time: Fridays, 8:30 - 11:00 am
(Optional field trip to Cape Cod-TBA)
Maximum: 10
Credits: 2

Department of Environmental Studies - Master's Programs Course Descriptions**ESE 537****Exploring Possibilities in Education**

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

PRIORITY TO ES Biology and General Science Certification students.

What makes a good school? And what makes an effective teacher? We will visit 4 progressive schools, each for a full day, to explore these guiding questions. We will alternate our school visits with seminars at Antioch. Along the way we'll struggle with an assortment of related questions like: What kinds of school reform are worthwhile? How defensible is progressive education? What kinds of homework and grading policies and practices do good schools use? How are progressive educators and schools responding to new federal educational policies? In what kinds of public school systems and with what kinds of teachers do students like and thrive?

Section A: Jimmy Karlan

Time: Fridays, 8:00 - 11:00 am

(at Antioch: 9/5, 9/12, 9/26, 10/10, 10/24, 11/7)

School visits* on 9/15 (Mon), 9/29 (Mon), 10/14 (Tues), 10/27 (Mon)

***Due to the nature of public schools, some of these school visit days may need to change.**

Maximum: 8

Credits: 2

ESE 502**Foundations of Environmental Education**

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

PRIORITY FALL 03 ES Environmental Education students.

This course will provide a broad overview of the Environmental Education movement by constructing a working definition of its goals and the various manifestations of those goals within local, regional, state, national and international organizations. We will explore the personal values that drive people to choose environmental education as a profession and look at the implications of that choice on lifestyle, civic participation, relationships and work-life. Students will predict possible future scenarios for environmental educators and their role in the organizations that support their efforts.

Sections A & B: Cindy Thomashow

Section A: Wednesdays, 1:00 - 4:00 pm

Section B: Thursdays, 1:00 - 4:00 pm

Maximum: 16 per section

(1 seat per section reserved for

Science Education student)

Credits: 3

ES 510**Geographic Information System (GIS):
An Integrating Technology**

Competency Areas: CB-Required; RMA-Required Alternate; EAO, EE, Cert & IND-Elective

FIRST PRIORITY TO Spring 03 and earlier Conservation Biology students.

SECOND PRIORITY TO Spring 03 and earlier RMA students.

NOTE: Students should have access to a PC computer and GIS software - ArcView 3.2

This is an introductory course in the use of GIS software to create, manage and work with spatially-explicit data. This class will explore how to access GIS information available on the WWW, extract and analyze quantitative data using ArcView 3.2 software, understand limitations associated with various data sources and use software for preparation of maps. *There will be a computer lab fee of \$25 per student. Students MUST give payment to instructor first day of class.*

Section A & B: Dennis Ulatowski

Section A: Thursdays, 4:30 - 6:30 pm

Section B: Thursdays, 7:15 - 9:15 pm

Maximum: 8 per section

Credits: 2

ESP 595**Land Use Planning**

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

PRIORITY TO RMA students.

The objective of this course is to provide students with a broad overview of land use issues and planning/management concepts. The course will introduce landscape ecology principles to build a foundation for sustainable land use planning at a broad scale. We will discuss ethical and legal implications for land use decision-making and examine implications of past and present human land use practices. The class will also engage in an applied land use planning project as method for building analytic and process related skills. Although the course will refer to some of the technical aspects of community planning such as zoning and land protection, these topics are covered in greater depth in courses offered during spring and summer semesters.

Section A: TBA

Time: Thursdays, 4:15 - 7:15 pm

Maximum: 15

Credits: 2

ESP 530**The Language of Nature**

COMPETENCY AREA FALL 03: Environmental Issues-Required Alternate

COMPETENCY AREA SPRING 03 AND EARLIER: EAO, CB, EE, Cert, IND & RMA-Elective

What we know about the environment, how we know it, and who can speak with authority about it, are questions of language as well as science. This course will focus on the power of language in environmental communication. Critical reading of a variety of texts in the history of science, environmental thought, and nature writing will provide a basis for discussion and analysis. Weekly assignments will focus on the

development of writing styles and skills.

Section A: Joy Ackerman

Times: Thursdays, 4:15 - 7:15 pm

Maximum: 16

Credits: 3

ESE 540**Marine Ecology:
Teaching in the Rocky Intertidal Zone**

COMPETENCY AREAS: EE-Methods, Required alternate; EAO, CB, Cert, IND & RMA-elective

Please Note: Attendance at ALL pre-trip meetings is mandatory. Enrolled students who fail to drop the course 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 cover the ecology of the rocky intertidal zone and its use as a focus for science education. The marine intertidal offers a model system for studying many ecological factors relating to biodiversity, such as stability of the physical environment, structural heterogeneity, area, and distance. Scientific studies regarding these factors plus other topics: bioenergetics, limiting factors, competition, marine invertebrates, marine algae and biotic and abiotic factors in the marine environment such as salt water chemistry & tides, will be examined as a means for developing inquiry-based science curricula. *Cost: \$300.*

Section A: Julia Kleinhans and Peter Throop

Time: Thursdays, September 4, 11 and October 2

7:15 - 9:15 pm, and

Saturday - Wednesday,

September 27 - Oct 1 (Study Trip)

Location: Maine

Maximum: 12

Credits: 2

ES 699C**Master's Thesis**

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

PREREQUISITE: Master's Thesis Seminar.

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.

NOTE: The student will have one year from the completion of the Master's Thesis Seminar to complete their Master's Thesis.

Section A: Jon Atwood

Maximum: 15

Credits: 3

Department of Environmental Studies - Master's Programs Course Descriptions**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 loan deferment purposes through December 19.

Section A: Jon Atwood
Maximum: 15
Credits: uncredited

**ES 505A
Master's Thesis Seminar**

REQUIRED FOR all students doing a Master's Thesis.

This seminar introduces students to the preparation of a Master's Thesis proposal, the development of a study plan and some qualitative and quantitative methodologies. Students present written and oral summaries of their proposed Master's Thesis and critically comment on each other's presentations. The final product is a detailed Master's Thesis proposal.

Section A: Jon Atwood
Time: Fridays, September 5 & 19,
October 17, November 7 & 21
11:15 am - 12:45 pm,
plus individual sessions.
Maximum: 15
Credits: 1

**ESF 514
New England Flora**

COMPETENCY AREAS SPRING 03 AND EARLIER: EAO, CB, EE, Cert, IND-Required; RMA-Elective
SECTION A: PRIORITY FL02 Bio/Gen Sci Certification.
SECTION B: PRIORITY SP03 and earlier ES students.

This course will be an introduction to the vascular flora of New England with special attention given to fall herbaceous plants and woody plants in winter and summer conditions. The course will cover both plant structure and taxonomy, and will include laboratory and fieldwork.

Sections A & B: Wendell Lees
Time: Section A: Thursdays, 8:00 - 11:00 am
Section B: Thursdays, 1:00 - 4:00 pm
Maximum: 16 per section
(1 seat per section reserved for
Science Education student)
Credits: 2

**ES 515
Organizing Social Movements
& Campaigns**

(formerly, *Organizing History & Strategies*)

COMPETENCY AREAS FALL 03: EAO-Required; CB, EE, Cert, IND, & RMA-elective
COMPETENCY AREAS SPRING 03 AND EARLIER: EAO-Required; CB, EE, Cert, IND, & RMA-elective
PRIORITY TO FL03 Environmental Advocacy entrants.

Want to learn how to be an effective citizen activist, organizer, reformer, or rebel? This class will look at the best strategies and tactics of progressive social movements and campaigns in the United States as well as consider case studies of movements from around the world. Attention will be given to exploring theories of social power, stages of movement mobilization, action strategies, advocacy roles, power-holder responses, and the mechanisms and levels of social movement success. The goal of the course will be to help students see themselves as part of a long activist tradition and reflect on how best to build powerful social movements, win the active support of key sectors of the populace, and achieve campaign objectives even in the face of power-holder opposition. The course will include 20 hours fieldwork and a group strategy-planning project.

Section A: Steve Chase
Time: Thursdays, 1:00 - 4:00 pm
Maximum: 16
Credits: 3

**ESF 515
Ornithology**

COMPETENCY AREAS FALL 03: Natural Communities-Required alternate
COMPETENCY AREAS SPRING 03 AND EARLIER: CB-Required alternate; EAO, EE, Cert, & IND-Field Biology & Ecology elective; RMA-Elective
PRIORITY ES Spring 03 and earlier

This course provides an overview of avian biology including evolutionary history and taxonomy, form and function of bird anatomy, behavior and communication, physiology, and population dynamics. One required field trip (to coastal Massachusetts) and selections from the PBS series, "The Life of Birds" will supplement weekly, in-class lecture material.

Section A: Jon Atwood
Time: Fridays, 8:00 - 11:00 am and
Saturday & Sunday, September 13 & 14
8:00 am - 5:00 pm (study trip)
Maximum: 14
Credits: 3

**ESP 524
Patterns of Environmental Activism**

COMPETENCY AREAS FALL 03: Environmental Issues-Required alternate
COMPETENCY AREAS SPRING 03 AND EARLIER: EAO-Recommended; CB, EE, Cert, IND & RMA-Elective
(may also substitute for Environmental History & Philosophy)
PRIORITY TO Fall 03 Environmental Advocacy entrants.

Environmentalism is a very broad and diverse social movement, with many different streams and tributaries--some mainstream, some radical, some progressive, and some reactionary. In this course, we will not only explore the diversity of the last four decades of environmental thought and activism in the United States, but also the thoughts and actions of earlier advocates of preserving wildlands, protecting public health, and promoting more sustainable approaches to living on the earth. The goals of the course are to 1) explore the diversity of response thoughtful people have had to the negative environmental consequences of our urban, industrial capitalist society; 2) develop a more critical understanding of the forces arrayed against moving our societies in the direction of greater justice, democracy, environmental protection, public health, and long term sustainability; and 3) identify what each of us can contribute to the future of a renewed environmental movement as professionals, consumers, and citizens.

Section A: Steve Chase
Times Thursdays, 8:00 - 11:00 am
Maximum: 16
Credits: 3

**ES 550
The Practice of Management:
4 Perspectives**

COMPETENCY AREAS: RMA-Required alternate; EAO, CB, EE, Cert, IND-elective
PRIORITY TO Fall 03 RMA.

This course will examine traditional and contemporary management theories and then apply them to situations representing participants' past, present and future work. Four theoretical frames or perspectives (structural, human resource, political, symbolic) will be used to view organizational life. After each frame is presented, students will engage in an experiential activity in which the pertinent framework may be applied. Students will work toward developing their own personal theories of management using Argyris' "Theory of Action" perspective as well as his concept of "double-loop learning." Students will do additional readings, field or research projects, or case study analysis on-line. Students should check the course conference on *FirstClass*, for on-line assignments that may begin prior to the first class meeting.

Section A: TBA
Time Fridays, 4:15 - 7:15 pm
Maximum: 16
(1 seat reserved for O & M)
Credits: 3

Department of Environmental Studies - Master's Programs Course Descriptions

ES 693
Practicum, General Practicum Seminar

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

A total of 8 Practicum credits are required for Environmental Advocacy & Organizing, Environmental Biology/Conservation Biology, Environmental Education, Resource Management and Administration and those pursuing Individualized Programs.

A total of 4 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.

The Practicum Seminar provides a setting in which students can discuss specific issues and concerns, and a format for presenting their accomplished projects. Students will meet privately with the instructor one time during the semester.

Section A: Jack Calhoun
Section B: Sue Weller
Section C: Kay Delanoy
Section D: Bo Hoppin

Time: Sections A & B: Thursdays,
September 11, December 4 & 11

11:15 am - 12:45 pm

Time: Section C & D: Fridays,
September 12, December 5 & 12

11:15 am - 12:45 pm

Maximum: 15 per section

Credits: variable

(Practicum Seminar credited as part of Practicum)

ES 694
Practicum, Teaching Practicum Seminar for Biology & General Science Certification Students

COMPETENCY AREAS: Cert-Required

Four credits of Student Teaching Practicum are Required for certification students.

A total of 8 Practicum credits are Required for the MS degree. The Student Teaching Practicum provides an in-classroom opportunity for applying learned skills in teaching either biology or general science.

The seminar will cover the various issues that concern the teacher including classroom management; teaching style and presentation; discipline; relationships with supervisors, principals, and parents; and dealing with specific classroom challenges. Students will be expected to discuss their experiences in the classroom.

Section A: Jimmy Karlan
Time: To be determined
Maximum: 30
Credits: variable

(Practicum Seminar credited as part of Practicum)

ESE 521
Problem-Solving & Inquiry-Based Science Teaching

COMPETENCY AREAS: Cert-Required; EE-Methods Required alternate; EAO, CB, IND & RMA-Selective

FIRST PRIORITY TO ES Certification students. Second Priority to ES Environmental Education students.

Teaching science concepts through problem-solving and inquiry-based approaches in middle schools or at environmental learning centers challenges educators to remove themselves from the podium of answers and to become partners in discovery. In this new position, success is proportional to the frequency a teacher or environmental educator says, "I don't know, how do you think we can find out?" Teaching and learning through these approaches is both cognitively and emotionally stimulating.

We will engage with a variety of physical, life, and environmental problems and inquiries. We will reflect on these experiences from the perspectives of learners and teachers and consider the multiple dimensions of these approaches to teaching science concepts in our respective educational environments.

Section A: Jimmy Karlan

Time: Thursdays, 1:00 - 4:00 pm

Maximum: 16

(1 seat reserved for

Science Education student)

Credits: 3

ESACO 503
Proposal Writing and the Grants Process

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

PRIORITY TO FL02 and earlier ES Environmental Education and RMA entrants.

This course will focus on gaining competency in the three phases of the grants process: planning, research, and writing. Students will research and explore public and private funding sources appropriate to the human services and environmental fields. The criteria for selecting potential funding sources, the basic elements of a proposal, and developing successful collaborative efforts will be emphasized. Students will interactively engage in each phase of the process and will demonstrate their learning through submission of a proposal abstract and evidence of research in the public and private sectors.

Section A: Randy Ann Thomas

Section B: Jim Gruber

Time: Section A: Wednesdays, September 10 - October 1,

9:00 am - 4:00 pm

(Attendance at ALL 4 classes is mandatory)

Time: Section B: Fridays,

September 5 - October 24, 8:00 - 11:00 am

Maximum: 16 per section

Credits: 2

ESF 551
Reptile Field Biology

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

Students are introduced to the varied and complex life history strategies of New England reptiles by finding them in the field, observing them in class and on their own, and with lecture notes. By supplementing field work with a literature survey, students will better understand the varied survival requirements for vertebrates with complex life histories, conservation issues, and difficulties for managing reptile populations. Classroom lectures, discussions, demonstrations (live animals, video, slides), field sessions to New England locales, and library work are scheduled. Students are expected to complete an extensive literature survey on a topic of their own choosing.

Section A: Tom Tynning

Times: Fridays, Sept 19 & 26,

7:00 - 9:30 pm and

Saturday, September 20,

8:30 am - 4:30 pm and

Saturday, September 27,

8:30 am - 8:30 pm

Maximum: 16

Credits: 2

ESE 520
Science Teaching Methods

(formerly Biology Teaching Methods)

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

REQUIRED OF AND PRIORITY TO ES Certification students.

Science Teaching Methods is designed to help prepare students to be able to effectively teach science at the high school or middle school level. The course takes place at Compass School, an independent middle and high school in Westminster, VT. (25 minutes from Antioch.)

Participants will have the opportunity to observe experienced teachers in action and to interact with middle and high school students, using these interactions as a forum for discovery, growth, and practice of teaching methods. We will practice classroom management strategies, communication techniques, curriculum design and lesson planning, assessment, and lab methods and safety."

Section A: Eric Rhomberg

Time: Thursdays, 1:00 - 4:00 pm

Location: Compass School, Bellows Falls, VT

Maximum: 16

Credits: 3

Department of Environmental Studies - Master's Programs Course Descriptions**ES 518****Supervised Advocacy Fieldwork**

COMPETENCY AREAS FALL 03: Required of and restricted to EAO

COMPETENCY AREAS SPRING 03 AND EARLIER: Strongly recommended and restricted to EAO

Do you want to take sustained, effective action on an issue you care about with other Antioch students? Are you looking for an opportunity to develop and hone your advocacy skills? How about working on an actual campaign? This course offers participants the opportunity to engage in supervised practical advocacy work on behalf of clinic "clients" -- organizations at the local, state, national or international level working for environmental protection, corporate accountability, and social justice. Working in small group teams, students will design, conduct and evaluate advocacy projects for actual organizations under the supervision of the instructor. The goal of the course is to provide students with a strong supervised experiential learning opportunity in the field with more group support, attention to theory, and supervision than an individual practicum placement usually allows. Course elements include campaign and project planning & management, research & lobbying skills, effective communication (e.g., media releases, briefing papers), and project evaluation. The course will combine theory with practical supervised experience and direct interaction with on-the-ground advocates.

Section A: Abigail Abrash-Walton

Times: Thursdays, 1:00 - 4:00 pm

Maximum 10

Credits: 3

ES 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 **December 1, 2003**, 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 **December 1** 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 690U**SIS: Special Project**

COMPETENCY AREAS: RMA-Required for students not doing a Masters Thesis; 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 an SIS on your registration form; however, an SIS contract must be submitted to the Registrar's Office by **December 1, 2003**, 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 **December 1** 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: 3

ESS 520**Wetlands Delineation**

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

Whether you are planning to be a regional/local wetlands administrator, serve on your local conservation commission or more formally perform or evaluate work in or adjacent to wetlands, this course will provide you the field skills and experience from which to build your reputation in the wetlands field. The course will utilize the 1987 US Army Corp of Engineers wetlands delineation methodology. This is the methodology presently recognized by both the federal, as well as a number of state, wetlands regulatory agencies. In addition, it is the currently preferred methodology for those seeking to become a certified wetlands scientist.

The course will combine field-mapping skills with the identification of field indicators, which are necessary to justify the location of a wetlands line. In addition, class discussion will address the appropriate use of the Routine vs. Comprehensive methodology. Atypical situations and problem areas for wetlands delineation will also be addressed.

Wetlands delineation rests upon the foundation of hydrology, soils and vegetation. Thus, this course is more appropriate for students that have had either the coursework or experience in these disciplines. However, for this course the prerequisites are that students have either taken the basic wetlands course or the vegetation/soils module of the natural resource inventory courses (NRI) and at least one of the following: the basic soils course, hydric soils, plant communities or wetlands flora. A basic hydrology course is recommended but not required.

Section A: Michael Simpson

Time: Saturdays & Sundays,

September 20 & 21 and October 5 & 6

9:00 am - 4:30 pm

Maximum: 16

Credits: 2

ESS 568**Wildlife and Forest Management**

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

PRIORITY CB & RMA students. First Priority to students who entered FL02 & earlier.

For environmental professionals, the best and most frequent opportunities to positively affect wildlife are through habitat management and protection. The objective of this course is to equip students to plan habitat management for birds and mammals of the northeastern states. This course will also address guidelines for integrating timber and wildlife management. The major course project is the development of a detailed wildlife management plan for a specific large parcel of land using the U.S. Dept. of Ag. S.C.S. approach and including a budget showing potential for timber and cordwood sales to cover costs.

Section A: Meade Cadot

Time: Fridays, September 5 - December 19

1:00 - 4:00 pm

No class October 17

Location: Harris Center,

Hancock and Antioch

Maximum: 16

Credits: 2

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

DOCTORAL PROGRAM CLASSES WILL BEGIN FRIDAY, SEPTEMBER 5, 12:00 PM, AND RUN THROUGH SUNDAY, DECEMBER 7, 12:00 PM.

*PLEASE NOTE ON-CAMPUS CLASS DATES BELOW.

PH.D. REGISTRATION INSTRUCTIONS

**FIRST PHASE
Ph.D. I**

(Summer 2003 enterers)
Ph.D. I students should register for (ES 702) Comparative Ecological Analysis, and (ES 704) Environmental History.

**SECOND PHASE
Ph.D. II**

Ph.D. II students should register for (ES 728) Research Strategy: Theory, Method and Design II, and two other 3 credit courses from the following: (ES 720) Reading Seminar I, (ES 721) Reading Seminar II, (ES 722) Reading Seminar III, (ES 723) Reading Seminar IV, independent studies (ES 890), or other courses offered at Antioch. Students should discuss their course plans with their advisor before registering.

**THIRD PHASE
Ph.D. III**

Ph.D. III students should register for (ES 761) Theory & Practice Seminar II and either (ES 752) The Service Project, **or** (ES 771) The Integrated Essay. The choice should be made after a conversation with advisor. Ph.D III students who have completed ES 761 but are still working on their Service Project, Integrated Essay, or Dissertation Proposal must register for (ES 775) Candidacy Continuation.

**FOURTH PHASE
Ph.D. IV**

Ph.D. IV students have completed the Service Project, Integrated Essay and Dissertation Proposal. They should register for (ES 776) Dissertation Seminar and, for the first or second semester of Phase IV, students must register for (ES 899) Doctoral Dissertation.

**FIFTH PHASE
Ph.D. V+**

(Degree Candidates no longer in residence)
Ph.D.V+ students should register for (ES 899C) Doctoral Dissertation Continuation.

PH.D. COURSE SCHEDULE

These classes meet on one or more of the days/dates shown below. Please see course description for detailed meeting schedule.

FIRST PHASE - Ph.D. I

| | |
|-----------|---------------------------------|
| ES 702 | Comparative Ecological Analysis |
| ES 704 | Environmental History |
| September | 5, 6 & 7 |
| October | 3, 4 & 5 |
| November | 7, 8 & 9 |
| December | 5, 6 & 7 |

SECOND PHASE - Ph.D. II

| | |
|-----------|---|
| ES 728 | Research Strategy: Theory, Method and Design II |
| ES 720 | Reading Seminar I |
| ES 721 | Reading Seminar II |
| ES 722 | Reading Seminar III |
| ES 723 | Reading Seminar IV |
| September | 5, 6 & 7 |
| November | 7, 8 & 9 |
| December | 5, 6 & 7 |

THIRD PHASE - Ph.D. III

| | |
|-----------|------------------------------|
| ES 761 | Theory & Practice Seminar II |
| ES 752 | The Service Project |
| ES 771 | The Integrated Essay. |
| September | 5, 6 & 7 |
| November | 7, 8 & 9 |

FOURTH PHASE - Ph.D. IV

| | |
|-----------|-----------------------|
| ES 776 | Dissertation Seminar |
| ES 899 | Doctoral Dissertation |
| September | 5, 6 & 7 |
| November | 7, 8 & 9 |

Courses are listed in each section alphabetically by course title.

Department of Environmental Studies - Doctoral Program (Ph.D.) Course Descriptions**ES 521****Art, Culture, and Nature:
Understanding the World Through the Arts**

COMPETENCY AREA: Elective

A world in crisis compels us to act. But before we act, before we attempt to change social patterns or individual behavior, we need insight and understanding of the world in which we live. Science offers one powerful and important window, based on the practice of observing phenomena and then sharing and confirming those observations through multiple witnessing. Art also directs our attention, but in a manner very different from science. Art arrests the mind. It causes us to pause, to contemplate deeply, and to think anew about our world. Out of the silence of this pause can emerge new meaning and innovations, which may present powerful alternatives to policy and action. This class explores art as technique to expand thinking and awareness of our natural and human worlds. Through a combination of theory/conceptual thought and art-in-practice, students will gain experience using art to engage a deeper level of understanding about the world around us. Students are expected to complete one studio project.

Section A: Alesia Maltz and Thomas Webler
Maximum: 15

Times: Fridays, 1:00 – 4:00 pm,
September 12 & 19, October 10, 17 & 24
November 14 & 21, and December 12
Credits: 2

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: Tom Webler
Maximum: 15
Credits: uncredited

ES 702**Comparative Ecological Analysis**

COMPETENCY AREA: Foundation

REQUIRED OF AND RESTRICTED TO Ph.D. I students.

This course is designed to provide participants with the methods and strategies needed to apply ecological principles in research. Interpretive tools, research methods, and theoretical approaches include basic statistical analysis and design, field ecology techniques, and computer models or simulations. Using ecological principles as a foundation, other approaches such as natural resource inventory, ecological impact assessment, and ecological restoration are covered. The course has a case study orientation, emphasizing contemporary ecological problems in diverse habitats, exploring the common problems and solutions that emerge.

Section A: Beth Kaplin

Times: Fridays, 1:00 – 7:00 pm and
Saturdays, 8:00 am - 12:00 pm
September 5 & 6, October 3 & 4,
November 7 & 8, December 5 & 6
(Additional contact hours will be met
by specific coursework designed
to be completed on-line.)
Maximum: 15
Credits: 4

ES 776**Dissertation Seminar**

COMPETENCY AREA: Dissertation Process

RESTRICTED TO Ph.D IV students.

PREREQUISITES: Completion of Integrated Essay and Service Project

This yearlong 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 familiarization, 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: Thomas Webler

Times: Fridays, 1:00 - 7:00 pm and
Saturdays, 2:00 - 7:00 pm
September 5 & 6, November 7 & 8
(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: Doctoral Faculty
Maximum: 15
Credits: 4

ES 899C**Doctoral Dissertation Continuation**

COMPETENCY AREA: Dissertation Process

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

Section A: Doctoral Faculty
Maximum: 15
Credits: uncredited

ES 704**Environmental History**

COMPETENCY AREA: Foundation

REQUIRED OF AND RESTRICTED TO Ph.D. I students.

This course examines the historical, cultural, and philosophical origins of our concepts of the environment. This course provides an overview of the environmental history of the US, world environmental history, and indigenous views of environmental history. Students participate in many approaches to history, from histographical, social, political, and literary history to artistic and mythic approaches. In this course, students develop a framework for understanding how our conception of the environment has changed through time, and strengthen their understanding of how historical and philosophical issues engage and inform current debates.

Section A: Alesia Maltz

Times: Saturdays, 2:00 – 7:00 pm and
Sundays, 8:00 am – 12:00 pm
September 6 & 7, October 4 & 5,
November 8 & 9, December 6 & 7
(Additional contact hours will be met by specific
course work designed to be completed on-line.)
Maximum: 15
Credits: 4

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

**ES 771
Integrated Essay**

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

The Integrated Essay is the culmination of the learning domain. It is an opportunity for students to organize, interpret, and amplify their core scholarly interests. The essay represents the ability to synthesize and conceptualize knowledge, to contribute new ideas to an emerging field of study, to express the theoretical and practical significance of these ideas, and to consider their consequences for scholarship, research, and/or professional practice. Throughout the learning domain, students explore widely, noting convergences, connections, and interstices - nodes and networks of intellectual resonance that contain deep insights. The purpose of the Integrated Essay is to cultivate those insights, by exploring them in depth, tracing their formulation, development, and application.

Note: The Integrated Essay does not meet as a course. The project is discussed in the Theory and Practice Seminar. The student receives credit upon satisfactory completion of the integrated essay.

Section A: Mitch Thomashow
Maximum: 12
Credits: 4

**ES 720
Reading Seminar I**

COMPETENCY AREA: Foundation
REQUIRED OF AND RESTRICTED TO Ph.D. II students.
Open to ES Masters students by written permission of instructor.

The purpose of the reading seminars is to allow students and faculty to engage in reading and writing on topics of mutual interest. During the Spring of Year One, faculty (in consultation with students) develop a list of proposed seminars, reflecting their own interests and the emerging areas of interest in the learning community. During the Summer of Year Two, students and faculty select the reading topics that are of most interest. In effect, the learning community constructs these specialized seminars. Reading seminars are particularly useful as a way to study bodies of knowledge and substantive themes that are of community wide interest.

Section A: Alesia Maltz
Times: TBA
(Additional contact hours will be met by specific course work designed to be completed on-line.)
Maximum: 15
Credits: 3

**ES 721
Reading Seminar II**

COMPETENCY AREA: Foundation
REQUIRED OF AND RESTRICTED TO Ph.D. II students.
Open to ES Masters students by written permission of instructor.

The purpose of the reading seminars is to allow students and faculty to engage in reading and writing on topics of mutual interest. During the Spring of Year One, faculty (in consultation with students) develop a list of proposed seminars, reflecting their own interests and the emerging areas of interest in the learning community. During the Summer of Year Two, students and faculty select the reading topics that are of most interest. In effect, the learning community constructs these specialized seminars. Reading seminars are particularly useful as a way to study bodies of knowledge and substantive themes that are of community wide interest.

Section A: Mitch Thomashow
Times: TBA
(Additional contact hours will be met by specific course work designed to be completed on-line.)
Maximum: 15
Credits: 3

**ES 722
Reading Seminar III**

COMPETENCY AREA: Foundation
REQUIRED OF AND RESTRICTED TO Ph.D. II students.
Open to ES Masters students by written permission of instructor.

The purpose of the reading seminars is to allow students and faculty to engage in reading and writing on topics of mutual interest. During the Spring of Year One, faculty (in consultation with students) develop a list of proposed seminars, reflecting their own interests and the emerging areas of interest in the learning community. During the Summer of Year Two, students and faculty select the reading topics that are of most interest. In effect, the learning community constructs these specialized seminars. Reading seminars are particularly useful as a way to study bodies of knowledge and substantive themes that are of community wide interest.

Section A: Beth Kaplin
Times: TBA
(Additional contact hours will be met by specific course work designed to be completed on-line.)
Maximum: 15
Credits: 3

**ES 723
Reading Seminar IV**

COMPETENCY AREA: Foundation
REQUIRED OF AND RESTRICTED TO Ph.D. II students.
Open to ES Masters students by written permission of instructor.

The purpose of the reading seminars is to allow students and faculty to engage in reading and writing on topics of mutual interest. During the Spring of Year One, faculty (in consultation with students) develop a list of proposed seminars, reflecting their own interests and the emerging areas of interest in the learning community. During the Summer of Year Two, students and faculty select the reading topics that are of most interest. In effect, the learning community constructs these specialized seminars. Reading seminars are particularly useful as a way to study bodies of knowledge and substantive themes that are of community wide interest.

Section A: Tom Weblor
Times: TBA
(Additional contact hours will be met by specific course work designed to be completed on-line.)
Maximum: 15
Credits: 3

**ES 728
Research Strategy:
Theory, Method and Design II**

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

The meaning and nature of scholarly research in the field of environmental studies is changing tremendously. While positivist approaches still dominate, interdisciplinary, post-positivistic, creative, reflexive, and innovative research methods presently enjoy a previously unachieved level of scholarly acceptance. Why? Because our present social-environmental condition cries out for more comprehensive understandings. Positivist research is powerful and effective, but innovative research lies at the core of revitalizing prevalent beliefs and perspectives on social-environmental dynamics.

In the second semester of this two-semester research seminar, we learn the strategy of four major qualitative methods: the case study, grounded theory, ethnography, and action research. Each method is illustrated by visiting speakers who present their ongoing research to the class and share their research experiences and advice. As a counterbalance to this strategic thinking, we also emphasize developing research skills. Students will do field work in the following techniques: observation, research interviewing, coding and analysis, and participatory research. Major emphasis will be placed on completing a grounded theory project, building off interviews done by the entire class.

Section A: Thomas Weblor
Times: Fridays, 1:00 - 7:00 pm and
Saturdays, 8:00 am - 12:00 pm
September 5 & 6, November 7 & 8,
December 5 & 6
(Additional contact hours will be met by specific course work designed to be completed on-line.)
Maximum: 15
Credits: 3

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

ES 752
Service Project

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

The Service Project is an opportunity to cooperate with a specific institutional, organizational, or community group addressing concerns of relevance to the student's academic work. This provides a public context for one's scholarly interests, both providing expertise to a project, and allowing the student to learn from the experience of the community, building broad coalitions for environmental work, and using the doctoral learning process as a service for diverse constituencies.

Note: The Service Project does not meet as a course. The project is discussed in the Theory and Practice Seminar. The student receives credit upon satisfactory completion of the Service Project essay.

Section A: Heidi Watts

Maximum: 12

Time: To be arranged with instructor

Credits: 4

ES 890
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 **December 1, 2003**, 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 **December 1** 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 761
Theory and Practice Seminar II

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

This seminar is designed to provide a forum for consultation and critique as students work on their Service Projects and Integrated Essay. It provides participants with an opportunity to discuss the meaning of scholarship and service as they are engaged in their projects. This seminar will explore questions such as claims to knowledge, the role of the expert, the relationship between scholarship and political action, the political context of environmental research, and issues of uncertainty and ambiguity. What are the special problems encountered by the environmental researcher who is actively involved in community projects? What is the role of scholarship for the activist? How might research contribute to social change and environmental action?

Section A: Mitch Thomashow & Heidi Watts

Times: Fridays, 1:00 - 7:00 pm and

Sundays, 8:00 am - 12:00 pm

September 5 & 7, November 7 & 9

(Additional contact hours will be met by specific course work designed to be completed on-line.)

Maximum: 15

Credits: 3

Department of Organization & Management - Weekend Master's Program Course Schedule

| KEENE SITE | PORTSMOUTH SITE | DEPARTMENT WORKSHOPS |
|--|--|--|
| <p align="center">FIRST YEAR PROGRAM</p> | <p align="center">FIRST YEAR PROGRAM</p> | <p align="center">KEENE SITE</p> |
| <p align="center">• FRIDAYS •</p> <p>SEPTEMBER 12, OCTOBER 3 & 31, NOVEMBER 21 AND DECEMBER 12 OMD 651 Professional Seminar Section K - Keene Site (6:30 - 9:00 pm)</p> <p align="center">• SATURDAYS AND SUNDAYS •</p> <p>SATURDAYS & SUNDAYS, SEPTEMBER 13 & 14 AND OCTOBER 4 & 5* OMG 535 Group Dynamics & Leadership I Section K - Keene Site (9:00 am - 4:30 pm)</p> <p>SATURDAY & SUNDAY, NOVEMBER 1 & 2, SATURDAY, NOVEMBER 22 AND SUNDAY, DECEMBER 14 OMG 531 Managing Diversity Section K - Keene Site (9:00 am - 4:30 pm)</p> <p>SUNDAY, NOVEMBER 23 AND SATURDAY, DECEMBER 13 OMR 610 Information Technology: Concepts & Applications Section K - Keene Site (8:30 am - 5:30 pm)</p> | <p>SEPTEMBER 12, OCTOBER 3 & 31, NOVEMBER 21 AND DECEMBER 12 OMD 654 Professional Seminar Section P - Portsmouth Site (6:30 - 9:00 pm)</p> <p align="center">• SATURDAYS AND SUNDAYS •</p> <p>SATURDAYS & SUNDAYS, SEPTEMBER 13 & 14 AND OCTOBER 4 & 5* OMG 535 Group Dynamics & Leadership I Section P - Portsmouth Site (9:00 am - 4:30 pm)</p> <p>SATURDAY & SUNDAY, NOVEMBER 1 & 2 AND SATURDAYS, NOVEMBER 22 AND DECEMBER 13 OMG 531 Managing Diversity Section P - Portsmouth Site (9:00 am - 4:30 pm)</p> <p>SUNDAYS, NOVEMBER 23 AND DECEMBER 14 OMR 610 Information Technology: Concepts & Applications Section P - Portsmouth Site (8:30 am - 5:30 pm)</p> | <p>SEPTEMBER 12, OCTOBER 3 & 31, NOVEMBER 21 AND DECEMBER 12 OMS 530 Program Design and Grant Writing Section K - Keene Site (4:00 - 6:00 pm)</p> <p align="center">• SATURDAYS AND SUNDAYS •</p> <p>SATURDAY & SUNDAY, OCTOBER 18 & 19 OMD 638 Entrepreneurial Leadership Section K - Keene Site (9:00 am - 4:30 pm)</p> <p>SATURDAY & SUNDAY, NOVEMBER 8 & 9 OMD 644 Ethics Section K - Keene Site (9:00 am - 4:30 pm)</p> <p>SATURDAY & SUNDAY, DECEMBER 6 & 7 OMD 649 Self Knowledge for Leadership Section K - Keene Site (9:00 am - 4:30 pm)</p> |
| <p align="center">SECOND YEAR PROGRAM</p> | <p align="center">SECOND YEAR PROGRAM</p> | <p align="center">PORTSMOUTH SITE</p> |
| <p align="center">• FRIDAYS •</p> <p>SEPTEMBER 12, OCTOBER 3 & 31, NOVEMBER 21 AND DECEMBER 12 OMF 568 Topics in Finance Section K - Keene Site (4:00 - 6:00 pm)</p> <p>OMC 691 Practicum Sections K1 - K4 - Keene Site (6:30 - 9:00 pm)</p> <p align="center">• SATURDAYS AND SUNDAYS •</p> <p>SATURDAYS, SEPTEMBER 13, OCTOBER 4, NOVEMBER 1 & 22 OMH 582 Developing Human Resources Section K - Keene Site (8:30 am - 5:30 pm)</p> <p>SUNDAY, SEPTEMBER 14, SATURDAY, OCTOBER 25 AND SUNDAY, DECEMBER 14 OMH 584 Designing & Conducting a Workshop Section K - Keene Site (8:30 am - 5:30 pm)</p> <p>SUNDAYS, OCTOBER 5*, NOVEMBER 2 & 23 AND SATURDAY, DECEMBER 13 OMS 505 The Practice of Management: 4 Perspectives Section K - Keene Site (8:30 am - 5:30 pm)</p> | <p align="center">• FRIDAYS •</p> <p>SEPTEMBER 12, OCTOBER 3 & 31, NOVEMBER 21 AND DECEMBER 12 OMF 568 Topics in Finance Section P - Portsmouth Site (4:00 - 6:00 pm)</p> <p>OMC 694 Practicum Sections P1 - P3 - Portsmouth Site (6:30 - 9:00 pm)</p> <p align="center">• SATURDAYS AND SUNDAYS •</p> <p>SATURDAYS, SEPTEMBER 13, OCTOBER 4, NOVEMBER 1 & 22 OMH 582 Developing Human Resources Section P - Portsmouth Site (8:30 am - 5:30 pm)</p> <p>SUNDAY, SEPTEMBER 14, SATURDAY, OCTOBER 25, AND SUNDAY, DECEMBER 14 OMH 584 Designing & Conducting a Workshop Section P - Portsmouth Site (8:30 am - 5:30 pm)</p> <p>SUNDAYS, OCTOBER 5*, NOVEMBER 2 & 23 AND SATURDAY, DECEMBER 13 OMS 505 The Practice of Management: 4 Perspectives Section P - Portsmouth Site (8:30 am - 5:30 pm)</p> | <p align="center">• FRIDAYS •</p> <p>SEPTEMBER 12, OCTOBER 3 & 31, NOVEMBER 21 AND DECEMBER 12 IDS 606 Effective Fundraising for Not-for-Profit Organizations Section P - Portsmouth Site (4:00 - 6:00 pm)</p> <p align="center">• SATURDAYS AND SUNDAYS •</p> <p>SATURDAY & SUNDAY, OCTOBER 18 & 19 IDS 605 Technology & the Culture of Work Section P - Portsmouth Site (9:00 am - 4:30 pm)</p> <p><i>*On Sunday, October 5, classes will end at 3:30 pm in honor of Yom Kippur.</i></p> |

Courses are listed chronologically in each section.

Department of Organization & Management - First Year Program

Please include both course codes and section letters on the registration form to ensure being registered for the correct section.

Students may register for a maximum of 12 credits during the Fall 2003 semester (except MEd/MHSA fall enterers who are limited to 10 credits); to exceed this maximum requires written permission from the Program Director.

**OMG 535
Group Dynamics & Leadership I**

COMPETENCY AREA: Collaboration & Group Dynamics (Required)
REQUIRED OF first semester O&M students.

This course is designed specifically for first semester O&M students. It 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. Students will do additional readings and discussions, field or research projects, or case study analysis on-line. Students should check the course conference on *FirstClass*, for on-line assignments that begin prior to the first class meeting.

Keene Site

Section K: Donna Mellen and Ed Tomey

Portsmouth Site

Section P: Peter Smith

Time: Saturdays & Sundays, September 13 & 14 and
October 4 & 5*, 9:00 am - 4:30 pm

Maximum: 35 per section

(1st priority to O&M students, 2nd priority to ES students, 3rd priority to ED students)

Credits: 2

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

COMPETENCY AREA: Research & Information Design (Required)

This course will provide students with historical, current technical, and managerial perspectives on basic information systems and technology (IS/IT) concepts, as well as techniques and approaches for employing IS/IT in a management/knowledge worker role and in managing the IT resource. Specific topics covered include: a brief history of IS/IT, as well as contemporary issues and developments, spreadsheets, configuring systems, the use of Intranets for online team projects, and the use of the Internet as a management information resource. Students will be expected to use Excel spreadsheet software (or the equivalent) and PowerPoint. A significant portion of this course will be conducted on-line. *Note:* Students will be expected to participate in on-line exercises beginning in the first week of October. *No student may add this course after September 26, 2003.*

Keene Site

Section K: Thomas Smith

Time: Sunday, November 23 and Saturday, December 13

8:30 am - 5:30 pm

Portsmouth Site

Section P: William Griffith

Time: Sundays, November 23 and December 14,

8:30 am - 5:30 pm

Maximum: 18 per section

Credits: 2

**OMG 531
Managing Diversity**

COMPETENCY AREA: Collaboration & Group Dynamics (Required)

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

Keene Site

Section K: Wendy Elliott

Time: Saturday & Sunday, November 1 & 2,

Saturday, November 22 and

Sunday, December 14

9:00 am - 4:30 pm

Portsmouth Site

Section P: Marsha Greenberg

Time: Saturday & Sunday, November 1 & 2 and

Saturdays, November 22 and

December 13

9:00 am - 4:30 pm

Maximum: 24 per section

(1st priority to O&M students,

2nd priority to ES students)

Credits: 2

**OMD 651
Professional Seminar**

COMPETENCY AREA: Self Development (Required)

Professional Seminar provides a setting in which students and faculty offer consultation and support regarding issues students face in their educational, professional, and personal development. All students enrolled in Professional Seminar and site faculty meet as a community, working together to develop a productive and inclusive learning group. Through dialogue and guided activities, we explore specific issues identified by students as they progress through their learning experience in the Department of Organization & Management. Students will have readings assigned throughout the semester with a special focus on the history of organizational theory and practice.

Keene Site

Section K: Tad Dwyer and Donna Mellen

Time: Fridays, September 12, October 3 & 31,

November 21 and December 12

6:30 - 9:00 pm

Maximum: 24

Credits: 2

**OMD 654
Professional Seminar**

COMPETENCY AREA: Self Development (Required)

Professional Seminar provides a setting in which students and faculty offer consultation and support regarding issues students face in their educational, professional, and personal development. All students enrolled in Professional Seminar and site faculty meet as a community, working together to develop a productive and inclusive learning group. Through dialogue and guided activities, we explore specific issues identified by students as they progress through their learning experience in the Department of Organization & Management. Students will have readings assigned throughout the semester with a special focus on the history of organizational theory and practice.

Portsmouth Site

Section P: Marsha Greenberg and William Griffith

Time: Fridays, September 12, October 3 & 31,

November 21 and December 12

6:30 - 9:00 pm

Maximum: 24

Credits: 2

**OM 690
SIS: Supervised Independent Study**

If you are planning an independent study, please register for an SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **December 1, 2003**, 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 **December 1** 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

**On Sunday, September 15 classes will end at 3:30 pm in honor of Yom Kippur.*

Department of Organization & Management - Second Year Program**OMH 584
Designing & Conducting a Workshop**

COMPETENCY AREA: Human Resource Development

The course is designed for students who plan to use workshops as a vehicle for staff training and organization development work. A significant portion of this class involves fieldwork and regular on-line follow-up with the instructor. In the first class students will be introduced to the theory base that supports this type of training modality including adult and experiential learning, group dynamics and models of effective communication. Students will learn how to assess training needs and design appropriate training interventions to address those needs. Between classes students will conduct an actual training assessment and workshop design. In the final meeting students will present their design for analysis and feedback from the class. Students will do additional readings and discussions, field or research projects, or case study analysis on-line. Students should check the course conference on *FirstClass*, for on-line assignments that may begin prior to the first class meeting.

Keene Site

Section K: Tad Dwyer

Portsmouth Site

Section P: Sunny Bradford

Time: Sunday, September 14, Saturday, October 25, and
Sunday, December 14, 8:30 am - 5:30 pm

Maximum: 12 per section

Credits: 2

**OMH 582
Developing Human Resources***(formerly Human Resource Development)*COMPETENCY AREA: Human Resource Development
(Required)

The development of Human Resources is the process through which an optimal fit is achieved between the employee, job, organization and environment so that employees attain levels of satisfaction and competence that enable performance and organizational goal attainment. This course takes a practical approach to the development and management of human resources. Students will explore various philosophies, theories and functions associated with the effective management and development of people in complex organizations. Topics will include: strategic human resources planning; staffing (planning, recruitment and selection); employment and employee relations; organizational culture; training and development; performance management; and career development. Special emphasis will be placed on the exploration of HRD issues as they relate to students' areas of interest. Students will do additional readings and discussions, field or research projects, or case study analysis on-line. Students should check the course conference on *FirstClass*, for on-line assignments that may begin prior to the first class meeting.

Keene Site

Section K: TBA

Portsmouth Site

Section P: Stephen Schuit

Time: Saturdays, September 13, October 4,
November 1 & 22,
8:30 am - 5:30 pm

Maximum: 24 per section

Credits: 3

**OMS 505
The Practice of Management:
4 Perspectives**COMPETENCY AREA: Systems & Strategic Thinking
(Required for MS students)

In this course, structure and content will revolve around four theoretical management perspectives. Organizational situations and issues will be considered from structural, human resources, political and symbolic/cultural points of view. In structured activities, students will experience the ways in which the lens of each perspective differently "colors" understanding and potential actions. Subsequent analysis will help students deepen their understanding and apply it to situations in their own personal and professional worlds. The summative learning for this course will be in the development and analysis of the students' own theories of management and leadership and exploration of the elements of a personal "practice" to continue the process of deepening learning. Students will do additional readings and discussions, field or research projects, or case study analysis on-line. Students should check the course conference on *FirstClass*, for on-line assignments that may begin prior to the first class meeting.

Keene Site

Section K: Deborah Brown

Portsmouth Site

Section P: Tad Dwyer

Time: Sundays, October 5*, November 2 & 23,
and Saturday, December 13, 8:30 am - 5:30 pmMaximum: 20 per section (1st priority to O&M students,
2nd priority to ES students)

Credits: 3

**OMC 691
Practicum
Practicum Seminar**COMPETENCY AREA: Purposeful Systemic Change (Required)
RESTRICTED TO matriculated O&M students

Under faculty guidance, students doing practicum work will discuss their practicum projects, evaluate their experience and consult with other students. The seminar is designed to help solve problems confronting students as their projects unfold and to sharpen analytical and consulting skills.

Keene Site

Section K1: Wendy Elliott

Section K2: Deborah Brown

Section K3: Pierre Zimmerman

Section K4: John Carr

Time: Fridays, September 12, October 3 & 31,
November 21 and December 12, 6:30 - 9:00 pm

Maximum: 8 per section

Credits: variable

(Practicum Seminar credited as part of Practicum)

**OMC 694
Practicum
Practicum Seminar**COMPETENCY AREA: Purposeful Systemic Change (Required)
RESTRICTED TO matriculated O&M students

Under faculty guidance, students doing practicum work will discuss their practicum projects, evaluate their experience and consult with other students. The seminar is designed to help solve problems confronting students as their projects unfold and to sharpen analytical and consulting skills.

Portsmouth Site

Section P1: Peter Smith

Section P2: Gerald Daley

Section P3: Sunny Bradford

Time: Fridays, September 12, October 3 & 31,
November 21 and December 12, 6:30 - 9:00 pm

Maximum: 8 per section

Credits: variable

(Practicum Seminar credited as part of Practicum)

**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 December 1, 2003, 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 December 1 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

**OMF 568
Topics in Finance***(formerly Financial Management II)*

COMPETENCY AREA: Financial Management

PREREQUISITE: OMF 561 Financial Management I or written permission of the instructor attached to or on registration form.

In this course students will continue to develop the vocabulary necessary for communicating effectively in a financial environment. In addition, a variety of accounting and financial processes and tools for decision-making will be presented. The student will be introduced to such topics as break-even analysis, relevant costs for decision-making, and capital budgeting decisions. A significant portion of the learning experience will utilize on-line technology through *FirstClass*. Problems and case studies will be presented in class and on-line.

Keene Site

Section K: James Dunphy

Portsmouth Site

Section P: Sandra Colliton

Time: Fridays, September 12, October 3 & 31,
November 21 and December 12, 4:00 - 6:00 pm

Maximum: 24 per section

Credits: 2

**On Sunday, September 15 classes will end at 3:30 pm in
honor of Yom Kippur.*

Department of Organization & Management - Department Workshops*Please include both course codes and section letters on the registration form to ensure being registered for the correct section.***KEENE SITE****OMD 638
Entrepreneurial Leadership**COMPETENCY AREA: Self Development
PRIORITY TO 2nd year O&M students.

Entrepreneurial Leadership has been touted by many as one of the ways of leading successful organizations in the future. What are some of the strengths of the entrepreneurial leader? What are the weaknesses? What can we learn and apply from the entrepreneurial leadership to help lead organizations in an increasingly dynamic and volatile marketplace? What does it take to become an innovator/founder of a successful start up? Among the course objectives are to learn more about your own ability as an entrepreneurial leader and how to more effectively employ the benefits and minimize the pitfalls that entrepreneurial leadership provides. In this workshop we will examine the unique aspects of risk taking, stages of organizational development, leadership behaviors, and role that culture plays with entrepreneurial organizations. We will utilize case analysis and discussions and experiential methods to achieve the course objectives. *Note:* There will be reading assignments required prior to the course meeting that will be emailed to all students approximately 4 weeks prior to the class meeting.

Keene Site
Section K: Peter Smith
Time: Saturday & Sunday, October 18 & 19
9:00 am - 4:30 pm
Maximum: 14
Credits: 1

**OMD 644
Ethics**COMPETENCY AREA: Self Development
PRIORITY TO 2nd year O&M students.

This course explores important ethical issues that commonly arise in the management of organizations. Participants are provided with a systematic approach to assess real-life dilemmas and given practice in applying criteria to choose between alternative courses of action. Participants will learn how ethical decision-making can improve communication, resolve disagreements, and set just standards for employee relations. Students may do additional readings and discussions, field or research projects, or case study analysis on-line. Students should read the required text before the start of the first class, and also think of ethical issues or dilemmas they have experienced at work which can be explored in class exercises.

Keene Site
Section K: Hanns Meissner
Time: Saturday & Sunday, November 8 & 9
9:00 am - 4:30 pm
Maximum: 24
Credits: 1

**OMS 530
Systems & Strategic Thinking**(formerly Grant Writing & Administration)
COMPETENCY AREA: Financial Management
PRIORITY TO 2nd year O&M students.

Program design and grant writing are required competencies for the managers of today's not-for-profit organizations. Too often both areas are approached in crisis mode with little planning or clarity about program goals and strategic directions. This course will provide an outline of concrete strategies for a planned and comprehensive approach to program design and preparation of a proposal. Students will practice by developing a real grant proposal. Students may do additional readings and discussions on-line. Students should check the course conference on *FirstClass*, for on-line assignments that may begin prior to the first class meeting.

Keene Site
Section K - Deborah Brown
Time: Fridays, September 12, October 3 & 31,
November 21 and December 12,
4:00 - 6:00 pm
Maximum: 24
Credits: 2

**OMD 649
Self Knowledge for Leadership**COMPETENCY AREA: Self Development
PRIORITY TO 2nd year O&M students.

Self-understanding and self-development are fundamental to effective leadership. The first aim of this course is to increase students' self-awareness as leaders. Students develop a vision of themselves as leaders and reflect on ways in which they are and are not moving toward that vision. The second aim of the course is to provide students with a conceptual framework and strategy for altering dysfunctional behavior patterns which are blocking their full effectiveness as leaders. Each student will select one such behavioral pattern and will apply course concepts to clarify the pattern and to develop and implement a more effective response. Students should check the course conference on *FirstClass*, for on-line assignments that will begin prior to the first class meeting.

Keene Site
Section K: Donna Mellen
Time: Saturday & Sunday, December 6 & 7
9:00 am - 4:30 pm
Maximum: 24
Credits: 1

Department of Organization & Management - Department Workshops

Please include both course codes and section letters on the registration form to ensure being registered for the correct section.

PORTSMOUTH SITE

IDS 606
Effective Fundraising for
Not-for-Profit Organizations

COMPETENCY AREA: Financial Management
PRIORITY TO 2nd year O&M students.

This course provides students with a basic knowledge of the various components, strategies and management of an effective fundraising program. Discussion and research will center on the donor continuum, from donor acquisition and the first gift through the ultimate planned gift, placed in the theoretical context of donor focused, relational and social investment approaches to income development. Also within this framework, the course will explore corporate giving, cause-related marketing and the concept of one-to-one marketing as it relates to fundraising. Students will be expected to demonstrate their learning by completing a comprehensive fundraising plan with its underlying assumptions, for a specific program or organization of their choosing. Students will do additional readings and discussions, field or research projects, or case study analysis on-line. Students should check the course conference on *FirstClass*, for on-line assignments that may begin prior to the first class meeting.

Portsmouth Site
Section P: Michael Bamdollar
Time: Fridays, September 12, October 3 & 31,
November 21 and December 12
4:00 - 6:00 pm
Maximum: 24
Credits: 2

IDS 605
Technology & the Culture of Work

COMPETENCY AREA: Research & Information Design
Priority to 2nd year O&M students.

The overwhelming probability is that you have personally experienced the efficiency and convenience that is part of our high tech, knowledge-based culture -- internet service, online research data bases, fax machines, cell phones, ultralite mountain bikes, and well-stocked supermarket shelves. You may also have experienced increased stress and time urgency, disempowerment, and attacks on your dignity -- longer working hours, 24-hour availability, downsizing, the growing wealth gap, and stress related disease. Some believe in the utopian promise of technical culture, while others challenge that optimistic view citing contemporary evidence of massive displacement of workers, large scale degradation of the labor force, loss of privacy, and ever widening "corporatization" of life. This interdisciplinary course will explore the controversy surrounding the continuing technological expansion into the workplace, and its effect on the quality of life, looking at implications for managers, educators, clinicians, and environmentalists. Students will do preparatory readings and online discussions. *Note: This course will begin with online discussion on September 28, 2003. Students will be expected to have begun selected readings prior to that date. Students may not add this course after September 19, 2003.*

Portsmouth Site
Section P: William Griffith
Time: Saturday & Sunday, October 18 & 19
9:00 am - 4:30 pm
Maximum: 24
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 **December 1, 2003**, 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 **December 1** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

Department of Applied Psychology Course Schedule**FALL ENTERING COUNSELING PSYCHOLOGY
& SUBSTANCE ABUSE/
ADDICTIONS COUNSELING**

• WEDNESDAYS •

1:00 - 3:30 PMPYB 505 Human Development & Diversity
(Sections A - C)**4:00 - 6:30 PM**PY 590A Fundamentals of Therapeutic Interaction
(Sections A - C)**COUNSELING PSYCHOLOGY I
& SUBSTANCE ABUSE/
ADDICTIONS COUNSELING I**

• TUESDAYS •

9:00 - 11:30 AMPYB 506 Psychopathology:
An Ecological Approach (Sections A - C)**12:45 - 3:15 PM**PYG 603 Group Approaches to
Mental Health Counseling (Sections A - C)**4:00 - 6:30 PM**PY 686 Professional Seminar in
Counseling Psychology I (Sections D - K)**DANCE MOVEMENT THERAPY I**

• TUESDAYS •

9:00 - 11:30 AMPY 500 Survey of Methods in
Dance/Movement Therapy (Section A)**12:45 - 3:15 PM**PYB 502 Psychomotor Assessment of Children
(Section A)**4:00 - 6:30 PM**PY 680A Professional Seminar in
Dance/Movement Therapy I (Section A)

• WEDNESDAYS •

9:00 AM - 1:00 PMPYP 691 Practicum in
Dance/Movement Therapy (Section A)**1:00 - 3:30 PM**PYB 505 Human Development & Diversity
(Sections A & B)**4:00 - 6:30 PM**PY 590A Fundamentals of Therapeutic Interaction
(Sections A - C)**MARRIAGE & FAMILY THERAPY I**

• TUESDAYS •

9:00 - 11:30 AM

PY 576 Survey of Family Theory (Section A)

12:45 - 3:15 PMPY 686A Professional Seminar in
Marriage & Family Therapy I (Sections A - D)**4:00 - 6:30 PM**

PYB 519 Family Life Development (Section A)

COUNSELING PSYCHOLOGY II

• TUESDAYS •

9:00 - 11:30 AMPYC 667 Child & Family Counseling (Section A)
PYI 518 Human Sexuality and Sex Therapy (Section A)
PYC 654 Research and Evaluation (Section A)
PY 576 Survey of Family Theory (Section A)
PYC 638 Theory and Practice of
Mind/Body Psychology (Section A)**12:45 - 3:15 PM**PY 688 Professional Seminar in
Counseling Psychology III (Sections A - F)**4:00 - 6:30 PM**PY 648A Couples Therapy From a Systemic Perspective
(Section A)
PY 580 Expressive Arts Therapy I (Section A)
PYC 626 Integrative Approaches to
Addictions Counseling (Section A)
PYC 665 Models of Brief Therapy (Section A)
PYC 654 Research and Evaluation (Section B)**SUBSTANCE ABUSE/
ADDICTIONS COUNSELING II**

• TUESDAYS •

9:00 - 11:30 AM

PYC 654 Research and Evaluation (Section A)

12:45 - 3:15 PMPY 688 Professional Seminar in
Counseling Psychology III (Sections A - F)**4:00 - 6:30 PM**PYC 626 Integrative Approaches to
Addictions Counseling (Section A)**DANCE MOVEMENT THERAPY II**

• TUESDAYS •

9:00 - 11:30 AMPYB 506 Psychopathology: An Ecological Approach
(Sections A - C)**12:45 - 3:15 PM**PY 686 Professional Seminar in
Counseling Psychology I (Sections A - C)**4:00 - 6:30 PM**

PY 580 Expressive Arts Therapy I (Section A)

• WEDNESDAYS •

1:00 - 3:30 PMPY 558B Dance/Movement Therapy
with Children & Adolescents (Section A)**MARRIAGE & FAMILY THERAPY II**

• TUESDAYS •

9:00 - 11:30 AM

PYI 518 Human Sexuality and Sex Therapy (Section A)

12:45 - 3:15 PMPY 688B Professional Seminar in
Marriage & Family Therapy IV (Sections A & B)**4:00 - 6:30 PM**PY 648A Couples Therapy From a Systemic Perspective
(Section A)**WEEKEND COURSE SCHEDULE***(Meet 9:00 am - 5:00 pm unless otherwise noted)***OCTOBER 18 & 19**

PYB 512 Psychopathology: PTSD (Section A)

NOVEMBER 1 & 2PYB 524 Psychotherapy in the Language of Peacemaking
(Section A)

PY 572 Theories of Addiction (Section A)

NOVEMBER 8 & 9PYI 508 Introduction to Death, Dying and Bereavement
(Section A)**NOVEMBER 15 & 16**PYI 506 Working with Young Children in Families
(Section A)**DECEMBER 6 & 7**PYB 523 Psychopharmacology for Counselors
(Section A)*Courses are listed in each section alphabetically by course title.*

Department of Applied Psychology Registration Instructions

ALL APPLIED PSYCHOLOGY 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.

All students should refer to their State Licensing regulations for specific course or internship requirements. Some states (Vermont, for example) specify all educational requirements be met within the degree program.

In considering whether to register for an elective workshop, students need to be mindful of the semester and/or program credit limits. Fall entering Counseling Psychology/Substance Abuse/Addictions students have a 7- credit maximum. Continuing Counseling Psychology and Substance Abuse/Addictions Counseling students have a 14-credit maximum (DMT students - 17 credits) for this semester.

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.**

DROP/ADD

The drop/add deadline for Fall 2003 semester-long courses is Friday, September 19, 2003.

ALL COUNSELING PSYCHOLOGY & SUBSTANCE ABUSE/ADDICTIONS COUNSELING STUDENTS

Counseling Psychology students are reminded they will need to take Theories of Addiction (PY 572) sometime during their two-year program. It is recommended during the entering semester or the first year. Students who are concentrating in Substance Abuse Counseling are not required to take Theories of Addiction (PY 572). SA/AC students are reminded that Psychopharmacology of Substance Abuse (PY 563) is a required weekend course that is offered in the Spring semester only.

FALL ENTERING COUNSELING PSYCHOLOGY STUDENTS

Please register for Human Development & Diversity (PYB 505) and Fundamentals of Therapeutic Interactions (PY 590A). **Fall Entersers may enroll for a maximum of 7 credits in the Fall 2003 semester.**

COUNSELING PSYCHOLOGY STUDENTS WHO ENTERED IN FALL 2002 & SPRING 2003 (CP I, SA/AC I)

Please register for your preferred section of Psychopathology: An Ecological Approach (PYB 506) and Group Approaches to Mental Health Counseling (PYG 603). Also register for Professional Seminar in Counseling Psychology I (PY 686) and Practicum (PYP 695). Assignment to Professional Seminar sections will be made by the CP core faculty.

PLEASE NOTE: Fall 2002 and Spring 2003 enterers may enroll for a maximum of 14 credits in the Fall 2003 semester.

NEW DANCE MOVEMENT THERAPY STUDENTS ENTERING IN FALL 2003

Please register for Psychomotor Assessment of Children (PYB 502), Practicum in Dance/Movement Therapy I (PYP 691), Professional Seminar in Dance/Movement Therapy I: Emphasis: The Helping Relationship (PY 680A), Survey of Methods in Dance/Movement Therapy (PY 500), Human Development & Diversity (PYB 505) and Fundamentals of Therapeutic Interaction (PY 590A).

PLEASE NOTE: Fall 2003 enterers may enroll for a maximum of 17 credits in the Fall 2003 semester.

MARRIAGE AND FAMILY THERAPY I

Please register for Survey of Family Theory (PY 576), Professional Seminar/Practicum (PY 686A/PY 697), and Family Life Development (PYB 519).

PLEASE NOTE: MFT I students may take a one credit elective during the Fall semester. Students who wish to register for more than 14 credits must have the written approval of the program director.

COUNSELING PSYCHOLOGY II & SUBSTANCE ABUSE/ADDICTIONS COUNSELING II STUDENTS

It is our belief that students are best served by a broad course of study. A broad foundation provides for more flexible and comprehensive therapeutic knowledge and is also valuable in compiling a vita. CP II students should register for Research & Evaluation (PYC 654) and one concentration seminar (PYC or equivalent course in DMT or MFT). SA/AC II students should register for Integrative Approaches to Addictions Counseling (PYC 626) and Research & Evaluation (PYC 654). Students who have taken PYC 654 previously may select 2 concentration seminars (PYC) or an elective. All students on Internship must register for Professional Seminar, and Internship (PY 688 & PY 696). Assignment to Professional Seminar sections will be made by the CP core faculty.

Students are advised to check their state licensure requirements for specific course requirements. Maine and Vermont students should be particularly careful in the selection of PYC courses. Massachusetts students should be mindful of specific regulations pertaining to internships. SA/AC students are also reminded they must complete one of their two internships in substance abuse counseling.

Counseling Psychology students are reminded they will need to take Theories of Addiction (PY 572) sometime during their program. Students who are concentrating in Substance Abuse Counseling are not required to take Theories of Addiction (PY 572). SA/AC students are reminded that Psychopharmacology of Substance Abuse (PY 563) is a required weekend course that is offered in the Spring semester only.

DANCE MOVEMENT THERAPY II

DMT II students should register for Dance/Movement Therapy with Children & Adolescents (PY 558B), Expressive Arts Therapy I (PY 580), Professional Seminar in Counseling Psychology I: Emphasis: Ethics (PY 686) (Section A, B or C), a three-credit practicum (PYP 695) and Psychopathology: An Ecological Approach (PYB 506).

MARRIAGE & FAMILY THERAPY II

Please register for Human Sexuality and Sex Therapy (PYP 518), Professional Seminar in Marriage & Family Therapy IV (PY 688B), Internship (PY 698), and Couples Therapy from a Systemic Perspective (PY 648A).

PLEASE NOTE: MFT II students may take a one credit elective during the Fall semester. Students who wish to register for more than 14 credits must have the written approval of the program director.

Department of Applied Psychology Course Descriptions

PYC 667 **Child & Family Counseling**

COMPETENCY AREA: Social Systems Assessment & Intervention Strategies
RESTRICTED TO CP II and SA/AC II students; others by written permission of Program Director attached to or on registration form.
PREREQUISITE: Completion of CP I courses and CP I practicum/internship

This course is designed to introduce the student to the theory and practice of marriage/relationship/family counseling with an emphasis on families in which the child is the identified client. Marriage/relationship/family therapy approaches and effective models of child treatment within this context will be addressed, integrating models of child and family development and methods for working with larger systems, such as schools and social services. Content areas also include development and assessment in infants and young children, ADD and PTSD, custody/visitation issues, prevention, "difference" (e.g., disabilities, ethnicity, non-traditional families), and abuse, and the impact of these issues on the marriage/relationship and family context.

Section A: Bill Griffith
Time: Tuesdays, 9:00 - 11:30 am
Maximum: 18
Credits: 3

PY 648A **Couples Therapy** **from a Systemic Perspective**

COMPETENCY AREA: Social Systems Assessment & Intervention Strategies
RESTRICTED TO MFT II students.
Special written permission required for CP II students to enroll as a PYC equivalent.
PREREQUISITE: Completion of MFT I courses.

Students will be exposed to the integration of theory and research (forming a knowledge base) with practice and procedure (forming a repertoire) of working with couples. As well, students will explore some of the major discussions and realities of the coupling process. Special attention will be given to issues of sexuality and lifespan development on problems that couples present.

Section A: TBA
Time: Tuesdays, 4:00 - 6:30 pm
Maximum: 24
Credits: 3

PY 558B **Dance/Movement Therapy** **with Children & Adolescents**

COMPETENCY AREA: Behavioral Science Foundations
REQUIRED OF AND RESTRICTED TO DMT II students; others by written permission of the Program Director attached to or on registration form.
Special permission required for CP II students to enroll as a PYC equivalent.

This course will present a theoretical and experiential exploration of several specific areas of child and adolescent development, examining how each area is interrelated and interdependent. Attention will be given to dance/movement therapy approaches with specialized populations of children and adolescents.

Section A: Nathan Schappin
Time: Wednesdays, 1:00 - 3:30 pm
Maximum: 20
Credits: 3

PY 580 **Expressive Arts Therapy I**

COMPETENCY AREA: Individual Assessment & Intervention Strategies
REQUIRED OF AND PRIORITY TO DMT II students; open to CP II and SA/AC II students as a PYC equivalent; others by written permission of Program Director attached to or on registration form.
PREREQUISITE: Completion of CP I or DMT I courses.

This course focuses on the clinical use of creativity and imagination through the arts (body-movement, drama art, poetry, journaling, music, sound and sand play) for assessment, counseling and transformation. Individual and group work with diverse developmental and diagnostic populations will be addressed. Multiple theoretical frameworks are woven together and applied through an actively experiential approach.

Section A: Kim Burden
Time: Tuesdays, 4:00 - 6:30 pm
Maximum: 20
Credits: 3

PYB 519 **Family Life Development**

COMPETENCY AREA: Behavioral Science Foundations
REQUIRED OF AND RESTRICTED TO MFT I students; others by written permission of Program Director attached to or on registration form.

An overview of individual lifespan developmental theory and research is provided followed by a closer examination of individual development through childhood, adolescence, early, mid, and late adulthood. Emphasizing the relationship between individual development and the "typical" family life cycles, this course will focus on such issues as cognitive development, moral development, gender, sexuality, career development, adult transitions, aging and death. Through a sequence of didactic presentations and experiential learning, students will also examine their personal, family, and professional development.

Section A: Judy Davis
Time: Tuesdays, 4:00 - 6:30 pm
Maximum: 24
Credits: 3

PY 590A **Fundamentals of** **Therapeutic Interaction**

COMPETENCY AREA: Individual Assessment & Intervention Strategies
REQUIRED OF AND RESTRICTED TO DMT I and Fall 2003 entering CP, SA/AC students; others by written permission of Program Director attached to or on registration form.

This course is designed to help the beginning mental health professional acquire fundamental counseling skills. Theoretical approaches, including cognitive behavioral, systemic, humanistic, relational, and psychodynamic, will be introduced. Topics include counselor roles and ethics, the dimensions of contemporary mental health practice, and the multicultural counseling perspective. Students will also explore the particular interpersonal dynamics of helping relationships and develop self-in-role awareness. The course balances theory and practical learning through in-class counseling practice.

Section A: Ann McCloskey
Section B: Laura Copland
Section C: Dana Mann
Time: Wednesdays, 4:00 - 6:30 pm
Maximum: 15 per section
Credits: 3

PYG 603 **Group Approaches to Mental Health** **Counseling**

COMPETENCY AREA: Group Assessment & Intervention Strategies
REQUIRED OF AND RESTRICTED TO CP I students; others by written permission of Program Director attached to or on registration form.
PREREQUISITE: Fundamentals of Therapeutic Interaction

This course is designed to help students gain a solid theoretical and practical knowledge of group dynamics, group development, and group leadership styles. Students will learn to observe and understand group process on a variety of levels. The course will give students the opportunity to practice group facilitation and will prepare them to work in various types of groups. The course will balance presentation, discussions and experiential learning in a group culture.

Section A: Molly Scott
Section B: TBA
Section C: Larry Ruhf
Time: Tuesdays, 12:45 - 3:15 pm
Maximum: 18 per section
Credits: 3

Department of Applied Psychology Course Descriptions

PYB 505 **Human Development and Diversity**

COMPETENCY AREA: Behavioral Science Foundation
REQUIRED OF AND RESTRICTED TO DMT I and Fall 2003 entering CP, SA/AC students; others by written permission of Program Director attached to or on registration form.

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

Section A: Dottie Morris
Section B: Ann McCloskey
Section C: Susan Hess
Time: Wednesdays, 1:00 - 3:30 pm
Maximum: 18
Credits: 3

PYI 518 **Human Sexuality and Sex Therapy**

COMPETENCY AREA: Individual Assessment and Intervention Strategies

RESTRICTED TO MFT II students.

Special written permission required for CP II students to enroll as a PYC equivalent.

PREREQUISITE: Completion of MFT I courses.

While systems thinking has greatly impacted couples treatment, it has only been given "lip service" in the field of sex therapy until the work of David Schnarch. This 3-credit course is especially designed to help systems-oriented students move beyond a "homework assignment" mentality of traditional sex therapy. The course begins with a review of human sexual development and sexual response, and moves to learning to think in an integrated way about complex interpersonal and intergenerational sexual dilemmas. A clear understanding of systemic concepts such as incongruent power hierarchies, clinical paradox, and Bowenian notions of differentiation (vs. the concept of "Autonomy") are important foundations for the student to have prior to the course. No previous training in sex therapy is required. Students will be invited to examine their own attitudinal framework regarding these ideas, but disclosing intimate details about one's own sexuality is not required.

Section A: Carole MacKenzie
Time: Tuesdays, 9:00 – 11:30 am
Maximum: 13
Credits: 3

PYC 626 **Integrative Approaches to Addictions Counseling**

REQUIRED OF AND PRIORITY TO SA/AC II students.

Restricted to CP & SA/AC II students; others by written permission of Program Director attached to or on registration form.
PREREQUISITE: Completion of CP I courses and internship.

This course is designed to prepare students for work with clients who present with substance abuse or other addictive disorders. Students will address the process of change that occurs in the range of substance use issues from abuse to addiction and recovery. The course focuses on the development of skills in motivational interviewing, harm reduction and cognitive behavioral approaches to substance abuse and pays special attention to short term interventions and treatments. This course will be geared to students who have prior knowledge, experience and/or training in addictions counseling. Non SA/AC students are welcome but should have taken PY 572 Theories of Addiction or its equivalent.

Section A: Diane Kurinsky
Time: Tuesdays, 4:00 - 6:30 pm
Maximum: 20
Credits: 3

PY 693 **Internship, Dance/Movement Therapy**

A supervised six- to nine-month D/MT 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, Dance/Movement Therapy**

For students continuing an internship begun in the Summer 2003 semester.

Section A: Phyllis Jeswald
Credits: uncredited

PYI 508 **Introduction to Death, Dying and Bereavement**

COMPETENCY AREA: Individual Assessment & Intervention Strategies

This course will address grieving as a natural process for both adults and children, and introduce a variety of methods for supporting the healing process. We will also explore how a therapist's personal relationship to loss impacts on the helping relationship. The class will be both didactic and experiential. Students will be asked to write a paper.

Section A: Rob Zucker
Time: Saturday & Sunday, November 8 & 9
9:00 am - 5:00 pm
Maximum: 24
Credits: 1

PYC 665 **Models of Brief Therapy**

RESTRICTED TO CP II & SA/AC II students; others by written permission of Program Director attached to or on registration form

PREREQUISITE: Completion of CP I courses and internship.

This course will provide both the theoretical foundation and practical skills to utilize brief or short-term approaches with clients. Three major models will be examined: solution-focused, psychodynamic and narrative. The goal is to develop a flexible, integrated style of conducting counseling that is effective with a range of client types. Special attention will be given to the role and activity of the counselor and the paradigmatic shifts required to do this work. Members will have the opportunity to present case material to the group.

Section A: Ken Bacon
Time: Tuesdays, 4:00 – 6:30 pm
Maximum: 20
Credits: 3

PYP 691 **Practicum in Dance/Movement Therapy I**

REQUIRED OF AND RESTRICTED TO DMT I students.

Practicum in Dance/Movement Therapy provides students with an opportunity to observe, co-lead and lead groups in clinical or educational settings. DMT sessions are led and supervised by practicing dance/movement therapists. Learning to identify group and individual interventions and applying theoretical learning from other courses are prime goals of the course.

Section A: Susan Loman, Claire LeMessurier, Kim Burden
Time: Wednesdays, 9:00 am -1:00 pm
(Times for individual sessions will vary.)
Maximum: 20
Credits: 2

PY 686 **Professional Seminar in Counseling Psychology I (Sections A – C)**

Emphasis: Ethics

PYP 695

Practicum in Counseling Psychology I (Sections A – C)

SECTIONS A - C: REQUIRED OF AND RESTRICTED TO DMT II students.

The Professional Seminar will focus on the ethical standards and legal issues related to clinical practice. Students will become familiar with the American Counseling Association Code of Ethical Standards, the ADTA Code of Ethics and the various statutory requirements that impact on the work with clients. The student will be able to recognize the ethical principles and legal issues related to the counselor role and to utilize this knowledge in their work with clients and colleagues. The student will be able to make case formulations and diagnostic statements, to demonstrate skills in treatment planning

Department of Applied Psychology Course Descriptions

and to identify strategies for clinical interventions with clients and systems. The seminar also provides a vehicle for integrating internship experiences, conceptual material, and one's personal style and development as a mental health professional.

Concurrently with the Professional Seminar, DMT II students must do a practicum/internship totaling 450 hours over the course of the Fall 2003 and Spring 2004 semesters at an approved site. Please see the Department of Applied Psychology Handbook for guidelines.

Section A: Alice Scudder

Section B: Nathan Schappin

Section C: Kim Burden

Section assignments will be made by the Program.

Time: Tuesdays, 12:45 - 3:15 pm

Maximum: 8 per section

Credits: Pro Sem: 3; Practicum: 3

PY 686**Professional Seminar in
Counseling Psychology I (Sections D – K)****Emphasis: The Helping Relationship
PYP 695****Practicum in Counseling Psychology I
(Sections D – K)**

SECTIONS D - K: RESTRICTED TO CP I students. (Assignment to sections for CP students will be made by the Counseling Psychology core faculty.)

The Professional Seminar will focus on the helping relationship. Factors which influence the counseling relationship, such as ethical and legal issues, the supervisory relationship, and the development of the skills, behaviors, and attitudes of a professional counselor, will be examined through readings, discussions and in class practice. The seminar will also provide a vehicle for integrating practicum experiences with academic learning, and for the development of "self-in-role".

Concurrently with the Professional Seminar, students must do a practicum/internship (totaling 600 hours for CP students) over the course of the Fall 2003 and Spring 2004 semesters at an approved site. Please see the Department of Applied Psychology Handbook for guidelines. Students who are interested in concentrating in substance abuse/addictions counseling may do a SA/AC internship this year. Students are advised to check their state licensure requirements pertaining to practica.

Section D: Molly Scott

Section E: Dana Mann

Section F: Larry Ruhf

Section G: Jack Kubiak

Section H: Ann McCloskey

Section I: Betsy Taylor

Section J: Ramona Anderson

Section K: Robert Chalif

Time: Tuesdays, 4:00 - 6:30 pm

Maximum: 7 per section

Credits: Pro Sem: 3; Practicum: 3

PY 688**Professional Seminar in
Counseling Psychology III (Sections A-F)****Emphasis: Contextual Dimensions in
Mental Health Counseling****PY 696C****Internship (Sections A – F)**

RESTRICTED TO CP II and SA/AC II students.

PREREQUISITE: Completion of CP I courses and internship.

This course provides an overview of the current contexts of mental health practice. Selected topics will include: role of the mental health counselor on interdisciplinary teams, multicultural issues, standards of ethical practice, and theories and practices of consultation. Students will have an opportunity to integrate their current internship experiences with their theoretical learning and to develop skills in peer supervision and consultation.

Concurrently with the Professional Seminar, second-year students must do an internship, totaling 600 hours over the course of the Fall 2003 and Spring 2004 semesters, at an approved site. Students concentrating in SA/AC are reminded that they must complete an internship in an addictions counseling placement if they did not do so during their first year. Please see the Department of Applied Psychology Handbook for internship guidelines. Students are advised to check their state licensure regulations pertaining to internship requirements.

Section A: Ken Bacon

Section B: Diane Kurinsky

Section C: Dana Mann

Section D: Ann McCloskey

Section E: Betsy Taylor

Section F: Heribert Tryba

Time: Tuesdays, 12:45 - 3:15 pm

Maximum: 7 per section

Section assignments will be made by the program.

Credits: Pro Sem: 3; Internship: 4

PY 680A**Professional Seminar in
Dance/Movement Therapy I
Emphasis: The Helping Relationship**

REQUIRED OF AND RESTRICTED TO DMT I students.

The professional seminar provides students with a support group for the integration of practicum experiences, conceptual material and one's personal style and development as a therapist. It will offer an overview of the profession, a forum to discuss the interplay of ethical, personal and professional issues, and support during entry into a new student-peer group.

Section A: Nathan Schappin

Time: Tuesdays, 4:00 - 6:30 pm

Maximum: 20

Credits: 3

PY 686A**Professional Seminar in
Marriage & Family Therapy I****PY 697****Practicum in****Marriage & Family Therapy I**

RESTRICTED TO MFT I students.

The Professional Seminar represents a combination of academically based supervision and a course in which the student is aided in the development of her/his identity as a marriage and family therapist by examining issues which arise in relation to the concurrent practicum or internship experience. The purpose of the first Professional Seminar is to aid the student in his/her transition into the graduate program, to help her/him integrate academic coursework with the practice of systems therapy, to monitor the progress of the student as s/he begins the practicum experience and to introduce students to the notion of the ongoing process of examining oneself in the role of marriage and family therapist. This semester of the Professional Seminar will also focus on professional issues, introducing and examining the AAMFT Code of Ethical Principles.

Section A: Paki Wieland

Section B: Judy Davis

Section C: Tim Lowry

Section D: TBA

Section assignments will be made by the program.

Time: Tuesdays, 12:45 - 3:15 pm

Maximum: 6 per section

Credits: Pro Sem: 3; Practicum: 4

PY 688B**Professional Seminar in
Marriage & Family Therapy IV****PY 698****Internship**

REQUIRED OF AND RESTRICTED TO MFT II students.

This semester's course will focus on the study of the student's family of origin and its effect on the work of the therapist. In the process of practicing marriage and family therapy students will learn to recognize and to continue to be aware of their own strengths and weaknesses and affinities and dislikes. Students will examine their own families of origin and relate their systemic histories to their present work in the field.

Section A: David Watts

Section B: Julia Halevy

Section assignments are the same as Summer 2003.

Time: Tuesdays, 12:45 - 3:15 pm

Maximum: 6 per section

Credits: Pro Sem: 3; Internship: 4

Department of Applied Psychology Course Descriptions

PYB 502 **Psychomotor Assessment of Children**

COMPETENCY AREA: Behavioral Science Foundations
REQUIRED OF AND RESTRICTED TO DMT I students; others by written permission of Program Director attached to or on registration form.

This course presents the basic principles of movement observation, assessment and analysis for use in diagnosis, treatment planning and intervention applicable with child populations. Students will learn to experience, recognize, notate, diagram and interpret movement patterns, representing developmental and psychological perspectives. They will learn to use the Kestenberg Movement Profile nonverbal assessment tool and will be exposed to other assessment tools such as Body-Mind Centering, Labananalysis and Action Profiling. Students will be introduced to the concepts of reliability and validity and will learn the applications of these assessment tools in clinical diagnosis and treatment of children.

Section A: Susan Loman
Time: Tuesdays, 12:45 - 3:15 pm
Maximum: 20
Credits: 3

PYB 506 **Psychopathology:** **An Ecological Approach**

COMPETENCY AREA: Behavioral Science Foundation
PREREQUISITE: Fundamentals of Therapeutic Interaction
REQUIRED OF AND RESTRICTED TO CPI and DMT II students; others by written permission of Program Director attached to or on registration form.

This course addresses individual psychopathology from a variety of perspectives: biological, developmental, cultural and interactional. It will provide students with a broad theoretical base for understanding psychopathology from not only an individual descriptive symptomologic perspective as presented in the DSM-IV, but also from a contextual, systemic perspective, including developmental hallmarks, familial patterns, biological factors and socio-cultural contributors.

Section A: Dana Mann
Section B: Jeff Lapid
Section C: Dottie Morris
Time: Tuesdays, 9:00 - 11:30 am
Maximum: 22 per section
Credits: 3

PYB 512 **Psychopathology: PTSD**

COMPETENCY AREA: Behavioral Science Foundations
PRIORITY TO CP II students.

This course will explore trauma and its effects on individuals and families. There will be an examination of current theories of trauma etiology as well as clinical theories of recovery. Dissociative process, trauma bonding, abreactive process, and the process of recovery from trauma will all be examined. There will also be an examination of relevant psychodynamic material, developmental models, and differential diagnostic considerations, including character pathologies. The intent of the course is to impart an understanding of current trauma theory, assessment techniques and processes, and treatment options and goals. A primary focus will be the treatment of adults who were traumatized or abused as children, though there will be some discussion of adult trauma, including rape, natural disaster survival, and combat associated trauma. The course format will include discussion, lecture material and applied clinical thinking. It is essential that all required readings be completed before the course.

Section A: Matthew Zilboorg
Time: Saturday & Sunday, October 18 & 19
9:00 am - 5:00 pm
Maximum: 24
Credits: 1

PYB 523 **Psychopharmacology for Counselors**

COMPETENCY AREA: Behavioral Science Foundation

This weekend course will focus on the clinical uses of psychotropic medications in the treatment of affective disorders, psychotic disorders and anxiety disorders. The mechanisms by which abused substances affect the body and drugs used in the treatment of substance abuse disorders will also be covered. The basic biology underlying these disorders will be presented as part of the discussion of the therapeutic mechanisms of drug action.

Section A: Douglas Hoffman
Time: Saturday & Sunday, December 6 & 7
9:00 am - 5:00 pm
Maximum: 24
Credits: 1

PYB 524 **Psychotherapy in the** **Language of Peacemaking**

COMPETENCY AREA: Behavioral Science Foundation
PRIORITY TO Applied Psychology students, all others welcome.

Applying the lens and language of nonviolence, this course will address the issues for which people seek therapy. In this course we will explore: (1) psychotherapy as "making peace within oneself", through the restorying of one's life as "heroic journeyer"; (2) relational therapy as peacemaking or conflict resolution within family relationships; and (3) peacemaking / therapy as an invitation to create alternatives to pathology and pathologizing by locating peacemaking within the societal context. Psychotherapy as peacemaking emphasizes the soul work of practice.

Section A: Paki Wieland
Time: Saturday & Sunday, November 1 & 2
9:00 a.m. - 5:00 p.m.
Maximum: 24
Credits: 1

PYC 654 **Research and Evaluation**

REQUIRED OF AND PRIORITY TO CP II and SA/AC II students; others by written permission of the Program Director attached to or on registration form.

This course will familiarize students with clinically relevant research methods including surveys, experimental, quasi-experimental, and single case replication designs, clinical outcome, research and program evaluation. In addition, this course will include an examination of the ACA/APA ethical guidelines for conducting research, and issues of diversity in research and evaluation. An overview of statistical concepts and terminology related to research methods will be included.

Sections A & B: TBA
Time: Section A: Tuesdays, 9:00 - 11:30 am
Section B: Tuesdays, 4:00 - 6:30 pm
Maximum: 24 per section
Credits: 3

PY 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 **December 1, 2003**, 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 **December 1** 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 576 **Survey of Family Theory**

COMPETENCY AREA: Behavioral Science Foundations
REQUIRED OF AND PRIORITY TO MFT I students; open to CP & SA/AC II students as PYC equivalent.

This course is designed to expose students to the major theoretical orientations in the field of family therapy. Experiential, contextual, Bowenian, object relations, structural, strategic, Milan-systemic, and paradigmatic schools will be covered. These theories will be presented both sequentially and integratively (linearly and circularly), in order to enable students to apply the epistemological issues in the field through its theoretical divergences.

Section A: Paki Wieland
Time: Tuesdays, 9:00 - 11:30 am
Maximum: 24
Credits: 3

Department of Applied Psychology Course Descriptions

PY 500
**Survey of Methods
in Dance/Movement Therapy**

COMPETENCY AREA: Behavioral Science Foundations
REQUIRED OF AND RESTRICTED TO DMT I students; others by written permission of the Program Director attached to or on registration form.

This course will introduce the student to the theory and practice of dance/movement therapy, focusing on the approaches developed by the pioneers of the field, as well as current applications with clinical populations. A primary goal will be to foster an experiential and theoretical understanding of the core elements that form the foundation of the profession, including DMT group leadership skills.

Section A: Phyllis Jeswald
Time: Tuesdays, 9:00 - 11:30 am
Maximum: 20
Credits: 3

PY 572
Theories of Addiction

(formerly Psychopathology: Theories of Addiction)
COMPETENCY AREA: Behavioral Science Foundation
REQUIRED OF ALL CP students.
PRIORITY TO CP II students.

This course will serve as a basic introduction to the psychopathology of substance abuse and addiction. The class will examine various theories that seek to define addiction, discuss diagnosis and assessment of chemical dependency, and explore stages of treatment and different treatment modalities. The program of Alcoholics Anonymous will be analyzed as a generic model of 12-step programs. Other self-help formats will be identified and described.

Section A: Diane Kurinsky
Time: Saturday & Sunday, November 1 & 2
9:00 am - 5:00 pm
Maximum: 24
Credits: 1

PYC 638
**Theory and Practice
of Mind/Body Psychology**

PREREQUISITE: Completion of CP I courses and internship.
RESTRICTED TO CP II and SA/AC II students; others by written permission of Program Director attached to or on registration form.

This course explores the field of mind/body psychology, using mindfulness meditation as its foundation. Theoretical knowledge in the areas of state dependent memory and psychoneuroimmunology will be accompanied by training through visualization, music, art and hypnosis. The course provides a knowledge and experience base in a developing area, providing short-term treatment in major medical centers and other settings. One half hour daily meditation practice is required. Some knowledge of physiology and mind/body therapies (bio-energetics, polarity therapy, hypnosis, etc.) is helpful but not required.

Section A: Betsy Taylor
Time: Tuesdays, 9:00 - 11:30 am
Maximum: 20
Credits: 3

PYI 506
**Working with
Young Children in Families**

COMPETENCY AREA: Individual Assessment & Intervention Strategies

This course introduces theory and practice of work with parents, siblings, caregivers and young children from birth onward. Emphasis is placed on understanding development of young children, methods of observation, prevention and verbal and non-verbal intervention strategies. Various creative arts modalities will be introduced including: dance, music, drama and art to enhance communication skills and to promote family interaction.

Section A: Susan Loman
Time: Saturday & Sunday, November 15 & 16
9:00 am - 5:00 pm
Maximum: 24
Credits: 1

Department of Clinical Psychology - Registration Instructions

• Please note: Doctoral program classes will begin September 8 and run through December 16, 2003 •

ALL PSY.D. 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 weekend course, students should be mindful of the credit limits in the program. The following schedule lists the credit minimums and maximums per academic year:

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

YEAR I STUDENTS

Please register for all courses listed in the Year I course schedule, as well as PY 859B, Fundamental Clinical Skills I. (*Section assignments will be made by the department.*)

YEAR II STUDENTS

Please register for all courses listed in the Year II course schedule as well as PY 892, Practicum. In addition, please note that you will need to take two elective weekend workshops during this academic year.

YEAR III STUDENTS

Please register for:

- An Advanced Seminar offered in the later afternoon (see Year III course schedule for options)
- PYR 875 Doctoral Research Seminar I (5 weeks) (*Section assignments to be made by department*)
- PYS 723 Supervision (10 weeks)(Section A)
- PY 884A Case Conference I (*Section assignments to be made by department*)
- PY 893 Practicum (Section A)
- PY 812A Consultation: Theory & Practice I (Section A) listed in weekend courses

YEAR IV STUDENTS

Please register for:

- An Advanced Seminar offered in the morning (see Year IV course schedule for options)
- An Advanced Seminar offered in the late afternoon (see Year IV course schedule for options)
- PYR 877 Doctoral Research Seminar III (10 weeks) (*Section assignments to be made by department*)
- PYR 799 Management (5 weeks) (Section A)
- PY 894C Special Proficiency Practicum (Section A)
 - or • PY 898 Advanced Practicum (Section A)
 - or • PY 890 SIS: Dissertation Research (*Total credits must equal 3*)
- An Elective Weekend course if desired

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

If you have already completed 2,000 hours of internship, you need only register for PY 899, Doctoral Dissertation, which is uncredited. Your charge will be \$940.00 for the Fall semester. You should continue to register for dissertation each semester until the faculty accepts your dissertation.

If you are starting or continuing an internship (a total of 2,000 hours is required), you should register for PY 897, Internship, and PY 899, Doctoral Dissertation; both are uncredited. Your tuition charges for the Internship will be \$320.00, and for the Dissertation, \$940.00.

WAIVERS

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

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

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

SPECIAL STUDENTS

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

Antioch students who have completed all their work for their masters degree before the course begins may also register.

Department of Clinical Psychology - Course Schedule**YEAR I STUDENTS****• MONDAYS •****9:00 - 11:30 AM**

PY 731 Psychopathology and Behavioral Disorders (Section A)

1:00 - 3:30 PM

PY 880B Professional Seminar I: Roles of Psychologists and Ethical Issues (Sections A - D)

4:30 - 7:00 PM

PY 815C Methods of Psychological Assessment I (Sections A & B)

• TUESDAYS •**9:00 - 11:30 AM**

PYC 700 Psychotherapeutic Intervention I: Individual and Family (Sections A & B)

1:00 - 3:30 PM

PY 870 Tests and Measurements in Psychology (Section A)

YEAR II STUDENTS**• MONDAYS •****9:00 - 11:30 AM**

PY 871 Research Methods and Statistics I (Section A)

1:00 - 3:30 PM

PY 882B Professional Seminar III: Case Conceptualization and Demonstrations (Sections A - D)

4:30 - 7:00 PM

PY 720 Cognitive Aspects of Behavior (Section A)

YEAR III STUDENTS**• MONDAYS •****9:00 - 11:30 AM**

PY 884A Case Conference I (Sections A - F)

1:00 - 3:30 PM

PYS 723 Supervision (Section A) (10 weeks)

PYR 875 Doctoral Research Seminar I (Sections A-I) (5 weeks)

4:30 - 7:00 PM

PY 820A Advanced Seminar: Brief Therapy (Section A)

PY 740B Advanced Seminar: Clinical Child Psychology—Psychopathology and Assessment (Section A)

PYB 710 Advanced Seminar:

Clinical Psychopharmacology (Section A)

PYI 704 Advanced Seminar: Integrative Psychotherapy (Section A)

PY 737A Advanced Seminar: Object Relations Theory (Section A)

YEAR IV STUDENTS**• MONDAYS •****9:00 - 11:30 AM**

PYC 716 Advanced Seminar: Advanced Projective Testing (Section A)

PYC 712 Advanced Seminar: Contemporary Psychoanalytic Practice (Section A)

PYC 714 Advanced Seminar: Empirically Supported Treatments (Section A)

PY 886A Case Conference III (Section A)

1:00 - 3:30 PM

PYR 877 Doctoral Research Seminar III (Sections A - I) (10 weeks)

PY 799 Management (Section A) (5 weeks)

4:30 - 7:00 PM

PY 820A Advanced Seminar: Brief Therapy (Section A)

PY 740B Advanced Seminar: Clinical Child Psychology—Psychopathology and Assessment (Section A)

PYB 710 Advanced Seminar:

Clinical Psychopharmacology (Section A)

PYI 704 Advanced Seminar: Integrative Psychotherapy (Section A)

PY 737A Advanced Seminar: Object Relations Theory (Section A)

WEEKEND COURSES*Meet Saturday and Sunday, 9:00 am - 5:00 pm
(unless otherwise noted)***SEPTEMBER 13 & 14**

PY 812A Consultation: Theory and Practice I (Section A)

SEPTEMBER 20 & 21

PY 859B Fundamental Clinical Skills I (Section A)

PY 867 Supervised Experience in the Teaching of Clinical Psychology (Section A)

OCTOBER 18 & 19

PY 789 Dialogue and Difference: Beyond Polarization, Marginalization and Identity Politics (Section A)

PY 859B Fundamental Clinical Skills I (Section B)

PY 867 Supervised Experience in the Teaching of Clinical Psychology (Section B)

NOVEMBER 8 & 9

PY 863 Writing Workshop (Section A)

NOVEMBER 22 & 23

PY 721A Ericksonian Hypnotherapy (Section A)

Department of Clinical Psychology - Course Descriptions

• Please note: Doctoral program classes will begin September 8 and run through December 16, 2003 •

**PY 898
Advanced Practicum**

RESTRICTED TO Year IV students.

An optional Practicum for fourth-year students wishing to have extensive further clinical training for more than 12 hours per week.

Section A: Lorraine Mangione
Credits: 3

**PYC 716
Advanced Seminar:
Advanced Projective Testing**

(formerly PY 889K, Professional Practice Seminar)

COMPETENCY AREA: Assessment

RESTRICTED TO Year IV students.

This course is meant for those students familiar with basic Rorschach who wish to gain more skill in using projective tests. Emphasis will be placed on the Exner Rorschach, with some attention also to the TAT and to coordinating data from projective tests with other data (such as from the Wechsler tests). Areas covered will include advanced scoring issues, interpretation of actual clinical protocols, and learning to present test data in useful language. The use of the Rorschach to address real world concerns, such as treatment planning, trauma, and forensic questions will also be addressed.

Section A: Diana Sholtz
Time: Mondays, 9:00 - 11:30 am
Maximum: 8
Credits: 3

**PY 820A
Advanced Seminar: Brief Psychotherapy**

COMPETENCY AREA: Intervention

RESTRICTED TO Year III and Year IV students.

PRIORITY TO Year IV students.

Pragmatic and humanitarian rationales for brief treatment are provided by reviews of psychotherapy utilization, outcome, and process research as well as consideration of its relationship to national health care. Approaches derived from a variety of theoretical orientations are surveyed. The elements common to these are identified and presented as a transtheoretical approach to therapy which can be used from all orientations. Cases are used to illustrate strategy and techniques.

Section A: James Fauth
Time: Mondays, 4:30 - 7:00 pm
Maximum: 12
Credits: 3

**PY 740B
Advanced Seminar:
Clinical Child Psychology—
Psychopathology and Assessment**

COMPETENCY AREA: Assessment

RESTRICTED TO Year III and Year IV students.

PRIORITY TO Year IV students.

This course examines psychopathology from infancy through early adolescence. The paradigm of developmental psychopathology, or articulating the role of time and change in childhood disturbances, is an important focus of the class. Using this frame, the following areas are examined: clinical assessment of psychosocial problems in childhood; diagnostic systems for conceptualizing childhood psychopathology; and understanding disturbances of childhood through the lenses of intrapsychic, interpersonal, and the historical context. While students doing child and family therapy are encouraged to consider this class, those without a child or adolescent in their caseload may participate.

Section A: William Halikias
Time: Mondays, 4:30 - 7:00 pm
Maximum: 12
Credits: 3

**PYB 710
Advanced Seminar:
Clinical Psychopharmacology**

COMPETENCY AREA: Biological Bases of Behavior

RESTRICTED TO Year III and Year IV students.

PRIORITY TO Year IV students.

PREREQUISITE: PY 710 Biological Foundations of Clinical Psychology

This course provides an introduction to clinical psychopharmacology, one of the most direct clinical applications of biological perspective to psychology. A brief review of the biological basis of psychopharmacology and a discussion of the principals of psychopharmacological treatment precedes the class's consideration of issues of ethics, compliance, and the psychologist's role in the practice of psychopharmacology. Specific topics to be covered include the psychopharmacological treatment of psychotic disorders, mood disorders, anxiety disorders, and psychoactive substance disorders, in the treatment of children, adolescents, adult women and men, and elders; types of drug treatments for these disorders; methods of assessment and evaluation of treatment; treatment strategies; and discussion of the interface with psychological treatments. Knowledge of the DSM-IV diagnostic nomenclature is necessary.

Section A: Douglas Hoffman
Time: Mondays, 4:30 - 7:00 pm
Maximum: 12
Credits: 3

**PYC 712
Advanced Seminar:
Contemporary Psychoanalytic Practice**

(formerly PY 889I, Professional Practice Seminar)

COMPETENCY AREA: Intervention

RESTRICTED TO Year IV students.

This applied seminar explores the diversity of experiences and professional opportunities available for the psychoanalytic practitioner. Clinical, personal, social, and organizational events will be discussed from a comparative framework that reflects the ferment and vitality of current theories and practices within psychoanalysis. The emphasis will be on the conceptualization and communication of psychoanalytically informed knowledge and process in a wide variety of practice situations (e.g., evaluation, administration and management, leadership development, supervision, consultation, education, research, and treatment). The goal is to develop and enhance the necessary skills for becoming an effective "local clinical psychoanalyst."

Section A: Ted Ellenhorn
Time: Mondays, 9:00 - 11:30 am
Maximum: 8
Credits: 3

**PYC 714
Advanced Seminar:
Empirically Supported Treatments**

(formerly PY 889D, Professional Practice Seminar)

COMPETENCY AREA: Intervention

RESTRICTED TO Year IV students.

This seminar focuses on examining the multiple perspectives relative to empirically supported treatments. Issues of concern will range from selection of methodology to the more general questions of how psychotherapy research can be effectively integrated into clinical practice.

Section A: James Graves
Time: Mondays, 9:00 - 11:30 am
Maximum: 8
Credits: 3

Department of Clinical Psychology - Course Descriptions

• Please note: Doctoral program classes will begin September 8 and run through December 16, 2003 •

PYI 704
Advanced Seminar:
Integrative Psychotherapy

COMPETENCY AREA: Intervention
RESTRICTED TO Year III and Year IV students.
PRIORITY TO Year IV students.

This is a skills-based seminar where students learn to combine different theoretical orientations and therapy techniques to provide maximally effective help. While based on theoretical and research literature, the focus is on the development of therapy integration skills. Integrative techniques will be drawn from the cognitive-behavioral, psychodynamic, psychophysiological, and spiritual conceptualizations of emotional recovery. Clinical areas to be covered include depression, anxiety, trauma, eating disorders, and borderline personality disorder.

Section A: Margaret Goodwin
Time: Mondays, 4:30 – 7:00 pm
Maximum: 12
Credits: 3

PY 737A
Advanced Seminar:
Object Relations Theory

COMPETENCY AREA: Intervention
RESTRICTED TO Years III and IV students.
PRIORITY TO Year IV students.

This seminar provides an overview of the theoretical foundation and critical concepts of object relations theory. It is designed to give the student a significant grasp of personality dynamics, development, and psychopathology within an object relations framework and is intended to offer students the opportunity to bring dimension and understanding to their clinical work as they explore, in depth, the application of Object Relations theory to clinical practice.

Section A: Colborn Smith
Time: Mondays, 4:30 – 7:00 pm
Maximum: 12
Credits: 3

PY 884A
Case Conference I
PY 893
Practicum

REQUIRED OF AND RESTRICTED TO Year III students.
COMPETENCY AREA: Relationship & Intervention

During this year students will have an intensive small group clinical consultation experience with faculty. Emphasis is on case presentations, including video and audiotapes, with a goal of examining students' clinical work.

Section A: Barbara Belcher-Timme
Section B: Kathi Borden
Section C: James Fauth
Section D: Michael Foot
Section E: Lorraine Mangione
Section F: Martha B. Straus
(Section assignments will be made by the department)
Time: Mondays: 9:00 – 11:30 am
Maximum: 5 per section
Credits: 3 and 3

PY 886A
Case Conference III

(formerly Advanced Case Conference)
COMPETENCY AREA: Relationship & Intervention
RESTRICTED TO Year IV students.

This course offers students a further intensive small group clinical experience for fourth-year students. Emphasis is on case presentations, including audio and/or videotapes, with a goal of examining students' clinical work. This course may be taken in place of an Advanced Seminar.

Section A: George Tremblay
Time: Mondays, 9:00 – 11:30 am
Maximum: 6
Credits: 3

PY 720
Cognitive Aspects of Behavior

COMPETENCY AREA: Intervention
REQUIRED OF AND RESTRICTED TO Year II students.

This course examines current cognitive, social cognitive, and cognitive constructivist/constructionist theories both with regard to their particular implications and as metatheories. Topics in cognitive psychology include history of the cognitive position; social cognition; cognitive science and its application to the clinical enterprise; the mainstream cognitive positions; constructivism and constructionism; development; memory; emotion; dynamic psychology and cognition; cognitive self processes, cognitive interpersonal processes; and constructionist views of diversity.

Section A: Roger Peterson
Time: Mondays, 4:30 – 7:00 pm
Maximum: 30
Credits: 3

PY 812A
Consultation: Theory and Practice I

(formerly Theory and Practice of Mental Health Consultation I)
Competency Area: Consultation & Education
Required of and Restricted to Year III students.

This weekend course examines the role of psychologists as consultants in mental health settings in the community. A variety of consulting experience is explored including case consultation, participation in interdisciplinary teams, and the psychologist as expert in dealing with diverse individuals, groups, and organizations. The course examines issues of contracting, data gathering, diagnosis, intervention, evaluation, and follow-up. Implications of the consultant's role in education, training, and organizational development are addressed. Participants have the opportunity to apply consultation skills in experiential exercises and also examine the possible consultancy aspect of their practicum role.

Section A: Ted Ellenhorn
Time: Saturday & Sunday, September 13 & 14
9:00 am – 5:00 pm
Maximum: 27
Credits: 1

PY 789
Dialogue & Difference:
Beyond Polarization,
Marginalization & Identity Politics

COMPETENCY AREA: Diversity & Multiculturalism

This course presents an approach to addressing issues of socio-cultural diversity and social concerns of justice and professional responsibility. While informed by feminist, multicultural and post-colonial theories, this course moves away from an identity-specific approach and instead applies an interpretive (hermeneutic) and procedural framework to the enhancement of mutual understandings across seemingly noncommensurate social conflicts.

Section A: Susan Hawes
Time: Saturday & Sunday, October 18 & 19
9:00 am – 5:00 pm
Maximum: 20
Credits: 1

Department of Clinical Psychology - Course Descriptions**PYR 875
Doctoral Research Seminar I**

(formerly PY 875, Doctoral Research Seminar I, 3 credits)
COMPETENCY AREA: Research & Inquiry
REQUIRED OF AND RESTRICTED TO Year III students.

The aim of this two-year long sequence is to facilitate students' development and completion of a doctoral dissertation. During this first semester the emphasis is on helping each student to select a topic that touches upon a theme or area of genuine interest or concern, and to design a realistic dissertation proposal using appropriate methodology. The instructor for each section will also serve as the Chair of the Dissertation Committee for members of the section.

Section A: Kathi Borden
Section B: Ted Ellenhorn
Section C: James Fauth
Section D: Susan Hawes
Section E: Vic Pantesco
Section F: Roger Peterson
Section G: Gargi Roysircar
Section H: Colborn Smith
Section I: George Tremblay

(Section assignments will be made by the department)
Time: Mondays, 1:00 – 3:30 pm (5 weeks)
Maximum: 5 per section
Credits: 1

**PYR 877
Doctoral Research Seminar III**

COMPETENCY AREA: Research & Inquiry
REQUIRED OF AND RESTRICTED TO Year IV students.

This course represents a continuation and intensification of the dissertation process begun in the third year with Doctoral Research Seminars I and II.

Section A: Kathi Borden
Section B: Ted Ellenhorn
Section C: James Fauth
Section D: Susan Hawes
Section E: Vic Pantesco
Section F: Roger Peterson
Section G: Gargi Roysircar
Section H: Colborn Smith
Section I: George Tremblay

(Section assignments will be made by the department)
Time: Mondays, 1:00 – 3:30 pm (10 weeks)
Maximum: 5 per section
Credits: 2

**PY 721A
Ericksonian Hypnotherapy**

COMPETENCY AREA: Intervention

Incorporation of Ericksonian-style hypnosis in the process of psychotherapy is featured throughout the weekend of instruction, demonstration, and practice. Special emphasis will be placed on utilization of ego-states, resources in effecting trauma depotentialization and reframing. Please note: All readings must be done prior to the workshop. Pick up books from the bookstore and other reading materials from the department.

Section A: Peter Baldwin
Time: Saturday & Sunday, November 22 & 23
9:00 am – 5:00 pm
Maximum: 20
Credits: 1

**PY 859B
Fundamental Clinical Skills I**

COMPETENCY AREA: Relationship
REQUIRED OF AND RESTRICTED TO Year I students.

This course addresses the processes and skills required to establish and maintain a helping relationship. It emphasizes basic skills of listening and attending, focusing and probing, confrontation, and working with difficult clinical issues. It involves practice in interviewing and observing in various clinical issues.

Sections A & B: David Arbeitman
Time: Section A: Saturday & Sunday, September 20 & 21
9:00 am - 5:00 pm
Time: Section B: Saturday & Sunday, October 18 & 19
9:00 am - 5:00 pm
Maximum: 15 per section
Credits: 1

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

RESTRICTED TO Clinical Psychology 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 Association of Psychology and Postdoctoral Internship Centers (APPIC) as well as the Council for the National Register of Health Service Providers in Psychology. Internship may be pursued in several formats: half time during the fourth and fifth years; full time during the fifth year, etc. Year IV students should register for PY 896, Internship and Year V+ students should register for PY 897, Internship.

Section A: Colborn Smith
Credits: uncredited

**PY 799
Management**

COMPETENCY AREA: Management & Supervision
REQUIRED OF AND RESTRICTED TO Year IV students.

This course is a brief conceptual introduction to issues of work organizations and management. Students are exposed to various models of how organizations function, management, leadership, change, change agents, action research, work teams, and productivity. Part of the learning involves envisioning improved structures and relationships within the many workplace settings of psychologists.

Section A: Lorraine Mangione
Time: Mondays, 1:00 – 3:30 pm (5 weeks)
Maximum: 30
Credits: 1

**PY 815C
Methods of Psychological Assessment I**

COMPETENCY AREA: Assessment
REQUIRED OF AND RESTRICTED TO Year I students.

This year-long sequence provides an introduction to the psychological assessment of individuals with a major focus on the role of psychological tests in personality assessment, but with attention also paid to psychoeducational and neuropsychological assessment. Students develop beginning competence in the administration, scoring, and interpretation of a standard battery of psychodiagnostic techniques (WAIS-R/WISC-III/WPPSI-R, Bender Gestalt test, MMPI-I and II).

Section A: James Graves
Section B: Chet Lesniak
(Section assignments will be made by the department)
Time: Mondays, 4:30 - 7:00 pm
Maximum: 15 per section
Credits: 3

**PY 880B
Professional Seminar I:
Roles of Psychologists and Ethical Issues**

COMPETENCY AREA: Relationship & Intervention
REQUIRED OF AND RESTRICTED TO Year I students.

The year-long Professional Seminar in the first year has an important joining and "socialization" function for students, facilitating becoming a graduate student at Antioch New England. During this year there is a particular focus, and assigned readings, on roles of psychologists and ethical and legal issues in the practice of clinical psychology.

Section A: David Arbeitman
Section B: Michael Foot
Section C: William Halikias
Section D: Diana Sholtz
(Section assignments will be made by the department)
Time: Mondays, 1:00 - 3:30 pm
Maximum: 8 per section
Credits: 3

Department of Clinical Psychology - Course Descriptions**PY 882B****Professional Seminar III: Case Conceptualization and Demonstrations****PY 892****Practicum**

COMPETENCY AREA: Relationship & Intervention
REQUIRED OF AND RESTRICTED TO Year II students.

The year-long Professional Seminar continues to provide the setting for pursuing a number of related objectives, serving as a forum for examination of the students' professional work and training. During this second year there is an emphasis on case conceptualization and on writing up case formulations. Students have readings on several different theoretical models and applications. There is a focus on student presentations and discussions.

Section A: Barbara Belcher-Timme

Section B: Margaret Goodwin

Section C: James Graves

Section D: David Junno

(Section assignments will be made by the department)

Time: Mondays, 1:00 - 3:30 pm

Maximum: 8 per section

Credits: 3 and 3

PY 731**Psychopathology and Behavioral Disorders**

COMPETENCY AREA: Intervention
REQUIRED OF AND RESTRICTED TO Year I students.

This course emphasizes an integrated biopsychosociocultural model in understanding the etiology of psychopathology. After critiquing the assumptions and biases inherent in DSM-IV, it focuses on the diagnostic criteria for the most prevalent psychiatric disorders of adulthood and childhood, including: thought, mood, anxiety, substance abuse, memory, dissociative, eating, adjustment, personality, and sexual disorders. Through the use of clinical vignettes, students will further develop their capacity for making reliable differential diagnoses. In order to encompass a diversity of viewpoints, psychopathology is presented from biological, cognitive-behavioral, feminist, and psychodynamic perspectives.

Section A: David Arbeitman

Time: Mondays, 9:00 - 11:30 am

Maximum: 28

Credits: 3

PYC 700**Psychotherapeutic Intervention I: Individual and Family**

COMPETENCY AREA: Intervention
REQUIRED OF AND RESTRICTED TO Year I students.

This is the first part of a year-long course in psychotherapeutic intervention in both theory and practice with individual adults, families, and children. The goal is to develop a flexible, integrated style of conducting treatment, focusing on brief to mid-range durations. Emphasis is on psychodynamic, cognitive, and systemic thinking, and selected clinical practice and process issues are considered across a variety of psychological disorders. Issues such as the therapist's role, factors in change, gender effects, and treatment duration and flexibility are evaluated. Methods include readings, discussions, student and instructor presentations, sharing of relevant personal and professional experience, and skill practice.

Section A: Diana Sholtz

Section B: Martha B. Straus

(Section assignments will be made by the department)

Time: Tuesdays, 9:00 - 11:30 am

Maximum: 15 per section

Credits: 3

PY 871**Research Methods and Statistics I**

COMPETENCY AREA: Research & Evaluation
REQUIRED OF AND RESTRICTED TO Year II students.

The Research Methods sequence surveys both qualitative and quantitative research strategies in psychology. Topics include philosophy of science, critical thinking, ethical and diversity considerations in research, basic descriptive and inferential (primarily univariate) statistics, evaluating psychosocial interventions, and the use of computers for data management and analysis. The goal of the course is to help students develop the interest and skills to undertake systematic inquiry in applied or theoretical domains. Completion of an introductory research course at the undergraduate level is assumed, though not required.

Section A: Susan Hawes

Time: Mondays, 9:00 - 11:30 am

Maximum: 27

Credits: 3

PY 894C**Special Proficiency Practicum**

RESTRICTED TO Year IV students.

This is a practicum for fourth-year students wishing to have further clinical training experience with a specific focus for less than 12 hours per week.

Section A: Lorraine Mangione

Credits: 1

PY 867**Supervised Experience in the Teaching of Clinical Psychology**

COMPETENCY AREA: Consultation and Education
RESTRICTED TO Year II, III and IV students.
PRIORITY TO Year III and IV students.

This course involves supervised teaching within the program. Students conduct background research, prepare material to teach, present the material, supervise small group activities, and grade course assignments, all under the supervision of the primary faculty person.

Sections A & B: David Arbeitman

Time: Section A: Saturday & Sunday, September 20 & 21

9:00 am - 5:00 pm

Time: Section B: Saturday & Sunday, October 18 & 19

9:00 am - 5:00 pm

Maximum: 5 per section

Credits: 1

PY 890**SIS: Supervised Independent Study**

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

Applied Experience SIS Topics:

Often students in Year III and Year IV, who wish to have a directed learning experience of a practical nature focused on a specific project, elect an SIS in an Applied Experience in Clinical Psychology. These Applied Experience SIS are organized according to the NCSPP competency areas and are designed to more clearly reflect applied experience for transcript, licensure, and internship application information.

Please be certain to include the title and competency areas on the SIS contract — the 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

Advanced Supervised Study Topics: 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.

Please be certain to include the title and competency areas on the SIS contract — the course numbers will be assigned by the Registrar's Office.

PYB 890
SIS: Biological Bases of Behavior
PY 890A
Cognitive-Affective Bases of Behavior
PY 890
SIS-Cultural Bases of Behavior
PY 890R
Dysfunctional Behavior and Psychopathology
PY 890M
Historical & Philosophical Context of Psychology
PY 890
Life-span Development
PY 890
Professional Ethics & Standards
PY 890
Psychological Measurement
PYS 890
Social Bases of Behavior
PY 890
Theories of Individual & Systems Functioning/Change

If you are planning an independent study, please register for a SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **December 1, 2003**, in order for it to appear on your schedule or transcript. Please 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 **December 1** 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.

PYS 723
Supervision

COMPETENCY AREA: Management and Supervision
REQUIRED OF AND RESTRICTED TO Year III students.

This course is designed to give students an introduction to supervision that is both didactic and experiential. The course begins with an overview of supervision, including such topics as the purpose and goals of supervision, theoretical models of supervision, roles in supervision, the development of the supervisor and the supervisee, the context of supervision, the evaluative process, the supervisory relationship, issues of diversity in supervision, ethics and supervisory practice, and research on supervision. After exploration and discussion of these areas, students have an opportunity to observe faculty and field supervisors demonstrate supervision in the classroom, as well as practice the role of supervisor in small groups with their peers.

Section A: Lorraine Mangione
Time: Mondays, 1:00 - 3:30 pm (10 weeks)
Maximum: 27
Credits: 2

PY 870
Tests and Measurements in Psychology

COMPETENCY AREA: Assessment
REQUIRED OF AND RESTRICTED TO Year I students.

This course is an introductory survey of tests and measurements whose purpose is twofold. First, it provides the academic background for clinically oriented coursework in psychological testing. The psychometrics of tests and controversies around testing are discussed. Students learn to evaluate tests critically, and to select and implement an assessment battery. These topics make up approximately two-thirds of the course. Second, measurement knowledge provides a basis for students to apply themselves to a beginning level of understanding and application of the MMPI-2. Work on the MMPI-2 comprises the remaining one-third of the course.

Section A: Gargi Roysircar
Time: Tuesdays, 1:00 - 3:30 pm
Maximum: 28
Credits: 3

PY 863 Writing Workshop

COMPETENCY AREA: Elective
PREREQUISITE: Students must submit a writing sample.

This course focuses on developing technical writing skills appropriate for doctoral level psychologists. The content emphasizes 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,
November 8 & 9, 9:00 am - 5:00 pm
Maximum: 8
Credits: 1