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

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

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

 **Antioch
New England
Graduate School**

Important Notes

Terms & Codes Used in Course Descriptions

TBA	To be announced. Information was not available at the time of publication. An addendum will be printed and posted as information becomes available.
COMPETENCY AREA	The distribution requirement category satisfied by this course. Please see your student handbook for details.
RESTRICTED	If a matriculated student is not in the program to which a course is restricted, s/he may access registration to the course by obtaining <i>written</i> permission from the director of the program in which the course is offered. This written permission must be attached to or on your registration form. Without written permission, you will not be registered for the course or placed on a waiting list.
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 2004 may enroll for a maximum of 8 credits in the Fall 2004 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 2004 CLUSTER (SECTION F)

FRIDAYS, 4:30 - 8:30 PM

September 17, October 15, November 12, and December 10
EDT 570B Human Development (Section F)

SATURDAYS, 8:00 AM - 5:00 PM

September 18, October 16, November 13, and December 11
EDT 570B Human Development (Section F)

CENTRAL MAINE 2004 CLUSTER (SECTION G)

FRIDAYS, 4:30 - 8:30 PM

September 17, October 15, November 12, and December 10
EDT 570B Human Development (Section G)

SATURDAYS, 8:00 AM - 5:00 PM

September 18, October 16, November 13, and December 11
EDT 570B Human Development (Section G)

CONTINUING STUDENTS

All Continuing Experienced Educator Professional Development Concentration and Critical Skills/EBD Concentration students in Section C: Keene 2003 Cluster 1, Section D: Keene 2003 Cluster 2, and Section E: School Choice Cluster should register for **EDT 533 Philosophy of Education and for ED 693A 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 2003/Spring 2004 may enroll for a maximum of 8 credits in the Fall 2004 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 1 (SECTION C)

FRIDAYS, 4:30 - 7:30 PM

September 10, October 8, November 5, and December 3
EDT 533 Philosophy of Education (Section C)

SATURDAYS, 9:00 AM - 3:30 PM

September 11, October 9, November 6, and December 4
EDT 533 Philosophy of Education (Section C)

KEENE 2003 CLUSTER 2 (SECTION D)

FRIDAYS, 4:30 - 7:30 PM

September 10, October 8, November 5, and December 3
EDT 533 Philosophy of Education (Section D)

SATURDAYS, 9:00 AM - 3:30 PM

September 11, October 9, November 6, and December 4
EDT 533 Philosophy of Education (Section D)

SCHOOL CHOICE CLUSTER (SECTION E)

FRIDAYS, 4:30 - 7:30 PM

September 10, October 8, November 5, and December 3
EDT 533 Philosophy of Education (Section E)

SATURDAYS, 9:00 AM - 3:30 PM

September 11, October 9, November 6, and December 4
EDT 533 Philosophy of Education (Section E)

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 F: Keene 2004: Judy Coven
Section G: Central Maine 2004: Tom Julius
Time: Fridays, September 17, October 15,
November 12, and December 10,
4:30 – 8:30 pm and
Saturdays, September 18, October 16,
November 13, and December 11,
8:00 – 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 21.

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 C: Keene 2003 Cluster 1: Arthur Auer
Section D: Keene 2003 Cluster 2: Tom Julius
Section E: School Choice Cluster: Peter Eppig
Time: Fridays, September 10, October 8,
November 5, and December 3,
4:30 – 7:30 pm and
Saturdays, September 11, October 9,
November 6, and December 4,
9:00 am – 3:30 pm
Maximum: 18 per section
Credits: 3

**ED 693A
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 C: Keene 2003 Cluster 1: Staff
Section D: Keene 2003 Cluster 2: Staff
Section E: School Choice Cluster: Staff
Credits: 3

**ED 693C
Practicum – Practicum Seminar**

RESTRICTED TO Experienced Educator students entering in Fall 2004.

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 F: Keene 2004: Staff
Section G: Central Maine 2004: 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, 2004** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **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 2003 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 2004 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 554 Math Methods: Focus on Intermediate Grades
- or*
- EDC 555 Methods of Teaching Reading & Other Language Arts

In addition, all Science Education students who enter in Fall 2004 are required to register for:

- EDC 549 Place-Based Environmental Education
This course fulfills the environmental education requirement for students in the Science and Environmental Science Concentration.

Please note: Integrated Learning students who entered Fall 2003 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 2003 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 2003 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 2004 are not expected to register for the Fall 2004 term.

All Waldorf M.Ed. Students (summer sequence) who entered in Summer 2004 are expected to register for:

- 4-credit SIS (Supervised Independent Study)
- or*
- EDP 627 Education for Social Renewal

All Waldorf Certificate Students (year-round) who entered in Summer 2004 are required to register for:

- EDC 571A Classroom Drawing
- EDT 586 Evolving Consciousness II
- EDC 544 Painting I
- EDC 559 Waldorf Curriculum Preparation I

Non-credited required courses:

- Drama
- Movement Education in the Waldorf Classroom
- Number, Rhyme and Handcrafts
- Workshop in Middle School Drawing

All Waldorf M.Ed. without State Certification Students (year-round) who entered in Summer 2004 are required to register for:

- EDC 571A Classroom Drawing
- EDT 586 Evolving Consciousness II
- EDC 544 Painting I
- EDC 559 Waldorf Curriculum Preparation I

Non-credited required courses:

- Drama
- Movement Education in the Waldorf Classroom
- Number, Rhyme and Handcrafts
- Workshop in Middle School Drawing

All Waldorf M.Ed. with State Certification Students (year-round) who entered in Summer 2004 are required to register for:

- EDC 571A Classroom Drawing
- EDT 586 Evolving Consciousness II
- EDC 551A Integrated Learning: Theory Into Practice
- EDC 553A Math Methods: Concrete Approaches to Math Curriculum
- or*
- EDC 554 Math Methods: Focus on Intermediate Grades
- or*
- EDC 555 Methods of Teaching Reading & Other Language Arts
- EDC 544 Painting I
- EDC 559 Waldorf Curriculum Preparation I

Non-credited required courses:

- Drama
- Movement Education in the Waldorf Classroom
- Number, Rhyme and Handcrafts
- Workshop in Middle School Drawing

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)

1:00 - 3:30 PM

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

4:00 - 6:00 PM

EDC 554 Math Methods:
Focus on Intermediate Grades
(Section A)
EDC 544 Painting I (Section A)
(September 2 - November 4)

6:30 - 8:30 PM

Drama (Section A)
(September 30 – November 4,
6:30 – 8:30 pm)
(November 11 – December 9,
4:00 – 8:30 pm)
Performances
(December 14 & 15, 11:00 am – 3:00 pm)

FRIDAYS

8:30 - 11:00 AM

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

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 & D) Finishing Students

1:00 - 3:00 PM

EDC 549 Place-Based Environmental Education
(Section A)

1:00 - 3:30 PM

EDC 559 Waldorf Curriculum Preparation I
(Section A) (September 3 - December 10)

1:30 - 4:00 PM

EDC 574 Philosophy of Education (Section A)

4:00 - 6:00 PM

EDC 550 Integrated Arts I (Section A)
EDC 657 Mysterious, Magical Mushrooms
(Section A)
Location: Wells Memorial School
Number, Rhyme and Handcrafts
(Section A)
(September 10, 17, 24, October 1 & 8)

4:30 - 6:30 PM

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

WEEKEND COURSES

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

SEPTEMBER 18 & OCTOBER 3

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

SEPTEMBER 18 & OCTOBER 23

EDC 571A Classroom Drawing (Section A)

SEPTEMBER 25 & OCTOBER 30

EDP 623 Social Inclusion (Section A)

SEPTEMBER 25 & NOVEMBER 13

EDC 640 Exploring Thinking
and Engaging the Mind (Section A)

SEPTEMBER 26 & OCTOBER 24

EDC 622 Assessment: A Focus on Learning
(Section A)

OCTOBER 3 & OCTOBER 30

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

OCTOBER 16

Movement Education in the
Waldorf Classroom (Section A)
(9:00 am - 2:00 pm)

OCTOBER 16 & DECEMBER 11

EDC 556A Music Every Day (Section A)

NOVEMBER 7 & DECEMBER 5

EDC 629 Building Learning Communities
(Section A)

NOVEMBER 13

Workshop in Middle School Drawing
(Section A)

NOVEMBER 13 & 14

EDC 659 Living Arts I (Section A)
(9:00 am - 4:00 pm)

NOVEMBER 20 & 21

EDP 633 School Change (Section A)

DECEMBER 4 & 5

EDC 587 New England Mammals:
Lessons for Teachers (Section A)
(Location: Harris Center)

ONLINE COURSES

EDP 627 Education for Social Renewal (Section A)
EDP 574 Using Online Resources to Enhance
Teaching (Section A)

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EDC 622

Assessment: A Focus on Learning

COMPETENCY AREA: Curriculum & Instruction
(Education By Design designated course)

Assessment should focus more on improving learning than merely auditing it. To support the learning process, assessment needs to be seen as a rich process of feedback, based on evidence related to clearly identified standards and criteria. This course will focus on assessment, embedded in the learning process, that is intended to promote student learning and growth towards a wide range of outcomes. Together, we will look at principles of authentic assessment, explore best assessment practices and develop assessment tools and strategies to best support student learning.

Section A: Laura Thomas
Time: Sundays, September 26 & October 24,
9:00 am – 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDC 629

Building Learning Communities

COMPETENCY AREA: Curriculum & 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.

Section A: TBA
Time: Sundays, November 7 & December 5,
9:00 am – 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
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 enhances 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 (with written permission of Program Director).

Section A: Elizabeth Auer
Time: Saturdays, September 18 & October 23,
9:00 am – 4:30 pm
Maximum: 18
Credits: 1

Drama

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 the value and transformative power of drama in teaching and education. A major part of the course will be devoted to the rehearsal of an Oberufer folk 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 and Karine Munk Finser
Time: Thursdays, September 30 – November 4,
6:30 – 8:30 pm,
November 11 – December 9,
4:00 – 8:30 pm,
Performances: December 14 & 15,
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 Summer Sequence M.Ed. (Summer 2004 enterers) Students with permission of instructor.

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 20-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 Finser
Time: Online via FirstClass
Maximum: 12

EDT 586

Evolving Consciousness II

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

Fulfills Human Development requirement.
REQUIRED OF 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 Finser
Time: Fridays, 8:30 – 11:00 am
Maximum: 24
Credits: 3

EDT 609A

**Experiential Education:
Learning in Meaningful Contexts**

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

This course is designed 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: Sunday, October 3 & Saturday, October 30,
8:30 – 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 & 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 orga-

Credits: 4

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nizers, 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 25 & November 13,
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
Section B: Susan Dreyer
Time: Fridays, 8:30 – 11:00 am
Maximum: 18
(1 seat reserved in each section 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* (please submit payment to the Education Department prior to the first class meeting).

Section A: Kathy Shanks
Time: Saturday, September 18 & Sunday, October 3,
9:00 am – 4:30 pm
Maximum: 18
(1 seat reserved for ES student)

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 (NH 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 interest 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

EDC 659 Living Arts I

COMPETENCY AREA: Curriculum & Instruction

This course is for the personal and artistic development of the educator and for learning techniques to integrate the arts in the classroom. As counter effort to the powerful presence of the media in our schools, a living environment where the arts support our sense of beauty and our sense of who we are and who we strive to be, is essential for authentic growth. When we paint or draw, we open pathways to greater communication with ourselves and the students we teach. Through

Credits: 1

explorations with color, painting and drawing, as well as through lectures and discussions, participants will consider the role of art for people of various learning styles and dispositions.

Section A: Karine Munk Finser
Time: Saturday & Sunday, November 13 & 14,
9:00 am – 4:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

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 and entering students. 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
Time: Fridays, 11:30 am – 12:30 pm
Finishing Students
Section C: Ron LaBrusciano
Section D: Peter Eppig
Time: Fridays, 11:30 am – 1:00 pm
Waldorf Students
Section F: Arthur Auer
Time: Fridays, 11:30 am – 12:30 pm
Maximum: 12 per section
Credits: uncredited

Department of Education - Integrated Learning & Waldorf Programs Course Descriptions

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 21.

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 point 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: TBA
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
Credits: 2

Movement Education
in the Waldorf Classroom

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

In this workshop students will learn how to develop movement exercises to support classroom activities such as circle work, physical coordination and artistic and academic subjects.

Section A: Monica Marshall
Time: Saturday, October 16,
9:00 am – 2:00 pm
Maximum: 20
Credits: uncredited

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
Time: Saturdays, October 16 & December 11,
9:00 am – 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDC 657
Mysterious, Magical Mushrooms

COMPETENCY AREA: Curriculum & Instruction

Join me and my second and third graders as we explore the mysterious world of mushrooms! Follow the paths we take - in the classroom, on the school grounds and at Antioch-- to discover why mushrooms seem to appear magically on the forest floor. Connect the study of mushrooms to art, literacy and math curricula. Unravel the role fungi play in the process of decomposition and ecosystem health --all through the wondering eyes of the children who find them. Most sessions of this class will meet in Christine Payack's classroom at the Wells Memorial School in Harrisville, NH.

Section A: Christine Payack
Time: Fridays, 4:00 – 6:00 pm
Location: Wells Memorial School &
Antioch New England Graduate School
Maximum: 18
Credits: 1

Department of Education - Integrated Learning & Waldorf Programs Course Descriptions**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 skills 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
Time: Saturday & Sunday, December 4 & 5,
9:00 am – 4:30 pm
Location: Harris Center
Maximum: 16
(1 seat reserved for ES student)
Credits: 1

Number, Rhyme and Handcrafts

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 how math, language and handcrafts are integrated in the Waldorf curriculum to meet the needs of the whole child: head, heart and hands.

Section A: Monica Marshall
Time: Fridays, September 10 - October 8,
4:00 – 6:00 pm
Maximum: 20
Credits: uncredited

**EDC 544
Painting I**

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF Waldorf 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 2, - November 4,
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 students' personal search for a philosophy of education appropriate for today.

Section A: Susan Dreyer
Time: Fridays, 1:30 – 4:00 pm
Maximum: 24
(1 seat reserved for ES Teacher Certification student)
Credits: 3

**EDC 549
Placed-Based Environmental Education***(Formerly Environmental Education)*

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND PRIORITY TO Science and Environmental Education concentration students. This course fulfills the environmental education requirement for students in the Science and Environmental Science Concentration.

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 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

**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: 24
(1 seat reserved for ES student)
Credits: 2

**EDP 633
School Change**

COMPETENCY AREA: Education & Social Policy

Educators charged with leading school change efforts face a complex mix of social, political, and intrapersonal issues. This course will focus primarily on the "how" of school change and the skill requirements necessary for change agents. Emphasis will be placed on exploring successful methods of shepherding the change process through increased understanding of group dynamics, systems thinking, and promoting adult growth.

Section A: Laura Thomas
Time: Saturday & Sunday, November 20 & 21,
9:00 am – 4:30 pm
Maximum: 20
(1 seat reserved for ES student and
3 seats reserved for O & M students)
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 25, & October 30,****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, 2004** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or 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**

COMPETENCY AREA: Curriculum & Instruction

This course provides 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 exclusively online over five weeks' duration, and will include weekly online class meetings and regular postings and responses using FirstClass. Students should expect to spend a minimum of 6 hours per week online. This would be a good introduction to distance learning for students who have not yet experienced it.

Section A: Peter Monether**Time: 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 make age-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, September 3 – December 10,****1:00 – 3:30 pm****Maximum: 20****Credits: 2****Workshop in Middle School Drawing**

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF Waldorf students with an elementary focus; other 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.

Section A: Elizabeth Auer**Time: Saturday, November 13,****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 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:

- Geographic Information System (GIS) (ES 510) (Section A)
 - Natural Communities (ESF) and/or other elective credits
 - Practicum (ES 693) (Sections A - D)
 - Wetland Delineation & Evaluation (ESS 520) (Section A)
- or*
- Wildlife and Forest Management (ESS 568) (Section A) (Req Alt)

ENVIRONMENTAL ADVOCACY AND ORGANIZING

Please register from the following:

- Advocacy Clinic I (ES 518)(Section A)
- Diversity and Coalition Building for Environmentalists (ES 517)(Section A)
- Natural Communities (ESF) and/or other elective credits
- Practicum (ES 693) (Sections A - D)

ENVIRONMENTAL EDUCATION

Please register from the following:

- Choice of Environmental Education Methods
- Curriculum Design: Non-Formal (ESE 514) (Section A)
- Natural Communities (ESF) and/or other elective credits
- Practicum (ES 693) (Sections A - D)
- Proposal Writing and the Grants Process (ESACO 503) (Section A) - *limited seats available*

GENERAL SCIENCE AND BIOLOGY CERTIFICATION

Please register from the following:

- Conceptual & Human Development (ESE 535) (Section A)
- Natural Communities (ESF) and/or other elective credits
- Practicum (ES 693) (Sections A - D)
- Science Teaching Methods (ESE 520) (Section A)
- Teaching Exceptional Children (ESE 522) (Section A)

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 B) (Req Alt)
- or*
- Proposal Writing and the Grants Process (ESACO 503) (Sec A) (Req Alt) - *limited seats available*
 - Natural Communities (ESF) and/or other elective credits
 - Practicum (ES 693) (Sections A - D)
 - Wetland Delineation & Evaluation (ESS 520) (Section A)
- or*
- Wildlife and Forest Management (ESS 568) (Section A) (Req Alt)

Department of Environmental Studies - Master's Programs Registration Instructions**STUDENTS ENTERING IN FALL 2004**

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:

- Community Ecology of the New England Landscape (ESF 550) (Sections A - F)
- Conservation Biology (ESS 563) (Section A or B)
- Earth Systems Science (ESS 572) (Sections A - F)
- Choose one Environmental Issues course from the following:
 - ESP 526 Art, Culture and Nature (Section A)
 - ESP 551A Environmental Law (Section A)
 - ESP 532 Human Dimensions of Conservation Biology (Section A)
 - ESP 531 Literature of the Land (Section A)
 - ESP 541 Music and Nature (Section A)
 - ESP 524 Patterns of Environmental Activism (Section A)

ENVIRONMENTAL ADVOCACY AND ORGANIZING

Please register for:

- Community Ecology of the New England Landscape (ESF 550) (Sections A - F)
- Earth Systems Science (ESS 572) (Sections C - F)
- Organizing Social Movements (ES 515) (Section A)
- Choose one Environmental Issues course from the following:
 - ESP 526 Art, Culture and Nature (Section A)
 - ESP 551A Environmental Law (Section A)
 - ESP 532 Human Dimensions of Conservation Biology (Section A)
 - ESP 531 Literature of the Land (Section A)
 - ESP 541 Music and Nature (Section A)
 - ESP 524 Patterns of Environmental Activism (Section A)

ENVIRONMENTAL EDUCATION

Please register for:

- Community Ecology of the New England Landscape (ESF 550) (Sections A - F)
- Earth Systems Science (ESS 572) (Sections A - F)
- Foundations of Environmental Education (ESE 502) (Section A or B)
- Choose one Environmental Issues course from the following:
 - ESP 526 Art, Culture and Nature (Section A)
 - ESP 551A Environmental Law (Section A)
 - ESP 532 Human Dimensions of Conservation Biology (Section A)
 - ESP 531 Literature of the Land (Section A)
 - ESP 541 Music and Nature (Section A)
 - ESP 524 Patterns of Environmental Activism (Section A)

GENERAL SCIENCE AND BIOLOGY CERTIFICATION

Please register for:

- Community Ecology of the New England Landscape (ESF 550) (Sections A - F)
- Earth Systems Science (ESS 572) (Sections C - F)
- Problem-Solving & Inquiry-Based Science Teaching (ESE 521) (Section A)
- Choose one Environmental Issues course from the following:
 - ESP 526 Art, Culture and Nature (Section A)
 - ESP 551A Environmental Law (Section A)
 - ESP 532 Human Dimensions of Conservation Biology (Section A)
 - ESP 531 Literature of the Land (Section A)
 - ESP 541 Music and Nature (Section A)
 - ESP 524 Patterns of Environmental Activism (Section A)

INDIVIDUALIZED PROGRAMS

Please register from the following:

- Selection of core course from your individualized program - see adviser
- Community Ecology of the New England Landscape (ESF 550) (Sections A - F)
- Earth Systems Science (ESS 572) (Sections A - F)
- Choose one Environmental Issues course from the following:
 - ESP 526 Art, Culture and Nature (Section A)
 - ESP 551A Environmental Law (Section A)
 - ESP 532 Human Dimensions of Conservation Biology (Section A)
 - ESP 531 Literature of the Land (Section A)
 - ESP 541 Music and Nature (Section A)
 - ESP 524 Patterns of Environmental Activism (Section A)

RESOURCE MANAGEMENT & ADMINISTRATION

Please register from the following:

- Building Sustainable Organizations (Section A)
- Community Ecology of the New England Landscape (ESF 550) (Sections A - F)
- Earth Systems Science (ESS 572) (Sections C - F)
- Choose one Environmental Issues course from the following:
 - ESP 526 Art, Culture and Nature (Section A)
 - ESP 551A Environmental Law (Section A)
 - ESP 532 Human Dimensions of Conservation Biology (Section A)
 - ESP 531 Literature of the Land (Section A)
 - ESP 541 Music and Nature (Section A)
 - ESP 524 Patterns of Environmental Activism (Section A)

Department of Environmental Studies - Master's Programs Course Schedule

WEDNESDAYS

9:00 AM - 12:00 PM

ESF 550 Community Ecology of the NE Landscape (Section A)

ESE 502 Foundations of Environmental Education (Section A)

9:00 AM - 4:00 PM

*ESACO 503 Proposal Writing and the Grants Process (Section A)

1:00 - 4:00 PM

ESF 550 Community Ecology of the NE Landscape (Section B)

6:30 - 9:00 PM

*ESF 546 Conservation Challenges at the Wildland/Suburban Interface (Section A) (September 15 - pre-trip meeting)

THURSDAYS

8:00 - 11:00 AM

ES 520 Advanced Statistics (Section A)

8:30 - 11:00 AM

ESP 526 Art, Culture and Nature (Section A)

ESCE 628 Environmental Education Methods: Interpretation (Section A)

ESP 532 Human Dimensions of Conservation Biology (Section A)

ESP 531 Literature of the Land (Section A)

ESP 541 Music and Nature (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 518 Advocacy Clinic I (Section A)

ESAM 516 Building Sustainable Orgs (Section A)

ESS 563 Conservation Biology (Section A)

ESS 572 Earth Systems Science (Sections A & B)

*ESCO 527 Environmental Writing (Section A)

ESE 502 Foundations of Environmental Education (Section B)

ES 510 Geographic Information System (Section A)

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)

4:30 - 7:00 PM

ESP 551A Environmental Law (Section A)

THURSDAYS (CONTINUED)

4:30 - 7:30 PM

ESS 563 Conservation Biology (Section B)

ES 517 Diversity & Coalition Building (Section A)

5:00 - 8:00 PM

ES 510 Geographic Information System (Section B)

6:30 - 9:00 PM

*ESF 554 Ecology of the Adirondack Mountains (Section A) (September 9 - pre-trip meeting)

FRIDAYS

8:00 - 11:00 AM

ESF 550 Community Ecology of the NE Landscape (Sections C & D)

ESE 535 Conceptual & Human Development (Section A)

ESS 572 Earth Systems Science (Sections C & D)

ESF 514 New England Flora (Section A)

*ESF 515 Ornithology (Section A)

8:30 - 11:00 AM

*ESXO 503 Dispute Resolution (Section A)

11:15 AM - 12:45 PM

*Practicum Seminar (Sections C & D)

1:00 - 4:00 PM

ESF 550 Community Ecology of the NE Landscape (Sections E & F)

ESE 514 Curriculum Design: Non-Formal (Section A)

ESS 572 Earth Systems Science (Sections E & F)

ESF 514 New England Flora (Section B)

ESE 522 Teaching Exceptional Children (Section A)

*ESP 589 Watershed Assessment Techniques (Section A)

*ESS 520 Wetland Delineation and Evaluation (Section A)

*ESS 568 Wildlife and Forest Management (Section A) (Harris Center)

7:00 - 9:30 PM

*ESF 551 Reptile Field Biology (Section A)

WEEKENDS & IRREGULAR

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

SEPTEMBER 4 & 11

*ESF 551 Reptile Field Biology (Section A)
(Sept 4, 8:30 am - 4:30 pm)
(Sept 11, 8:30 am - 8:30 pm)

SEPTEMBER 18 - 22

*ESF554 Ecology of the Adirondack Mts (Section A) (Study Trip)

SEPTEMBER 25 & 26

*ESS 520 Wetland Delineation and Evaluation (Section A)

SEPTEMBER 25 - 29

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

OCTOBER 2 - 6

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

OCTOBER 23, NOVEMBER 6 & 7

ESE 529 EE Methods: Educating for Food and Energy Self-Reliance (8:30 am - 5:00 pm)

NOVEMBER 13 & DECEMBER 5,

*ESP 589 Watershed Assessment Techniques (Section A)

TBA WEEKENDS

*ESXO 503 Dispute Resolution (Section A)

*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.

Department of Environmental Studies - Master's Programs Course Descriptions

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's written 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, 8:00 – 11:00 am
Maximum: 16
Credits 3

ES 518

Advocacy Clinic I

COMPETENCY AREA: EA - Required
REQUIRED OF AND RESTRICTED TO EAO students.
(Formerly Supervised Advocacy Fieldwork)

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

ESP 526

Art, Culture, and Nature: Understanding the World Through the Arts

(Formerly ES 521)

COMPETENCY AREA: Environmental Issues - Required alternate

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
Time: Thursdays, 8:30 – 11:00 am
Maximum: 16
Credits: 3

ESAM 516

Building Sustainable Organizations

COMPETENCY AREAS: RMA - Required alternate to 4 Perspectives of Management; IND - Strongly Recommended; CB, EAO, EE & Cert - Elective
PRIORITY TO RMA & IND students.

BSO surveys the landscape of sustainability theory and literature by considering organizational purpose, design and behavior through the lenses of ecology, management, economics and social justice. This course prepares students to analyze organizations from the perspective of sustainable practices, and to develop an understanding of the importance of self-knowledge and personal sustainability. BSO is designed to serve as a gateway for further study. Previous management experience is required and essential for participation in this class.

Section A: Pete Throop
Time: Thursdays, 1:00 – 4:00 pm
Maximum: 16
Credits: 3

ESF 550

Community Ecology of the New England Landscape

COMPETENCY AREA: Natural Communities - Required
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 04 entering students.

SECTION B: Priority to Env Ed students who take Foundations of Env Ed (ESE 502) (Section A)

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 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: Tom Wessels
Sections C & E: Peter Palmiotto
Sections D & F: Marc Lapin
Time: Section A: Wednesdays, 9:00 am – 12:00 pm
Section B: Wednesdays, 1:00 – 4:00pm (Priority to EE students who take Foundations of EE Section A)
Section C & D: Fridays, 8:30 – 11:00 am
Sections E & F: Fridays, 1:00 – 4:00 pm
Maximum: 16 per section
Credits: 3

ESE 535

Conceptual and Human Development

COMPETENCY AREAS: Cert - Required; EE - Required alternate; EAO, CB, IND & RMA - Elective
PRIORITY TO FLO3 ES Certification students.

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, 8:00 – 11:00 am
Maximum: 16
(1 seat reserved for Education student)
Credits: 3

Department of Environmental Studies - Master's Programs Course Descriptions**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.

Sections A & B: Beth Kaplin
Time: Section A: Thursdays, 1:00 - 4:00 pm
Section B: Thursdays, 4:30 - 7:30 pm
Maximum: 16
Credits: 2

ESF 546**Conservation Challenges at the Wildland/Suburban Interface**

COMPETENCY AREA: Natural Communities elective

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

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: \$400 includes transportation, camping and food.*

Section A: Pete Throop
Time: Wednesday, 6:30 - 9:00 pm,
September 15 - pre-trip meeting,
and Saturday - Wednesday,
October 2 - 6 (Study trip)
Maximum: 15
Credits: 2

ESE 514**Curriculum Design: Non-Formal**

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

PRIORITY TO FL03 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: Sue Ward
Time: Fridays, 1:00 - 4:00 pm
Maximum: 16
Credits: 3

ESXO 503**Dispute Resolution**

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

PRIORITY TO FL03 RMA students.

Each of us has negotiated for something. Some of us thrive on it; others shrink from the mere prospect. This course is designed to give participants the skills to be able to approach dispute resolution with confidence. We will examine some of the underlying theory regarding alternative dispute resolution. Most of our in-class time, however, will be spent actually negotiating. Through the use of case studies (the majority of which are environmental in nature) we will inhabit particular roles and endeavor to find a mutually agreeable resolution of the dispute.

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 3 - October 22,
8:30 - 11:00 am,
and Saturday, TBA,
9:00 am - 4:30 pm
Maximum: 12
Credits: 2

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, 4:30 - 7:30 pm
Maximum: 14
Credits: 3

ESS 572**Earth Systems Science**

COMPETENCY AREAS: Biosphere Science - Required

SECTIONS A & B: PRIORITY TO EE students taking Foundations of EE (ESE 502) (Section A) and Con Bio students taking Conservation Biology (ESS 563) (Section B)

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.

Sections A & E: Joy Ackerman
Sections B & D: Rachel Thiet
Sections C & F: Jim Jordan
Time: Sections A & B: Thursdays, 1:00 - 4:00pm
Sections C & D: Fridays, 8:00 - 11:00 am
Sections E & F: Fridays, 1:00 - 4:00 pm
Maximum: 16 per section
Credits: 3

Department of Environmental Studies - Master's Programs Course Descriptions

**ESF 554
Ecology of the Adirondack Mountains**

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

This course focuses on the natural and human factors that have shaped the forested ecosystems of the Adirondack Mountains. Situated within the Adirondack State Park in northern New York State the mountains have been molded by ancient geologic and climatic forces. Understanding how these forces influence the plant communities and how humans have impacted the communities will provide students with a unique perspective on the ecology and conservation challenges of this wild region. *Course fee: \$160.00 for food and camping arrangements.*

NOTE: This trip involves strenuous backpacking on mountain trails and tent camping. Students should be in good physical shape and have proper backpacking and camping equipment.

Section A: Peter Palmiotto
Time: Thursday, September 9,
6:30 - 9:00 pm, and
Saturday - Wednesday,
September 18 - 22 (Study Trip).
Maximum: 7
Credits: 2

**ESE 529
Environmental Education Methods:
Educating For Food and
Energy Self-Reliance**

COMPETENCY AREAS: EE - Methods Required alternate; Cert, EA, CB, IND & RMA - Elective
PRIORITY TO FL03 ES Environmental Education students.

In this era of genetic engineering, trendy organic fast-food, and wars over oil, it is increasingly important to grow food in our communities, and reduce reliance on fossil fuels in efforts towards health, justice, and sustainability. Course participants will explore agriculture and renewable energy technologies in place at Seeds of Solidarity Farm and Education Center, including solar and compost-heated greenhouses, solar electricity and biodiesel (vegetable-based) fuel. Emphasis will be placed on the application of these to school and community-based educational settings. Guest speakers include teenagers who share their experiences with the SOL (Seeds of Leadership) Garden project, and the founder of "Greasecar," to illuminate the role environmental educators can play in promoting vegetable-based fuels. *Course fee \$20.00* (includes a collection of articles on renewable energy - required reading for the course, guest speakers, and tea and coffee during the course). *Overnight accommodations on Saturday, November 6 are available at Bullard Farm Bed and Breakfast in New Salem, MA, 2 miles from Seeds of Solidarity Education Center. *Cost is \$15 dollars per person*, and includes a cot in a heated, dormitory-style room (you provide your own sleeping bag and linens if desired) and use of shower and kitchen facil-

ities. A room in the main house, and/or linens and breakfast can be arranged for a higher price.

Section A: Deb Habib
Time: Saturdays, October 23 & November 6,
and Sunday, November 7,
8:30 am - 5:00 pm
Location: Orange, MA
www.seedsofsolidarity.org
Maximum: 16
Credits: 2

**ESCE 628
Environmental Education Methods:
Interpretation**

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

Interpreters are a blend of teacher and artists, exciting hearts and souls while making the natural and cultural world relevant to all. Stimulated by our readings, discussions, exercises and visits to existing interpretive programs, we will each craft something we want to interpret, in the medium and the setting that inspire us. Anything goes, at least conceptually: an underground interpretation of subterranean life in New England forests; a turkey vulture observatory at the Harris Center; a guided interpretation of a shopping mall; an underwater brochure for a submarine park, etc. If we're both educational and artistic in our efforts, both informative and provocative, we just might influence behaviors and beliefs.

Section A: Cindy Thomashow
Time: Thursdays, 8:30 - 11:00 am
Maximum: 16
(1 seat reserved for Science Education student)
Credits: 2

**ESP 551A
Environmental Law**

COMPETENCY AREA: Environmental Issues - Required alternate
PRIORITY TO AND STRONGLY RECOMMENDED FOR RMA students.

This course will survey some critical federal environmental statutes in the United States and highlight important case law decided under those statutes. While an in-depth treatment of environmental law is not possible in a course of this length, we will examine the historical context of the major environmental statutes and regulations as well as their impact on land, air, water, and natural resources. We will explore how law and regulations are passed, and how the judicial, legislative, and executive branches of government and the regulatory agencies function. The course objectives include becoming familiar with a new vocabulary and learning how to read a legal opinion. We will begin to understand what a lawyer does and how to think like a lawyer. This course will test our abilities to spot legal issues and deliver reasoned and reasonable arguments on opposing sides of an issue.

Section A: Rebecca Todd
Time: Thursdays, 4:30 - 7:00 pm
Maximum: 18
(2 seats reserved for Con Bio students)
Credits: 3

**ESCO 527
Environmental Writing**

COMPETENCY AREA: 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: Thursdays, 1:00 - 4:00 pm
(Optional field trip to Cape Cod - TBA)
Maximum: 14
Credits: 2

**ESE 502
Foundations of
Environmental Education**

COMPETENCY AREAS: EE & Cert - Required; EAO, CB, IND, & RMA - Elective
PRIORITY TO FL04 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, 9:00 am - 12:00 pm
Section B: Thursdays, 1:00 - 4:00 pm
(1 seat reserved for Science Education student,
section B only)
Maximum: 16 per section
Credits: 3

Department of Environmental Studies - Master's Programs Course Descriptions

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

COMPETENCY AREAS: CB - Required; RMA - Required alternate; EAO, EE, Cert & IND - Elective
SECTION A: PRIORITY TO Conservation Biology students.
SECTION B: PRIORITY TO 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: Jon Atwood
Section B: Fash Farashahi
Time: Section A: Thursdays, 1:00 – 4:00 pm
Section B: Thursdays, 5:00 – 8:00 pm
Maximum: 12 per section
Credits: 3

**ESP 532
Human Dimensions
of Conservation Biology**

COMPETENCY AREAS: Environmental Issues - Required alternate
PRIORITY TO Fall 04 students.

This class starts from the premise that conservation biology is the study of inter-connected natural and human systems and that progress in public policy issues associated with conservation biology requires scientific understandings of both ecological systems and human social systems. In this class we will take a scientific approach to understanding peoples' cognitive and behavioral processes associated with policy problems in conservation biology. This course introduces students not familiar with social sciences to the research and theoretical literature in fields of sociology, anthropology, and political science as applied to problems of conservation biology. Topics include: measuring environmental values and attitudes, pro-environmental behavior, social conflict, public participation, local knowledge, the integration of science and democracy, and institutions for co-management. Practical case studies are used to illustrate theoretical points. The overall purpose of this course is to survey the social sciences literature associated with practice and research in conservation biology to expose students to the importance of treating the human dimensions of conservation biology problems with the same scientific rigor customarily given to the ecological dimensions.

Section A: Thomas Webler
Time: Thursdays, 8:30 - 11:00 am
Maximum: 18
Credits: 3

**ESP 531
Literature of the Land**

COMPETENCY AREA: Environmental Issues

In the last half of the 20th Century, nature writing emerged as a prominent literary genre that has made a significant contribution to the way we think, feel and act toward the environment. In this class, we will read and discuss some of the great works of modern American nature writing, including Leopold's *Sand County Almanac*, Williams' *Refuge*, House's *Totem Salmon*, and Hogan's novel *Solar Storms*. Discussions will focus on these works and their influence, and the unique way they address environmental issues - including wilderness and wildlife conservation, health and the environment, bioregionalism, environmental justice and activism. We will also use this literature as inspiration and model for our own writing process as a way to explore and articulate the experiences and issues most important for our ecological awareness and identity.

Section A: Fred Taylor
Time: Thursdays, 8:30 – 11:00 am
Maximum: 16
Credits: 3

**ES 699C
Master's Thesis**

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

PREREQUISITE: Master's Thesis Seminar

It is recommended that students register for this in their 5th semester.

NOTE: Students must have written permission from their thesis advisor prior to registration

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

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

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

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

Students must register for Master's Thesis Continuation every semester until the thesis has been completed and signed off by your Master's Thesis reader. Enrollment in Master's Thesis continuation confers half-time status for loan deferment purposes through December 21.

Section A: Jon Atwood
Maximum: 15
Credits: uncredited

**ESP 541
Music and Nature**

COMPETENCY AREA: Environmental Issues - Required alternate

This course will cover the following themes:

- The Ecological and Evolutionary Origins of Music reflects an emerging interdisciplinary inquiry incorporating evolutionary biology, behavioral biology, field natural history, anthropology, linguistics, and cognitive psychology. When you ask a question such as "why do birds sing?" you arrive at the mysterious confluence of science, philosophy, and music.

- Ethnomusicology compares the way various cultures derive music from nature. Historically, ethnomusicology considers various music-making systems and has a clear anthropological approach. In this class, we will be particularly interested in music as the interface between humans and nature, exploring how different cultures interpret that interface through their music and hence through their ecological worldview.

- Acoustic Ecology is another fast growing interdisciplinary field which seeks to evaluate habitat, quality of life, and ecological integrity by virtue of the sounds of nature, juxtaposed with the sounds of built environments. Research in this realm ranges from the effects of sonar on whales to phenology and climate change, to town and regional planning.

- Composition, Interpretation and Performance will reflect the wide variety of types of students who might take this class. For example, conservation biology students will have opportunities to perform habitat or species level research, environmental education and certification students might learn how to apply such studies to interpretive settings, environmental advocacy and RMA students might consider the fascinating relationship between ecological sustainability and noise. Musicians will be able to use the material from this class as a way to explore their music. All students, regardless of interest or program, will be required to develop their musical awareness, as a means to cultivate biospheric perception. This class will have a strong experiential orientation...we will do a lot of listening...always a good thing!!!!

Section A: Mitchell Thomashow
Time: Thursdays, 8:30 – 11:00 am
Maximum: 16
Credits: 3

**ESF 514
New England Flora**

COMPETENCY AREA: Natural Communities - Required alternate
SECTION A: Priority FL03 Con Bio 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: Fridays, 8:00 - 11:00 am
Section B: Fridays, 1:00 – 4:00 pm
Maximum: 16 per section
(1 seat per section reserved for Science Education student)
Credits: 3

Department of Environmental Studies - Master's Programs Course Descriptions

**ES 515
Organizing Social Movements
& Campaigns**

COMPETENCY AREAS FALL 03: EAO - Required; CB, EE, Cert, IND, & RMA - Elective
PRIORITY TO FL04 Environmental Advocacy students.

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 AREA: Natural Communities - Required alternate PRIORITY ES Fall 03 and earlier students.

This course provides an overview of avian evolution, taxonomy, anatomy, behavior and conservation. An extended (5-day) field trip to coastal New Jersey will provide dramatic, first-hand experience of bird migration. Selections from the PBS series, "The Life of Birds" will supplement in-class lecture material. *Cost: approximately \$150 includes transportation & camping.*

Section A: Jon Atwood
Time: Fridays, 8:00 - 11:00 am,
September 3 – October 15 and
Saturday - Wednesday,
September 25 - 29 (study trip)
Maximum: 14
Credits: 3

**ESP 524
Patterns of Environmental Activism**

COMPETENCY AREA: FALL 03: Environmental Issues - Required alternate

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
Time: Thursdays, 8:30 – 11:00 am
Maximum: 18
Credits: 3

**ES 693
Practicum, General
Practicum Seminar**

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

A total of 8 General Practicum credits are required for Environmental Advocacy & Organizing, Conservation Biology, Environmental Education, Resource Management and Administration and those pursuing Individualized Programs. A total of 2 General Practicum credits are required for certification majors in addition to 6 credits of Student Teaching. 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: Kay Delaney
Section B: Bo Hoppin
Section C: Christa Koehler
Section D: Duncan Watson
Time: Sections A & B: Thursdays,
September 9, December 2 & 9,
11:15 am - 12:45 pm
Sections C & D: Fridays,
September 10, December 3 & 10,
11:15 am - 12:45 pm
Maximum: 15 per section
Credits: variable
(Practicum Seminar credited
as part of Practicum)

**ESE 521
Problem-Solving &
Inquiry-Based Science Teaching**

COMPETENCY AREAS: Gen Sci Cert - Required; EE - Methods Required alternate; EAO, CB, IND & RMA - Elective
FIRST PRIORITY TO FL04 ES Certification students.
SECOND PRIORITY TO FL03 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: Sue Ward
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 to GIS; Cert, EAO, & IND - Elective
PRIORITY TO FL03 and earlier ES Environmental Education and RMA students..

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
Time: Wednesdays, September 15 - October 6,
9:00 am – 4:00 pm
(Attendance at ALL 4 classes is mandatory)
Maximum: 18
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, September 3 & 10,
7:00 – 9:30 pm and Saturdays, September 4,
8:30 am – 4:30 pm and
September 11, 8:30 am – 8:30 pm
Maximum: 16
Credits: 2

Department of Environmental Studies - Master's Programs Course Descriptions**ESE 520
Science Teaching Methods**

COMPETENCY AREAS: Cert - Required; EAO, CB, EE, IND & RMA - Elective
REQUIRED OF AND PRIORITY TO FL03 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

**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, 2004** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **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, 2004** in order for it to appear on your sched-

ule 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

**ESE 522
Teaching Exceptional Children:
Focus on Adolescence**

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

REQUIRED OF AND PRIORITY TO ES Certification students.
(Formerly, *Children with Special Needs*)

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: Kathy D'Alessio
Time: Fridays, September 10 - November 5,
1:00 – 4:00 pm
Maximum: 16
(1 seat reserved for Science Education student)
Credits: 2

**ESP 589
Watershed Assessment Techniques**

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

This course will fulfill the 'Watershed Management' required alternative for RMA students.
PRIORITY TO RMA students.

This course will combine an overview of regulatory and non-regulatory efforts to manage watersheds with recent research on watershed degradation and subsequent strategies to mitigate such impact. Topics will touch upon non-point pollution, storm water runoff, well protection and comparative evaluation of wetland values as it pertains to water quality. Students will be expected to develop spreadsheet based models to calculate precipitation run-off, soil loss and phosphorus loading for a micro-watershed. Such modeling will be utilized in conjunction with projecting impacts associated with a build-out analysis of a micro-watershed within Keene.

Section A: Michael Simpson
Time: Fridays, October 29 - December 10,
1:00 – 4:00 pm and
Saturday, November 13 & Sunday December 5,
9:00 am - 4:30 pm
Maximum: 16
Credits: 2

**ESS 520
Wetland Delineation and Evaluation**

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

PRE-REQUISITES: Wetlands Ecology, NRI – Veg. Soils Mapping and Interpretation, or Wetlands Flora

Whether you are planning to be a regional/local wetlands administrator, serve on your local conservation commission or more formally perform or evaluate work in or adjacent to wetlands, this course will provide you with the field skills and experience from which to build your reputation in the wetlands arena.

The course will utilize the 1987 US Army Corp of Engineers wetlands delineation methodology. This is the currently preferred methodology for those seeking to become a 'certified' wetlands scientist. The course will also review methodologies for wetlands assessment including the NH Method For Evaluating Non-Tidal Wetlands and the Army Corps's Highway Methodology. Students will work in teams to field test such methodologies at the scale of a micro-watershed.

Wetlands delineation and evaluation rests upon the foundation of mapping skills, hydrology, soils and vegetation. Thus, this course is more appropriate for students that have had either the course work or experience in these disciplines. However, for this year, the prerequisites are that students have taken one (1) of the following courses: wetlands ecology, vegetation/soils module of the natural resource inventory courses (NRI), soils: mapping and interpretation or wetlands flora.

Section A: Michael Simpson
Time: Fridays, Sept 3 thru Oct 15,
1:00 – 4:00 pm and
Saturday & Sunday, September 25 & 26,
9:00 am - 4:30 pm
Maximum: 14
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 FL03 & 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 Agriculture S.C.S. approach and including a budget showing potential for timber and cordwood sales to cover costs.

Section A: Meade Cadot
Time: Fridays, 1:00 - 4:00 pm
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 10, 12:00 PM, AND RUN THROUGH SUNDAY, DECEMBER 5, 12:00 PM.

*PLEASE NOTE ON-CAMPUS CLASS DATES BELOW.

Registration forms must be signed by student's advisor.

PH.D. REGISTRATION INSTRUCTIONS

**FIRST PHASE
Ph.D. I**

(Summer 2004 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 10, 11 & 12
October 1, 2 & 3
November 5, 6 & 7
December 3, 4 & 5

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 10, 11 & 12
November 5, 6 & 7
December 3, 4 & 5

THIRD PHASE - Ph.D. III

ES 761 Theory & Practice Seminar II
ES 752 The Service Project
ES 771 The Integrated Essay.

September 10, 11 & 12
November 5, 6 & 7

FOURTH PHASE - Ph.D. IV

ES 776 Dissertation Seminar
ES 899 Doctoral Dissertation

September 10, 11 & 12
November 5, 6 & 7

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

ESP 526

**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
Maximum: 15

Times: Thursdays, 8:30 – 11:00 am
Credits: 3

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: Beth Kaplin
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: Saturdays, 2:00 – 7:00 pm and
Sundays 8:00 am – 12:00 pm

September 11 & 12, October 2 & 3

November 6 & 7, December 4 & 5

(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 the Integrated Essay, Service Project, and approved dissertation proposal. Students should be actively engaged in researching and writing the dissertation.

This yearlong seminar is designed to provide support, consultation, and limited instruction for students carrying out their doctoral dissertation research. In this semester, class includes an on-line component in which students contemplate and discuss problematic aspects of research including research ethics, dilemmas of working in the field, data analysis, making formal presentations, dissemination of research results, and development of one's identity as a scholar. The in-class component focuses on two aspects: writing a successful dissertation and advanced qualitative analysis. Additional faculty may be brought in as needed to address these content areas.

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.

Section A: Thomas Webler

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

Saturdays, 8:00 am - 12:00 pm and

2:00 - 6:00 pm and

Sundays, 8:00 am - 12:00 pm

September 10, 11 & 12, November 5, 6 & 7

(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 historiographical, 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: Fridays 1:00 – 7:00 pm and

Saturdays, 8:00 am – 12:00 pm

September 10 & 11, October 1 & 2,

November 5 & 6, December 3 & 4

(Additional contact hours will be met by specific
coursework 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 attached to or on registration form.

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 attached to or on registration form.

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 attached to or on registration form.

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 attached to or on registration form.

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: Thomas Webler
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 Webler
Times: Fridays, 1:00 - 7:00 pm and
Saturdays, 8:00 am - 12:00 pm
September 10 & 11,
November 5 & 6 and December 3 & 4
(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, 2004** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the 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 10 & 12 and November 5 & 7

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

Maximum: 15

Credits: 3

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

SECTION LETTERS FOR KEENE & PORTSMOUTH

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

CREDIT LIMITS

O&M students may register for a maximum of 12 credits in fall semester (except M.Ed/MHSA fall enterers who are limited to 10 credits). Students must have written permission of Program Administrator to exceed these credits.

PRE-COURSE REQUIREMENTS

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

CROSS-DEPARTMENTAL REGISTRATION

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

PREREQUISITES AND COURSES REQUIRING PERMISSION

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

KEENE SITE

FIRST YEAR PROGRAM

• FRIDAYS •

SEPTEMBER 10, OCTOBER 8 & 29, NOVEMBER 19 AND DECEMBER 10

OMD 651 Professional Seminar
Section K - Keene Site
(6:30 - 9:00 pm)

• SATURDAYS AND SUNDAYS •

SATURDAYS & SUNDAYS, SEPTEMBER 11 & 12 AND OCTOBER 9 & 10

OMG 535 Group Dynamics & Leadership I
Section K - Keene Site
(9:00 am - 4:30 pm)

SATURDAY & SUNDAY, OCTOBER 30 & 31 AND SUNDAYS, NOVEMBER 21 & DECEMBER 12

OMG 531 Managing Diversity
Section K - Keene Site
(9:00 am - 4:30 pm)

SATURDAYS, NOVEMBER 20 AND DECEMBER 11

OMR 610 Information Technology: Concepts & Applications
Section K - Keene Site
(8:30 am - 5:30 pm)

SECOND YEAR PROGRAM

• FRIDAYS •

SEPTEMBER 10, OCTOBER 8 & 29, NOVEMBER 19 AND DECEMBER 10

OMF 568 Topics in Finance
Section K - Keene Site
(4:00 - 6:00 pm)

OMC 691 Practicum
Sections K1 - K4 - Keene Site
(6:30 - 9:00 pm)

• SATURDAYS AND SUNDAYS •

SATURDAYS, SEPTEMBER 11, OCTOBER 9 & 30, AND NOVEMBER 20

OMH 582 Developing Human Resources
Section K - Keene Site
(8:30 am - 5:30 pm)

SUNDAY, SEPTEMBER 12, SATURDAY, OCTOBER 16 AND SUNDAY, DECEMBER 12

OMH 584 Designing & Conducting a Workshop
Section K - Keene Site
(8:30 am - 5:30 pm)

SUNDAYS, OCTOBER 10 & 31, NOVEMBER 21 AND SATURDAY, DECEMBER 11

OMS 505 The Practice of Management: 4 Perspectives
Section K - Keene Site
(8:30 am - 5:30 pm)

PORTSMOUTH SITE

FIRST YEAR PROGRAM

• FRIDAYS •

SEPTEMBER 10, OCTOBER 8 & 29, NOVEMBER 19 AND DECEMBER 10

OMD 654 Professional Seminar
Section P - Portsmouth Site
(6:30 - 9:00 pm)

• SATURDAYS AND SUNDAYS •

SATURDAYS & SUNDAYS, SEPTEMBER 11 & 12 AND OCTOBER 9 & 10

OMG 535 Group Dynamics & Leadership I
Section P - Portsmouth Site
(9:00 am - 4:30 pm)

SATURDAY & SUNDAY, OCTOBER 30 & 31 AND SATURDAYS, NOVEMBER 20 AND DECEMBER 11

OMG 531 Managing Diversity
Section P - Portsmouth Site
(9:00 am - 4:30 pm)

SUNDAYS, NOVEMBER 21 AND DECEMBER 12

OMR 610 Information Technology: Concepts & Applications
Section P - Portsmouth Site
(8:30 am - 5:30 pm)

SECOND YEAR PROGRAM

• FRIDAYS •

SEPTEMBER 10, OCTOBER 8 & 29, NOVEMBER 19 AND DECEMBER 10

OMF 568 Topics in Finance
Section P - Portsmouth Site
(4:00 - 6:00 pm)

OMC 694 Practicum
Sections P1 & P2 - Portsmouth Site
(6:30 - 9:00 pm)

• SATURDAYS AND SUNDAYS •

SATURDAYS, SEPTEMBER 11, OCTOBER 9 & 30 AND NOVEMBER 20

OMH 582 Developing Human Resources
Section P - Portsmouth Site
(8:30 am - 5:30 pm)

SUNDAY, SEPTEMBER 12, SATURDAY, OCTOBER 23, AND SUNDAY, DECEMBER 12

OMH 584 Designing & Conducting a Workshop
Section P - Portsmouth Site
(8:30 am - 5:30 pm)

SUNDAYS, OCTOBER 10 & 31, NOVEMBER 21 AND SATURDAY, DECEMBER 11

OMS 505 The Practice of Management: 4 Perspectives
Section P - Portsmouth Site
(8:30 am - 5:30 pm)

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

DEPARTMENT WORKSHOPS

KEENE SITE

• FRIDAYS •

**SEPTEMBER 10, OCTOBER 8 & 29,
NOVEMBER 19 AND DECEMBER 10**

OMS 530 Program Design and Grant Writing
Section K - Keene Site
(4:00 - 6:00 pm)

• SATURDAYS AND SUNDAYS •

SATURDAY & SUNDAY, NOVEMBER 6 & 7

OMH 585 Coaching for Excellence
Section K - Keene Site
(9:00 am - 4:30 pm)

SATURDAY & SUNDAY, NOVEMBER 13 & 14

IDS 605 Technology & the Culture of Work
Section K - Keene Site
(9:00 am - 4:30 pm)

PORTSMOUTH SITE

• FRIDAY, SATURDAY AND SUNDAY •

NOVEMBER 12, 13 & 14

OMD 648 Career Development
Section P - Portsmouth Site
(8:30 am - 5:30 pm)

• SATURDAYS AND SUNDAYS •

SATURDAY & SUNDAY, SEPTEMBER 18 & 19

OMD 649 Self Knowledge for Leadership
Section P - Portsmouth Site
(9:00 am - 4:30 pm)

Department of Organization & Management - First Year Program

**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

Portsmouth Site

Section P: Steve Guerriero

Time: Saturdays & Sundays, September 11 & 12 and

October 9 & 10, 9:00 am - 4:30 pm

Maximum: 24 per section

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, an introduction to system construction and configuration, 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), PowerPoint and MS Word (or the equivalent). 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 27, 2004.

Keene Site

Section K: Thomas Smith

Time: Saturdays, November 20 and December 11,

8:30 am - 5:30 pm

Portsmouth Site

Section P: Thomas Smith

Time: Sundays, November 21 and December 12,

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 *First Class*, for on-line assignments that may begin prior to the first class meeting.

Keene Site

Section K: TBA

Time: Saturday & Sunday, October 30 & 31, and

Sundays, November 21 and December 12,

9:00 am - 4:30 pm

Portsmouth Site

Section P: Marsha Greenberg

Time: Saturday & Sunday, October 30 & 31, and

Saturdays, November 20 and December 11,

9:00 am - 4:30 pm

Maximum: 24 per section

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: Deborah Brown and Steve Guerriero

Time: Fridays, September 10, October 8 & 29,

November 19 and December 10,

6:30 - 9:00 pm

Maximum: 24

Credits: 2

Department of Organization & Management - First and Second Year Program

First Year Program (Continued)

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: Sunny Bradford
Time: Fridays, September 10, October 8 & 29,
November 19 and December 10,
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, 2004** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **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

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 field-work 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
Time: Sunday, September 12, Saturday, October 16,
and Sunday, December 12, 8:30 am - 5:30 pm
Portsmouth Site
Section P: Sunny Bradford
Time: Sunday, September 12, Saturday, October 23,
and Sunday, December 12, 8:30 am - 5:30 pm
Maximum: 12 per section
Credits: 2

OMH 582
Developing Human Resources

Competency Area: Human Resource Development (Required)

Throughout this course students will explore the question: "What can we do as leaders at all levels to make our workplaces: safe (emotionally and physically), productive, stimulating, and enjoyable environments for our fellow human beings?" We will seek to shed light on this guiding question by drawing from several of the most prominent and leading edge organizational theories. Topics covered include but are not limited to: change and transition and its impact on human beings and the workplace, multiple intelligences in the workplace, the leader/staff member relationship, competency modeling, performance consulting, organization design, and collaborative governance models. Special emphasis will be devoted to topics that students choose as most critical to their learning as leaders. Methods used during class include case studies, simulations, experiential activities, lecture and small group dialogue. Verification will focus on putting the principles learned during class into practice at students' places of work. Students will do additional readings and discussions, research projects, or case study analysis on-line. Students should check the syllabus in the course conference in *FirstClass* for reading assignments that should be completed prior to the first class meeting.

Keene Site
Section K: Tad Dwyer
Portsmouth Site
Section P: TBA
Time: Saturdays, September 11, October 9 & 30,
and November 20, 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: William Griffith
Time: Sundays, October 10 & 31, November 21, and Sat-
urday, December 11, 8:30 am - 5:30 pm
Maximum: 20 per section
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: Donna Mellen
Section K3: Tad Dwyer
Section K4: John Carr
Time: Fridays, September 10, October 8 & 29,
November 19 and December 10, 6:30 - 9:00 pm
Maximum: 8 per section
Credits: variable
(Practicum Seminar credited as part of Practicum)

Department of Organization & Management - Second Year Program

**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: Gerald Daley

Section P2: Marsha Greenberg

Time: Fridays, September 10, October 8 & 29,

November 19 and December 10,

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, 2004** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **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**

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 10, October 8 & 29,

November 19 and December 10, 4:00 - 6:00 pm

Maximum: 18 per section

Credits: 2

Department of Organization & Management - Department Workshops**KEENE SITE****OMH 585
Coaching for Excellence**

COMPETENCY AREA: Human Resource Development

Managers in excellent organizations understand that supervision by controlling employees only gets mediocre performance and limited results. If a manager desires high quality work from employees, he/she must supervise in such a way to engender their commitment to excellence. Traditional management models that emphasize rules, regulations, and the authority of the manager might get employees to comply, but fail when it comes to motivating employees to achieve quality outcomes. Today's work environment calls for the manager to act in the role of a coach. A coach teaches, mentors, counsels, and confronts employees to perform in extraordinary ways. 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.

Section K: Hanns Meissner
Time: Saturday & Sunday, November 6 & 7,
9:00 am - 4:30 pm
Maximum: 24
Credits: 1

**OMS 530
Program Design & Grantwriting**COMPETENCY AREA: Systems & Strategic Thinking
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 10, October 8 & 29,
November 19 and December 10, 4:00 - 6:00 pm
Maximum: 20
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 October 15, 2004. Students will be expected to have begun selected readings prior to that date. Students may not add this course after October 8, 2004.*

Keene Site
Section K: William Griffith
Time: Saturday & Sunday, November 13 & 14,
9:00 am - 4:30 pm
Maximum: 24
Credits: 1

PORTSMOUTH SITE**OMD 648
Career Development**COMPETENCY AREA: Self Development
PRIORITY TO 2nd year O&M students.

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

Portsmouth Site
Section P: Ed Tomey
Time: Friday, Saturday & Sunday, November 12, 13 & 14,
8:30 am - 5:30 pm
Maximum: 16
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.

Portsmouth Site
Section P: Donna Mellen
Time: Saturday & Sunday, September 18 & 19,
9:00 am - 4:30 pm
Maximum: 24
Credits: 1

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 - J)**DANCE MOVEMENT THERAPY I**

• TUESDAYS •

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

PYG 608 Social and Cultural Diversity in DMT (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 - C)**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 652 Career Lifestyle Development (Section A)
PYC 667 Child & Family Counseling (Section A)
PYI 518 Human Sexuality and Sex Therapy (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 - G)**4:00 - 6:30 PM**PYC 652 Career Lifestyle Development (Section B)
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)**SUBSTANCE ABUSE/
ADDICTIONS COUNSELING II**

• TUESDAYS •

9:00 - 11:30 AM

PYC 652 Career Lifestyle Development (Section A)

12:45 - 3:15 PMPY 688 Professional Seminar in
Counseling Psychology III (Sections A - G)**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 & B)**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 - C)**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 23 & 24**

PY 599 Introduction to Psychodrama (Section A)

NOVEMBER 6 & 7PYB 522 Introduction to Nonverbal Dynamics
(Section A)**NOVEMBER 13 & 14**

PYB 512 Psychopathology: PTSD (Section A)

NOVEMBER 20 & 21

PY 572 Theories of Addiction (Section A)

DECEMBER 11 & 12PYB 523 Psychopharmacology for Counselors
(Section A)

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 entry 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 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 2004 semester-long courses is Friday, September 17, 2004.

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 a section of Human Development & Diversity (PYB 505) and Fundamentals of Therapeutic Interactions (PY 590A). **Fall Enterers may enroll for a maximum of 7 credits in the Fall 2004 semester.**

COUNSELING PSYCHOLOGY STUDENTS WHO ENTERED IN FALL 2003 & SPRING 2004 (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 2003 and Spring 2004 enterers may enroll for a maximum of 14 credits in the Fall 2004 semester.

NEW DANCE MOVEMENT THERAPY STUDENTS ENTERING IN FALL 2004

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), Social and Cultural Diversity in Dance/Movement Therapy (PYG 608), Human Development & Diversity (PYB 505) and Fundamentals of Therapeutic Interaction (PY 590A).

PLEASE NOTE: Fall 2004 enterers may enroll for a maximum of 17 credits in the Fall 2004 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.

PLEASE NOTE: Counseling Psychology II and Substance Abuse/Addictions Counseling II students may enroll for a maximum of 14 credits. Students who wish to register for more than 14 credits must have the written approval of the program director.

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 or B), and a three-credit practicum (PYP 695) and Psychopathology: An Ecological Approach (PYB 506). **Please note: DMT II students may register for a maximum of 15 credits during the Fall semester. Students who wish to register for more than 15 credits must have the written approval of the program director.**

MARRIAGE & FAMILY THERAPY II

Please register for Human Sexuality and Sex Therapy (PYI 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 652 **Career/Lifestyle Development**

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

SECTION A: Priority to SA/AC II students.

SECTION B: Priority to CP II students

PREREQUISITES: PY 590A, Fundamentals of Therapeutic Interaction and PYB 505, Human Development and Diversity, or equivalent.

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

Sections A & B: Carlotta Willis

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

Section B: Tuesdays, 4:00 - 6:30 pm

Maximum: 20 per section

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 the family context will be addressed, integrating models of child and family development and methods for working with larger systems, such as schools and social services.

Section A: TBA

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 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 which couples present.

Section A: Mary McMahon

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 written permission required for CPII students to enroll as 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: Susan Loman

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 2004 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: Meg Connor

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

Maximum: 15 per section

Credits: 3

Department of Applied Psychology Course Descriptions**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: PY 590A, 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: Rick Toye

Section C: Larry Ruhf

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

Maximum: 15 per section

Credits: 3

**PYB 505
Human Development and Diversity**

COMPETENCY AREA: Behavioral Science Foundation
REQUIRED OF AND RESTRICTED TO DMT I and Fall 2004 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 which are also affected by such factors as biology/genetics, gender, race, ethnicity, acculturation, religion, etc. The development of the individual will be traced chronologically through a survey of a select number of major theoretical approaches. The family and other factors influencing and generated by the individual's developmental tasks will be explored concurrently.

Section A: Dottie Morris

Section B: Ann McCloskey

Section C: Rachel Becker-Klein

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

Maximum: 15 per section

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: Janie Long

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: Tom Barker

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 2004 semester.

Section A: Phyllis Jeswald

Credits: uncredited

**PYB 522
Introduction to Non Verbal Dynamics**

COMPETENCY AREA: Behavioral Science Foundation

This course will provide an introduction to the unspoken aspects of communication and interpersonal dynamics. Students will learn to sharpen their observation skills and will be exposed to an overview of movement patterns relevant to nonverbal exchange. They will learn to understand movement patterns which are expressive of developmental and psychological concepts. Students will experience movement components of empathy, trust, support, temperament, and boundaries useful in the therapeutic process. They will have an opportunity to observe and explore these movement qualities individually, in pairs and in groups.

Section A: Susan Loman

Time: Saturday & Sunday, November 6 & 7,

9:00 am - 5:00 pm

Maximum: 24

Credits: 1

**PY 599
Introduction to Psychodrama**

COMPETENCY AREA: Individual Assessment & Intervention Strategies

This workshop is designed to stimulate interest in the psychodramatic method for therapeutic work with groups, families and individuals. The focus will be on experiential learning, including direct participation in group action exercises and psychodramatic techniques such as: soliloquy, doubling, role reversal, mirroring, concretizing of metaphor and others. These techniques and their application will be discussed in light of psychodramatic theory and philosophy. Participants should expect to take from the workshop a number of useful techniques as well as the awareness of the power of this method and the need for further training before attempting in-depth psychodrama with clients. Although experiential in nature, the workshop is a training group, not a therapy group, and personal disclosure will occur only within proscribed boundaries. Participants will more often be asked to take on roles other than self rather than to explore personal material, although some personal sharing will occur.

Section A: Kim Burden

Time: Saturday & Sunday, October 23 & 24,

9:00 am - 5:00 pm

Maximum: 24

Credits: 1

Department of Applied Psychology Course Descriptions**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 & B)
Emphasis: Ethics
PYP 695
Practicum in Counseling Psychology I
(Sections A & B)**

SECTIONS A & B: 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 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 2004 and Spring 2005 semesters at an approved site. Please see the Department of Applied Psychology Handbook for guidelines.

Section A: Alice Scudder
Section B: 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 - J)
Emphasis: The Helping Relationship
PYP 695
Practicum in Counseling Psychology I
(Sections D - J)**

SECTIONS D - J: REQUIRED OF AND RESTRICTED TO CPI STUDENTS.

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 2004 and Spring 2005 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: Ann McCloskey
Section H: Betsy Taylor
Section I: Ramona Anderson
Section J: Robert Chalif
Section assignments will be made by the Program.
Time: Tuesdays, 4:00 - 6:30 pm
Maximum: 7 per section
Credits: Pro Sem: 3; Practicum (Sections D - J): 3

**PY 688
Professional Seminar
in Counseling Psychology III
(Sections A-G)
Emphasis:
Contextual Dimensions
in Mental Health Counseling
PY 696C
Internship (Sections A - G)**REQUIRED OF AND 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 in contemporary practice settings, 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, CP II students must do an internship, totaling 600 hours over the course of the Fall 2004 and Spring 2005 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 CP I 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: Curtis Graf
Section C: Dana Mann
Section D: Ann McCloskey
Section E: Betsy Taylor
Section F: Heribert Tryba
Section G: Robert Chalif
Section assignments will be made by the Program.
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.

This course will introduce the student to the theory and practice of dance/movement therapy, using the approaches developed by the pioneers of the field to elucidate the foundations of the profession. It will provide a forum to discuss the interplay of personal and professional issues that arise in becoming therapists, and will provide support as students integrate practicum material, core D/MT concepts, and peer-group entry experiences.

Section A: Phyllis Jeswald
Time: Tuesdays, 12:45 - 3:15 pm
Maximum: 20
Credits: 3

Department of Applied Psychology Course Descriptions

PY 686A
Professional Seminar
in Marriage & Family Therapy I
PY 697
Practicum
in Marriage & Family Therapy I
REQUIRED OF AND 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: Tim Lowry
Section B: Judy Davis
Section C: Larry MacFarland
Section D: Heri Tryba

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: Janie Long
Section B: Mark Bromley
Section C: Steve Price
Section assignments are the same as Summer 2004.
Time: Tuesdays, 12:45 - 3:15 pm
Maximum: 6 per section
Credits: Pro Sem: 3; Internship: 4

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, 9:00 - 11:30 am
Maximum: 20
Credits: 3

PYB 506
Psychopathology:
An Ecological Approach

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

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: Rick Toye
Section B: Andrew Prokopis
Section C: Dottie Morris
Time: Tuesdays, 9:00 - 11:30 am
Maximum: 20 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, November 13 & 14,
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. It is strongly recommended that students interested in the (PY 563) Psychopathology: Psychopharmacology of Substance Abuse also take this course.

Section A: Douglas Hoffman
Time: Saturday & Sunday, December 11 & 12,
9:00 am - 5:00 pm
Maximum: 24
Credits: 1

Department of Applied Psychology Course Descriptions

PYG 608 **Social & Cultural Diversity in Dance/Movement Therapy**

COMPETENCY AREA: Group Assessment & Intervention Strategies
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 expose students to issues of ethnicity, race, gender, socioeconomic status, culture, sexual orientation, physical/psychological ability, religion, age, etc, as these relate to their development as dance/movement therapists. Students will explore their own attitudes and beliefs through experiential exercises, and small-and large-group discussions. Through discussions of texts, novels, films and lectures, students will learn about historical contexts and contemporary concerns of diverse groups. In order to provide a foundation for competent and ethical practice, students will examine strategies for working professionally with individuals, groups and diverse populations.

Section A: Alice Scudder
Time: Tuesdays, 4:00 - 6:30 pm
Maximum: 20
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, 2004** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **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 divergencies.

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

PY 572 **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 which 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: Jan Manwaring
Time: Saturday & Sunday, November 20 & 21,
9:00 am - 5:00 pm
Maximum: 24
Credits: 1

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

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 internship.

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

Department of Clinical Psychology - Registration Instructions

• Please note: Clinical Psychology program classes will begin September 13 and run through December 21, 2004 •

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 MINIMUMS & MAXIMUMS

In order to maintain full time status in the Psy.D. program, students must maintain the following credit load over the academic year - Summer, Fall and Spring:

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)
- PY 884A Case Conference I (*Section assignments to be made by department*)
- PY 812A Consultation: Theory & Practice I (Section A) listed in weekend courses
- PYR 875 Doctoral Research Seminar I (5 weeks) (*Section assignments to be made by department*)
- PY 893 Practicum (Section A)
- PYS 723 Supervision (10 weeks)(Section A)

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)
 - Special Electives
 - PY 894C Special Proficiency Practicum (Section A)(1 credit)
 - or • PY 898 Advanced Practicum (Section A)(3 credits)
 - or • PY 890 SIS: Dissertation Research (1 - 3 credits)
 - or • An Elective Weekend course (1 credit each)
- (Total Special Elective Credits must equal 3)

YEAR V+ STUDENTS

(DEGREE CANDIDATES NO LONGER IN RESIDENCE)

If you have already completed 2,000 hours of internship, you only need to 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

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

PYS 723 Supervision (Section A) (10 weeks)

4:30 - 7:00 PM

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

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

PYB 710 Advanced Seminar: Clinical Psychopharmacology (Section A)

PYC 706 Advanced Seminar: Cognitive Behavior Therapy (Section A)

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

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

PY 821 Advanced Seminar: Intervention with Children & Adolescents (Section A)

1:00 - 3:30 PM

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

PY 799 Management (Section A) (5 weeks)

4:30 - 7:00 PM

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

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

PYB 710 Advanced Seminar: Clinical Psychopharmacology (Section A)

PYC 706 Advanced Seminar: Cognitive Behavior Therapy (Section A)

PVI 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 18 & 19**

PY 859B Fundamental Clinical Skills I (Section A)

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

PY 868 Writing Workshop II (Section A)

SEPTEMBER 25 & 26

PYC 726 Positive Psychology: Research & Practice (Section A)

OCTOBER 30 & 31

PY 859B Fundamental Clinical Skills I (Section B)

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

NOVEMBER 6 & 7

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

NOVEMBER 13 & 14

PY 863 Writing Workshop (Section A)

NOVEMBER 20 & 21

PY 721A Ericksonian Hypnotherapy (Section A)

DECEMBER 4 & 5

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

Department of Clinical Psychology - Course Descriptions

PY 898 **Advanced Practicum**

RESTRICTED TO Year IV students.

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

Section A: Lorraine Mangione
Credits: 3

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

COMPETENCY AREA: Assessment
RESTRICTED TO Year III and Year IV students.
PRIORITY 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, 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 is designed to provide an in-depth survey of current theory and practice of clinical psychopharmacology. Pharmacotherapy has become increasingly important in the practice of clinical psychology, and all clinicians need to know and understand drug actions and reactions. The growing movement for prescribing privileges for appropriately trained clinical psychologists is a reflection of this trend. We begin in this course with the principles of pharmacology, which consist of pharmacokinetics (the absorption, distribution, metabolism and elimination of drugs) and pharmacodynamics (drug-receptor interactions). After study of the principles of pharmacology, the class will review individual classes of drugs, including antidepressants, antipsychotics, anti-anxiety agents, drugs for the treatment of movement disorders, and drugs for the treatment of cognitive disorders in the elderly. For each drug class, the basic biology of the disorder and the mechanisms of drug action are discussed, followed by a review of current clinical practice and potential new drugs. Other topics in the drug literature are addressed, including the use of medication with different age groups, sources of drug information, the FDA drug review process, drug-drug interactions, and pharmacoepidemiology.

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

PYC 706 **Advanced Seminar:** **Cognitive-Behavior Therapy**

COMPETENCY AREA: Clinical Techniques and Methods/Intervention
RESTRICTED TO Year III and Year IV students.
PRIORITY TO Year IV students.

Up to two Special Students may be accommodated, by written permission of the Director of Student Affairs, if space is available.

This course examines the conceptual basis and techniques of cognitive (e.g., cognitive restructuring, schema analysis) and behavioral (e.g., exposure therapy, contingency management, skills training) interventions and their applications in the treatment of specific disorders. Specifically, students learn how to deliver cognitive-behavioral treatments for a number of the following Axis I disorders: Depression, Generalized Anxiety Disorder, Panic Disorder, and PTSD. It also examines cognitive-behavioral treatments for personality disorders, including Dialectical Behavior Therapy and a schema-focused approach. The therapeutic relationship in cognitive-behavioral therapies, including an exploration of the therapeutic alliance, empathy and validation, "transference" and "countertransference," and issues of "resistance" are also a major focus of the course.

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

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

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: 12
Credits: 3

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

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: 12
Credits: 3

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

Department of Clinical Psychology - Course Descriptions

PY 821
Advanced Seminar: Intervention with Children and Adolescents

COMPETENCY AREA: Intervention
RESTRICTED TO Year IV students.

This course integrates theory and practice of interventions for child and adolescent problems. A variety of theoretical models, empirically supported treatments, and treatment modalities are presented. Students learn specific techniques to enhance communication with children and adolescents, so that they can successfully apply a variety of interventions in their work. The need to work cooperatively with parents, schools, and pediatricians is addressed. By the end of this course, students will be able to design and implement treatment programs for children and adolescents that are consistent with their assessment data and case conceptualization.

Section A: Kathi Borden
Time: Mondays, 9:00 – 11:30 am
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 structure, dynamics and development within an object relational framework. The seminar is intended to provide students with a lens through which they can consider case conceptualization and treatment issues applicable to various clinical problems, settings, and populations. It offers students a personal 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

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

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

Section A: Barbara Belcher-Timme
Section B: David Junno
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 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; cognitivism and constructionism; development; memory; emotion; dynamic psychology and cognition; cognitive self processes, and constructionist views of diversity. (This course is not a course on cognitive therapy.)

Section A: Roger Peterson
Time: Mondays, 4:30 – 7:00 pm
Maximum: 23
Credits: 3

PY 812A
Consultation: Theory and Practice I

COMPETENCY AREA: Consultation & Education
REQUIRED OF AND RESTRICTED TO Year III students.

This course examines the role of psychologists as consultants in mental health settings and 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 contacting, 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, December 4 & 5,
9:00 am – 5:00 pm
Maximum: 24
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, November 6 & 7,
9:00 am – 5:00 pm
Maximum: 20
Credits: 1

PYR 875
Doctoral Research Seminar I

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 Pantescio
Section F: Roger Peterson
Section G: Gargi Roysircar
Section H: Colborn Smith
Section I: Marti Straus
Section J: George Tremblay
(Section assignments will be made by the department)
Time: Mondays, 1:00 – 3:30 pm
(5 weeks: October 4, October 25,
November 1, November 29; December 6)
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 Pantescio
Section F: Roger Peterson
Section G: Gargi Roysircar
Section H: Colborn Smith
Section I: Marti Straus
Section J: George Tremblay
(Section assignments will be made by the department)
Time: Mondays, 1:00 – 3:30 pm
(10 weeks-September 13, 20 & 27; October 11 & 18;
November 8, 15 & 22; December 13 & 20)
Maximum: 5 per section
Credits: 2

Courses are listed in each section alphabetically by course title.

Department of Clinical Psychology - Course Descriptions

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.

Section A: Peter Baldwin
Time: Saturday & Sunday, November 20 & 21,
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.

Section A: David Arbeitman
Time: Saturday & Sunday, September 18 & 19,
9:00 am - 5:00 pm
Section B: David Arbeitman
Time: Saturday & Sunday, October 30 & 31,
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. Fourth Year students should register for PY 896, Internship and Fifth Year + 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
(October 4, October 25, November 1,
November 29 & December 6)
Maximum: 28
Credits: 1

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

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

This yearlong 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-III/WISC-IV/WPPSI-III, Bender Gestalt test, MMPI-2).

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

PYC 726 **Positive Psychology: Research & Practice**

COMPETENCY AREA: Intervention
PRIORITY TO Year IV students.

In the emerging field of positive psychology the focus is shifting from what is wrong with people to what is right. Helping people identify and use their strengths can help relieve suffering and improve everyday functioning. Through a combination of lecture and hands on positive psychology exercises participants will learn: the role of positive feelings, assessment of positive experiences, the latest research on happiness and life satisfaction, how to identify and use psychological strengths, the "three paths to happiness," the powerful effects of optimism and how to develop it, and the role of positive psychology in health, families and work. In addition we will look at some of the exciting opportunities for research in positive psychology.

Section A: David Junno
Time: Saturday & Sunday, September 25 & 26,
9:00 am – 5:00 pm
Maximum: 20
Credits: 1

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

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

This first year of a two-year sequence has as an important function helping students in joining the profession and becoming psychology graduate students at Antioch New England. The focus of the first semester is on the many roles of psychologists; for the second semester it is on ethical and legal issues in the practice of psychology.

Section A: Barbara Belcher-Timme
Section B: Margaret Goodwin
Section C: Jim 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

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 yearlong 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 read about several different theoretical models and applications. There is a focus on student presentations and discussions.

Section A: David Arbeitman
Section B: Mick Foot
Section C: Bill 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 and 3

Department of Clinical Psychology - Course Descriptions**PY 731
Psychopathology and
Behavioral Disorders**

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

This course emphasizes an integrated bio-psycho-socio-cultural 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 yearlong 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 treatments. Emphasis is on psychodynamic, cognitive, and systemic thinking. Selected clinical practice and process issues are considered across a variety of psychological disorders, including the therapist's role, factors in change, diversity, gender effects, empirically supported therapies, and intervention duration and flexibility. Methods comprise 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: 23
Credits: 3

**PY 894C
Special Proficiency Practicum**

RESTRICTED TO Year IV students.

This is a specialized Practicum for students wishing to have further clinical training experience with a specific focus for a minimum of 100 hours per semester.

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 is restricted to Second, Third, and Fourth Year students and 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.

Section A: David Arbeitman
Time: Saturday & Sunday, September 18 & 19,
9:00 am - 5:00 pm
Section B: David Arbeitman
Time: Saturday & Sunday, October 30 & 31,
9:00 am - 5:00 pm
Maximum: 5 per section
Credits: 1

**PY 890 SIS:
Supervised Independent Study
PY 890C SIS: Dissertation Research**

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

Applied Experience SIS Topics:

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

**PYE 890A
SIS: Applied Experience in
Relationship Skills****PYE 890B****SIS:****Applied Experience in Assessment****PYE 890C****SIS:****Applied Experience in Intervention****PYE 890D****SIS: Applied Experience in
Research and Evaluation****PYE 890E****SIS: Applied Experience in
Consultation and Education****PYE 890F****SIS: Applied Experience in
Management and Supervision**

Department of Clinical Psychology - Course Descriptions**Advanced Supervised Study Topics:**

The SIS list of Advanced Supervised Study is for Year III & 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 NCSPPE educational model requirements and are designed to more clearly reflect advanced study for transcript, licensure, and internship application information.

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

If you are planning an independent study, please register for an SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **December 1, 2004** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **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**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: September 13, 20 & 27; October 11 & 18;****November 8, 15 & 22; December 13 & 20)****Maximum: 24****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 helps students develop technical writing skills appropriate for doctoral level psychologists. We begin with an overview of basic writing skills, and then focus on more advanced skills such as integrating professional literature; writing logical, well-organized papers; and developing successful writing habits. The course also covers APA writing standards for professional reports, papers, dissertations, and general publications. Hands-on exercises help students immediately apply new skills. This course can be repeated for credit.

Section A: Greg Blair**Time: Saturday & Sunday,****November 13 & 14,****9:00 am - 5:00 pm****Maximum: 8****Credits: 1****PY 868****Writing Workshop II**

COMPETENCY AREA: Elective

PREREQUISITE: Completion of Writing Workshop.

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

Section A: Greg Blair**Time: Saturday & Sunday, September 18 & 19,****9:00 am - 5:00 pm****Maximum: 6****Credits: 1**