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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.

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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 Registration Instructions & Course Descriptions

REGISTRATION INSTRUCTIONS

Please be sure to include the section letter for your cluster on the registration form. The section assignments are as follows:
 Section A: Keene 2002
 Section B: Saco 2002
 Section C: Keene 2003 Cluster 1
 Section D: Keene 2003 Cluster 2
 Section E: School Choice Cluster

FINISHING STUDENTS

Section A: Keene 2002
 Section B: Saco 2002

All Finishing students in the Keene 2002 and Saco 2002 Clusters who entered in Fall 2002 are required to register for:

- ED 699S Master's Project Seminar (Section A or B)
- ED 699B Master's Project (Section A or B)
- EDC 641A Professional Standards Portfolio (Section A or B)

CONTINUING STUDENTS

Section A: Keene 2003 Cluster 1
 Section C: Keene 2003 Cluster 2

Continuing Experienced Educator students in the Keene 2003 Clusters (1 & 2) who entered in Fall 2003 are required to register for:

- EDP 599 Action Research & Educational Change (Section C or D)
- EDP 600 Contemporary Social & Political Issues in Education (Section C or D)
- ED 693C Practicum (Section C or D)

SPRING 2004 ENTERING STUDENTS

Section E: School Choice Cluster

Experienced Educator students in the School Choice Cluster entering in Spring 2004 are required to register for:

- EDP 600 Contemporary Social & Political Issues in Education (Section E)
- EDT 611 Learning Theory (Section E)
- ED 693D Practicum/Practicum Seminar – Organizational Case Study (Section E)

ELECTIVES

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

Please Note: All Experienced Educator students may enroll for a maximum of 8 credits in the Spring 2004 semester. Students must have written permission of Program Director to register for more than 8 credits.

STUDENTS WHO ENTERED PRIOR TO 2001

All Experienced Educator students who entered prior to 2001, and who have not previously registered for the Master's Project or Master's Project Seminar, must register for ED 699B Master's Project (4 credits) and ED 699S Master's Project Seminar (1 credit). Please note that Experienced Educator students who entered during the years prior to 2001 must earn a total of 40 credits to complete the Experienced Educator M.Ed. degree.

FINISHING AND EXTENDING STUDENTS

Students who have registered for, but not completed, their Master's Projects must register for ED 699C, Master's Project Continuation.

COURSE DESCRIPTIONS

EDP 599

Action Research & Educational Change

(formerly Educational Research & Educational Change)

COMPETENCY AREA: Education & Social Policy

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

This course will introduce students to the theory and strategies behind action research and will enable them to begin work on selecting an appropriate topic for their Master's Projects and to develop a proposal for their project. Strategies for framing a question, collecting data and determining samples will be part of the discussion. Methods of quantitative and qualitative research will be discussed and the relationship of purpose to method examined. Emphasis will be on the living, changing nature of qualitative research during the process of developing the Master's Project Proposal.

Section C: Keene 2003 Cluster 1: Jane Miller
Section D: Keene 2003 Cluster 2: Peter Eppig
Time: Fridays, January 16, February 6 and March 5,
 5:00 – 8:00 pm and
Saturdays, January 17, February 7 and March 6,
 9:00 am - 4:00 pm
Maximum: 18 per section
Credits: 2

EDP 600

Contemporary Social & Political Issues in Education

(Formerly Education in Social & Political Context)

COMPETENCY AREA: Education & Social Policy

SECTIONS C&D:

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

This course will look at the context for schooling in America in the twenty-first and latter half of the twentieth centuries. We will look at the relationship between what is happening in society and public education; we will also look at the forces both within and outside the school that direct and constrain the process of education. We will pay particular attention to the role of the teacher in the patterns of teaching, learning, determining curricula and governance that characterize schools.

Section C: Keene 2003 Cluster 1: Judy Coven
Section D: Keene 2003 Cluster 2: Susan Dreyer
Time: Fridays, April 2 & 23 and May 21,
 5:00 – 8:00 pm and
Saturdays, April 3 & 24 and May 22,
 9:00 am – 4:00 pm
Maximum: 18 per section
Credits: 2

SECTION E:

RESTRICTED TO Experienced Educators School Choice Cluster; others by written permission of Program Director attached to or on registration form.

The socio-cultural contexts of K-12 teaching are ever shifting – Society's expectations for schools and the roles that teachers are expected to assume are best understood in relation to the social,

Experienced Educators Program - Course Descriptions

cultural, political, and historical contexts from which they arise. We will explore ways in which these multiple and overlapping contexts influence teachers' work in educational settings – building perspective on what makes organizations and innovative approaches work. We will look at the current relationship between society and public education, with a particular focus on standards and accountability and on issues of school choice. We will also look at the forces within and outside the school that direct and constrain the processes of education.

Section E: School Choice Cluster: Laura Thomas
Time: Fridays, April 2 & 23, and May 21,
4:30 – 7:30 pm and
Saturdays, April 3 & 24, and May 22
9:00 am – 4:00 pm
Maximum: 18
Credits: 2

EDT 611 Learning Theory

COMPETENCY AREA: Theoretical and Philosophical Foundations of Education
RESTRICTED TO Experienced Educators School Choice Cluster; others by written permission of Program Director attached to or on registration form.

How do children think and learn? What is intelligence? What is the role of emotion in education? How do biology and the environment interact to create a unique human mind? Developmental theories abound – Piaget, Vygotsky, Erikson, Kohlberg, Kegan, Gilligan... Some models describe broad stages of development that clump a range of human characteristics. Recent work has been focused more narrowly on the unfolding of a single skill or trait. Learning has been variably ascribed to information processing, cognitive processes, constructivism, and social constructivism. Are there theories and models that can effectively guide us in our approach to teaching? How do we best support our students as they develop, mature, and gain knowledge, skills, and understanding?

Section E: School Choice Cluster: Susan Dreyer
Time: Fridays, January 16, February 6, March 5,
4:30 – 7:00 pm and
Saturdays, January 17, February 7, March 6,
9:00 am – 4:00 pm
Maximum: 18
Credits: 2

ED 699B Master's Project

REQUIRED OF all finishing students in the Keene 2002 and Saco 2002 clusters.
RESTRICTED TO Students who have completed EDP 599 Educational Research.

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

Section A: Keene 2002: Staff
Section B: Saco 2002: Staff
Credits: 5

ED 699C Master's Project Continuation

Students who have completed coursework must register for a Master's Project continuation every semester until the project has been completed and signed off by the Master's Project reader. Enrollment in Master's Project continuation confers half-time status for Financial Aid and loan deferment purposes through May 14, 2004.

Section A: Education Faculty
Credits: uncredited

ED 699S Master's Project Seminar

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

The Master's Project seminar is designed to assist teachers with the action research process through collegial critique and advice. The seminar will be used for piloting activities, for sharing concerns and emerging theory, and for reflecting upon both the process and the content of what teachers are learning through their research. Special strategies for data collection and analysis will be explored.

Section A: Keene 2002: Peter Eppig
Time: Fridays, January 9, February 13,
March 12, April 2 & 23,
4:30 – 8:30 pm

Section B: Saco 2002: Jane Miller
Time: Saturdays, January 24, March 13 and April 24,
9:00 – 4:00 pm
Maximum: 15
Credits: 1

ED 693C Practicum Practicum Seminar

The purpose of the Practicum is to assist students in integrating theoretical knowledge gained through reading and seminars with their experience as teachers. During this Practicum semester students will be completing their Practicum portfolios. 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 bibliography and a sustained observation of a student are also required. One hour of the monthly core course meetings 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
Time: TBA
Credits: 2

ED 693D Practicum Practicum Seminar – Organizational Case Study

RESTRICTED TO Experienced Educators School Choice Cluster.

The practicum seminar is designed to allow students to explore school change and/or school choice issues in their educational setting. Using a variety of research methodologies, including surveys, interviews, and observations, students will collect data about their setting and use this information to reflect upon the issues facing their school communities. These reflections will include analyses of formal organizational structures, informal power relationships and the roles played by the many constituents making up a school environment. Practicum work for this term will culminate in a case study that presents the collected data with an eye towards beginning to define the work that students might want to undertake for their masters project.

Section E: School Choice Cluster: Staff
Time: TBA
Credits 2

EDC 641A Professional Standards Portfolio II

COMPETENCY AREA: Curriculum & Instruction
REQUIRED OF all finishing students in the Keene 2002 and Saco 2002 clusters.

This course represents the culmination of students' work begun in the summer semester course EDC 641 Professional Standards Portfolio. Time will be devoted during the Master's Project Seminar to completing this work. Some of the coursework will also be done online. Participants will reflect on their professional strengths and weaknesses, and engage in collegial critiques of portfolios. Proficiencies may be defined from national, state or district-created standards.

Section A: Keene 2002: Peter Eppig
Section B: Saco 2002: Jane Miller
Time: TBA
Maximum: 15
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 **April 20, 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 **April 20** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

Department of 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 532 Conceptual Development & Learning Theory: Focus on Middle Childhood
- EDC 553A Math Methods: Concrete Approaches to Math Curriculum
or
- EDC 555 Methods of Teaching Reading & Other Language Arts
- EDP 598 School Law
- 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)
or
- ED 694 Internship, Science/Environmental Education *and*
- ED 697 Professional Practice Seminar
(required with any internship)

Note: Integrated Learning students may register for a maximum of 14 credits during the Spring 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 Certificate Students (year-round) who entered in Summer 2003 are required to register for:

- EDC 559A Waldorf Curriculum Preparation II: Grades 5-8
or
- EDC 648 Teaching & Learning in the Early Childhood Classroom
(Early Childhood students only)
- EDC 544B Painting II
- EDP 630 Waldorf School Administration & Leadership
- ED 691 Internship, Elementary Education *and*
- ED 697 Professional Practice Seminar
(required with any internship)
or
- Elective

Non-credited required course:

- Handcrafts

All Waldorf M.Ed. (year-round) without state certification students who entered in Summer 2003 are required to register for:

- EDC 559A Waldorf Curriculum Preparation II: Grades 5-8
or
- EDC 648 Teaching & Learning in the Early Childhood Classroom
(Early Childhood students only)
- EDC 544B Painting II
- EDP 630 Waldorf School Administration & Leadership
- ED 691 Internship, Elementary Education *and*
- ED 697 Professional Practice Seminar
(required with any internship)
- EDP 628 Waldorf Educational Research Education and Social Policy Options: Courses with EDP prefix

Non-credited required course:

- Handcrafts

All Waldorf M.Ed. (year-round) with state certification students who entered in Summer 2003 are required to register for:

- EDC 559A Waldorf Curriculum Preparation II: Grades 5-8
or
- EDC 648 Teaching & Learning in the Early Childhood Classroom
(Early Childhood students only)
- EDC 544B Painting II
- EDP 630 Waldorf School Administration & Leadership
- EDT 532 Conceptual Development & Learning Theory: Focus on Middle Childhood
- EDC 553A Math Methods: Concrete Approaches to Math Curriculum
or
- EDC 555 Methods of Teaching Reading & Other Language Arts
- EDP 598 School Law

- EDP 590 Children with Special Needs: Focus on Childhood
- ED 691 Internship, Elementary Education *and*
- ED 697 Professional Practice Seminar
(required with any internship)

Non-credited required course:

- Handcrafts

Waldorf Elementary Certificate students (summer sequence) who entered in Summer 2002, and who did **not** register in Fall 2003, are required to register for:

- ED 691 Internship, Elementary Education *and*
- ED 697 Professional Practice Seminar
(required with any internship)
or
- ED 693 Practicum

Waldorf Early Childhood Certificate students (summer sequence) who entered in Summer 2002, and who did not register in Fall 2003, are required to register for:

- ED 692 Internship, Early Childhood Education *and*
- ED 697 Professional Practice Seminar
(required with any internship)
or
- ED 693 Practicum

Waldorf M.Ed. Elementary Focus (Summer Sequence) students who entered in Summer 2002 are required to register for:

- ED 691 Internship, Elementary Education *and*
- ED 697 Professional Practice Seminar
(required with any internship)
or
- ED 699 Master's Project
or
- ED 693 Practicum

Waldorf M.Ed. Early Childhood (Summer Sequence) students who entered in Summer 2002 are required to register for:

- ED 692 Internship, Early Childhood Education *and*
- ED 697 Professional Practice Seminar
(required with any internship)
or
- ED 699 Master's Project
or
- ED 693 Practicum

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	FRIDAYS	WEEKEND COURSES
<p>9:00 - 11:00 AM EDC 646 Vernal Pools: A Field Study Model for Teachers (Section A) (April 1 - May 13)</p> <p>1:30 - 3:30 PM EDC 553A Math Methods: Concrete Approaches to Math Curriculum (Section A)</p> <p>EDC 555 Methods of Teaching Reading & Other Language Arts (Section A)</p> <p>4:00 - 6:00 PM EDC 555 Methods of Teaching Reading & Other Language Arts (Section B)</p> <p>4:30 - 6:30 PM EDP 590 Children with Special Needs: Focus on Childhood (Section A)</p> <p>6:30 - 8:30 PM EDC 647 Star Search: A Survey of the Night Sky (Section A) (January 22 - March 11)</p>	<p>8:30 - 11:00 AM EDT 532 Conceptual Development & Learning Theory: Focus on Middle Childhood (Sections A & B)</p> <p>11:30 AM - 1:00 PM ED 697 Professional Practice Seminar (Sections A - D)</p> <p>1:30 - 3:30 PM EDC 539 Children's Games (Section A) (January 23 - March 12)</p> <p>EDC 638 Drama in the Classroom (Section A) (April 2 - May 14)</p> <p>1:30 - 3:45 PM EDC 559A Waldorf Curriculum Preparation II: Grades 5-8 (Section A) (February 20 - May 14)</p> <p>EDP 630 Waldorf School Administration and Leadership (Section A) (January 23 - February 13, and Friday, March 5) 4:30 - 8 pm (in Temple)</p> <p>4:00 - 6:00 PM EDT 612 Window on Waldorf (Section A) (January 23 - March 5)</p> <p>4:15 - 6:30 PM EDC 559A Waldorf Curriculum Preparation II: Grades 5-8 (Section A) (January 23 - February 13)</p> <p>Handcrafts (Section A) (February 20, April 2, April 16, May 7, May 14)</p> <p>4:15 - 8:15 PM EDP 628 Waldorf Educational Research (Section A) (March 12)</p>	<p align="center"><i>(Meet 9:00 am - 4:30 pm unless otherwise noted)</i></p> <p>JANUARY 24 & 25 EDC 561 Creative Bookbinding (Section A)</p> <p>JANUARY 31 & FEBRUARY 1 EDC 628 Wintertime: Teaching in the Outdoors (Section A)</p> <p>JANUARY 31 & FEBRUARY 21 EDC 654 Appropriate Use of Technology (Section A)</p> <p>FEBRUARY 7, 14 & MARCH 6 EDC 544B Painting II (Section A) (9:00 am - 2:00 pm)</p> <p>FEBRUARY 14 & 28 EDC 623 Creating a School Culture of Responsibility (Section A)</p> <p>FEBRUARY 14 & MARCH 13 EDP 598 School Law (Section A)</p> <p>FEBRUARY 15 & MARCH 14 EDP 598 School Law (Section B)</p> <p>FEBRUARY 21 & 22 EDP 630 Behind the Label (Section A)</p> <p>FEBRUARY 21, MARCH 20, APRIL 17 & 24 EDC 648 Teaching and Learning in the Early Childhood Classroom (Section A) (9:00 am - 4:00 pm)</p> <p>MARCH 13 EDP 628 Waldorf Educational Research (Section A) (8:30 am - 4:30 pm)</p> <p>MARCH 13 & 27 EDP 595 Conflict Resolution & Peacemaking in the Classroom (Section A)</p> <p>MARCH 20 & 21 EDC 656 Building Leadership Capacity for a Learning School (Section A)</p> <p>MARCH 27 & 28 EDP 629 Critical Skills (Section A)</p> <p>APRIL 3 & 24 EDP 598 School Law (Section C)</p> <p>APRIL 24 & 25 EDC 612 Setting up a Naturalist's Journal (Section A)</p>

Courses are listed in each section alphabetically by course title.

Department of Education - Integrated Learning & Waldorf Programs Course Descriptions

EDC 654
Appropriate Use of Technology
COMPETENCY AREA: Curriculum & Instruction

As technology becomes more capable of performing more functions more quickly and easily, educators must increasingly address the questions of "whether", "which", "how", and "why", and the issues of appropriateness become more critical. This course will examine appropriate use from a number of perspectives, from school policies to instructional practices and special needs accommodations. Participants will gain practical experience with selected software, as well as insights into principles of integrating technology into curricula within an inclusion classroom model. A framework and suggested guidelines for creating an Acceptable Use Policy will also be provided and discussed. Students will be expected to create an action plan for their classroom – real or projected – which will demonstrate how they see themselves applying the issues of appropriateness encountered in this course.

Section A: Peter Monether
Time: Saturdays, January 31 & February 21,
9:00 am – 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDP 630
Behind the Label:
A Deeper Look at Diagnosis and Toxic
Stress in the Lives of Children
COMPETENCY AREA: Education & Social Policy

As we seek to understand our children and adolescents, an ever-increasing number of them are being tested and diagnosed with a range of learning and behavioral disorders. How can we create safety in a world that threatens to overwhelm? How can we create a daily balance between calming and arousal? As we look deeper into the issues that confront our children we may glimpse how, in helping them penetrate the difficulties that face them each day, they are gathering and refining the tools they need. What is the difference between naming and labeling? In this course we will journey from the neurological to the practical. We will challenge the "hard wired" principle that so often leads to medication. We will explore a classroom and family-based response to many of the common diagnoses such as Attention Priority Issues, Obsessive/Compulsive Disorder, Oppositional/Defiance Disorder, Asperger's/Non Verbal Learning, Post Traumatic Stress Disorder, Dissociative Behaviors - moving from survival to empathy.

Section A: Kim Payne
Time: Saturday & Sunday, February 21 & 22,
9:00 am – 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDC 656
Building Leadership Capacity for a
Learning School
COMPETENCY AREA: Curriculum & Instruction
(Education By Design course)

This is a course for people who are interested in taking a leadership role - principal or teacher - within a school. In this course we will explore what is meant by the term leadership, gain an understanding of the purpose and importance of leaders in a learning school, develop skills that are essential to leadership, and create a vision of a school that is led with a learning community as its core purpose.

Section A: Marcea Gustafson
Time: Saturday & Sunday, March 20 & 21,
9:00 am - 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDP 590
Children with Special Needs:
Focus on Childhood
COMPETENCY AREA: Education & Social Policy

REQUIRED OF AND RESTRICTED TO Education Department teacher certification students; others by written permission of Program Director attached to or on registration form.
PRIORITY TO Waldorf certification students.

This course will examine the assumptions, attitudes and actions of the individual, family, teacher and community toward the special needs child. We will discuss the law and IEP as they relate to special needs students and the public school system, as well as the concepts of mainstreaming, integrated curriculum and teamwork between special educators and the classroom teacher. The focus will be on children with learning disabilities, with secondary emphasis on ADD (Attention Deficit Disorder), emotional and physical disabilities. Students will relate theory to practice through observation and interviews in a variety of special needs settings, as well as through personal reflection and introspection.

Section A: Lauren Harlow
Time: Thursdays, 4:30 - 6:30 pm
Maximum: 18
(1 seat reserved for ES certification student)
Credits: 2

EDC 539
Children's Games
COMPETENCY AREA: Curriculum & Instruction

It is necessary for healthy development of the person, yet too often play is considered "childish" and unimportant. This predominantly experiential course will explore the use of play and games in enriching the educational experience. Whether used to develop group cohesiveness or to illustrate concepts or to have fun, a diverse repertoire of games serves the classroom and outdoor educator well. Participants will learn a wide array of traditional games, new games, Project Adventure initiatives, Wide Games and other playgroup pastimes. We will also reflect on game structure and the techniques of leadership.

Section A: David Sobel
Time: Fridays, January 23 - March 12,
1:30 - 3:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDT 532
Conceptual Development &
Learning Theory:
Focus on Middle Childhood
COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

REQUIRED OF AND RESTRICTED TO teacher certification students; others by written permission of Program Director attached to or on registration form.
PRIORITY TO Education Department students.

How do children think and learn? How do children's cognitive and affective skills evolve as they develop? How do we teach in conjunction with children's developmental skills? What assumptions do teachers and curriculum designers make about how children learn? Are these assumptions well founded? How do our personal learning styles differ? How can we construct "authentic curriculum" that is developmentally appropriate? In attempting to answer these questions, we'll explore recent research in neurophysiology and learning, language development and learning theory. Laboratory sessions will provide opportunities to synthesize our ideas on thinking, learning and teaching. Throughout, we'll be attempting to synthesize rational and intuitive modalities in the learning models we develop. Readings include Duckworth, Labinowicz, Vygotsky, Williams, and Britton. Texts: Williams, *Teaching for the Two-Sided Mind*; Labinowicz, *The Piaget Primer*; Armstrong, *The Radiant Child*.

Section A: David Sobel
Section B: Wendy McGrath
Time: Fridays, 8:30 - 11:00 am
Maximum: 20 per section
Credits: 3

Department of Education - Integrated Learning & Waldorf Programs Course Descriptions

EDP 595
Conflict Resolution and Peacemaking in the Classroom

COMPETENCY AREA: Education & Social Policy

Conflict exists everywhere. We spend large portions of each day maneuvering through situations that feel full of conflict. In this course we will examine our own responses to conflict, as well as those of our students. We will spend time in experiential exercises, which can easily be applied to the classroom, learning how to "receive" conflict in a manner that increases our understanding of diversity, provides opportunities for growth and learning, and results in the possibility of creating truly collaborative and effective resolutions. We will talk about how to help children make intentional choices in response to conflict, rather than simply "reacting." Ultimately we will focus on exploring and sharing answers to the following question, "How can we, as teachers, model and provide peaceable and effective approaches to conflict and conflict resolution in the classroom?"

Section A: Katie Kitchel
Time: Saturdays, March 13 & 27,
9:00 am - 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDC 623
Creating A School Culture of Responsibility

COMPETENCY AREA: Curriculum & Instruction

Empowering students lays the groundwork for teaching personal responsibility, fostering social responsibility, teaching self-discipline, and developing a positive, safe, school climate essential for student achievement. Participants in this course will learn how one New Hampshire middle school's system-wide approach to putting this philosophy into practice has yielded a positive, productive learning community. Participants will be immersed in a number of activities, simulations, and role-plays to understand and practice "language for effective conflict resolution", strategies for preventive discipline, and classroom structures for self-evaluation. In addition, understanding misbehavior will be addressed through analyzing how particular behavior management systems can actually contribute to student discipline problems in school.

Section A: Rick Nannicelli
Time: Saturdays, February 14 & 28,
9:00 am - 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDC 561
Creative Bookbinding

COMPETENCY AREA: Curriculum & Instruction

Student-produced books build pride in the writing process. Making books seems to have widespread appeal for children at various age levels. Whether using simple techniques of fastening a few sheets of paper together or using more involved and elaborate bookbinding procedures, children are often inspired to write something inside their books and are interested in reading other students' books. In this course, we will explore various methods of making and decorating books with an emphasis on using readily available and inexpensive materials.

Section A: Ron LaBrusciano
Time: Saturday & Sunday,
January 24 & 25, 9:00 am - 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDP 629
Critical Skills

COMPETENCY AREA: Education & Social Policy
(Education by Design designated course)

Success in school and in the world beyond depends not only on what students know, but also on what they can do and are like. Success in assessment depends not only on auditing student learning, but also on improving student learning. This course focuses on the critical skills and fundamental dispositions that form the foundation for student learning as well as the assessment techniques that provide feedback for both student and teacher. Together, we look at the skills most essential to the dynamic world in which we live and explore how to help students develop those skills via instruction and assessment.

Section A: Laura Thomas
Time: Saturday & Sunday, March 27 & 28,
9:00 am - 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDC 638
Drama in the Classroom

COMPETENCY AREA: Curriculum & Instruction

There's no surer way to build a collaborative community than to immerse a group of people in creating a dramatic performance. In this experiential class, participants will make and gather costumes, prepare sets and props, and practice and perform a lighthearted play. By experiencing the "steps" involved in developing a dramatic production, participants will have the opportunity to gain an understanding of how to lead children in the rich, interdisciplinary curriculum that drama offers. No previous experience in drama needed.

Section A: Jane Miller
Time: Fridays, April 2 - May 14,
1:30 - 3:30 pm
Maximum: 18
(1 seat reserved for ES certification student)
Credits: 1

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 will provide an overview of the Waldorf handcraft curriculum, grades K-8. Students will be taught to knit, crochet, cross-stitch and sew, as well as plan the crafts to complement and support the main lesson curriculum.

Note: There will be a \$20 lab fee payable to the instructor at the first class.

Section A: Monica Marshall
Time: Fridays, February 20, April 2 & 16,
May 7 & 14,
4:15 - 6:30 pm
Maximum: 20
Credits: uncredited

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. Students are required to do supervised teaching in an approved elementary and/or early childhood setting.

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

Section A: Education Faculty
Credits: variable

ED 697
Professional Practice Seminar

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

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, appropriate physical education programs, uses of educational media and developing a teaching portfolio.

Section A: Ron LaBrusciano
Section B: Judy Coven
Section C: David Sobel
Section D: Arthur Auer
Time: Fridays, 11:30 am - 1:00 pm
Maximum: 10 per section
Credits: credited as part of internship

Department of Education - Integrated Learning & Waldorf Programs Course Descriptions**ED 699
Master's Project**

REQUIRED OF all Waldorf non-certification students in 5th semester of 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**

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 Financial Aid and loan deferment purposes through May 14, 2004.

**Section W: Education Faculty
Credits: Uncredited**

**EDC 553A
Math Methods:
Concrete Approaches to
Math Curriculum**

COMPETENCY AREA: Curriculum & Instruction
REQUIRED OF AND RESTRICTED TO Education Department teacher certification students; others by written permission of Program Director attached to or on registration form.

This course aims at eliminating math phobia for both children and adults. It is based on the premise that mathematics will be both accessible and enjoyable if understanding is derived from experience and strong links are made between that experience and abstract symbolism. Beginning with a consideration of how children learn mathematics, the course will focus on providing children with opportunities to put together their own mathematical understanding. Students will explore a variety of materials such as base ten blocks, fraction bars, and geoboards. Strategies for encouraging creative problem solving and for meeting the needs of individual students will be examined, as well as assessments and record keeping systems, sources of ideas and materials, and the relevance of the recent standards issued by the National Council of Teachers of Mathematics.

**Section A: Judy Coven
Time: Thursdays, 1:30 - 3:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 2**

**EDC 555
Methods of Teaching Reading &
Other Language Arts**

COMPETENCY AREA: Curriculum & Instruction
REQUIRED OF AND RESTRICTED TO Education Department teacher certification students; others by written permission of Program Director attached to or on registration form.

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 fluency and correctness
- the integration of reading, writing and speech activities throughout the curriculum.

**Section A (Focus on K-2): Ron LaBrusciano
Time: Thursdays, 1:30 - 3:30 pm**

**Section B (Focus on Grades 3 - 6): Paula Aarons
Time: Thursdays, 4:00 - 6:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 2**

**EDC 544B
Painting II**

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

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

**Section A: Karine Munk Finser
Time: Saturdays, February 7 & 14,
and March 6,
9:00 am - 2:00 pm
Maximum: 20
Credits: 1**

**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 A: Education Faculty
Credits: 4**

**EDP 598
School Law**

COMPETENCY AREA: Education & Social Policy
REQUIRED OF AND PRIORITY TO Environmental Studies and Education certification students.

This is a seminar designed to provide knowledge about school law and the prohibition of discrimination on the basis of race, national origin, sex, age or handicapping condition. Through lecture, case discussion, and debate, students will be able to understand the theoretical underpinnings of egalitarian social reform, the differences between public policy, and the principal components and content of relevant policy documents as well as the benefits and limitations of policy in this area.

Text: Edmund Reutter, Jr., *The Supreme Court's Impact on Public Education*.

**Sections A - C: John Carr
Time: Section A: Saturdays,
February 14 & March 13, 9:00 am - 4:30 pm
Section B: Sundays,
February 15 & March 14, 9:00 am - 4:30 pm
Section C: Saturdays,
April 3 & 24, 9:00 am - 4:30 pm
Maximum: 20 per section
(2 seats per section reserved for O&M students,
6 seats per section reserved for ES students)
Credits: 1**

**EDC 612
Setting Up A Naturalist's Journal**

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

Students will create their own nature journals, using both writing and drawing to study Keene's local habitats. The Nature Journal has become a popular tool in K-College curriculums for integrating the study of Place-Based Science with writing, math, art, local history, drama, and even physical education. No previous drawing or nature study is necessary. Emphasis will be on uses of the nature journal for increasing observation skills and for exploration of its value in personal as well as professional work. Course time will be both indoors and outdoors, in a personally chosen outdoor study plot. A list will be sent to you for equipment to bring. Required text: *Keeping A Nature Journal* by Clare Walker Leslie, available in the bookstore.

**Section A: Clare Walker Leslie
Time: Saturday & Sunday, April 24 & 25,
9:00 am - 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1**

Department of Education - Integrated Learning & Waldorf Programs Course Descriptions

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 **April 20, 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 **April 20** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

EDC 647
Star Search: A Survey of the Night Sky

COMPETENCY AREA: Curriculum & Instruction

Want to take your students on a tour of the stars? This course will help you know the landmarks of the sky at night. Topics to include: principal named stars, constellations, constellation mythology (from various cultures), galaxies, nebulae, "shooting stars", and the solar system. Other topics will be dictated by student interest. Designed as a survey course to build your knowledge base about astronomy, help you meet state curriculum standards, and satisfy your own curiosity.

Section A: Molly Flower Eppig
Time: Thursdays, January 22 - March 11,
6:30 - 8:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDC 648
Teaching and Learning in the
Early Childhood Classroom
(Pre-K to 3rd grade)

COMPETENCY AREA: Curriculum & Instruction
 PRIORITY TO Early Childhood students.
 Substitute for Waldorf Curriculum Preparation II.

Throughout the years that children spend in educational settings, their successful learning is dependent not just on "instruction," but on personal connections with important adults who support and facilitate their learning. It is through these connections that children develop not only academic skills but also positive learning dispositions and confidence in themselves as learners. Warmth and responsiveness in caregiving creates the conditions within which young children can explore and learn about their world.

Good early childhood curriculum does not come out of a box or a teacher-proof manual. Teachers need to know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence young children's development and learning and need to recognize that every child constructs knowledge in personally and culturally familiar ways. In this course, students will consider the preceding in the design, implementation, and evaluation of meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

Section A: Betsi McGuigan
Time: Saturdays, February 21, March 20,
April 17 & 24
9:00 am - 4:00 pm
Maximum: 16
Credits: 2

EDC 646
Vernal Pools:
A Field Study Model for Teachers

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

This course will help prepare you to lead vernal pool field studies with students of all ages. Through our weekly outdoor explorations you will: learn to identify vernal pools and their inhabitants; learn to recognize the vocalizations of several NH frogs; gain understanding of the ecological role of these temporary puddles; and learn how to organize productive investigations of vernal pools with students.

Section A: Janet Altobello and Susie Denehy
Time: Thursdays, April 1 - May 13,
9:00 - 11:00 am
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDC 559A
Waldorf Curriculum Preparation II:
Grades 5-8

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

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

Required Reading: Rudolf Steiner, *Discussions with Teachers*

Section A: Arthur Auer
Time: Fridays, January 23 - February 13,
4:15 - 6:30 pm and
Fridays, February 20 - May 14,
1:30 - 3:45 pm
Maximum: 18
Credits: 2

EDP 628
Waldorf Educational Research

COMPETENCY AREA: Education & Social Policy
 RESTRICTED TO Waldorf M.Ed students who are not doing NH Certification.

This course is intended for those preparing to do a master's project as part of the completion requirements of their program. We will review research methods with emphasis on qualitative research, engage in a lively process of selecting a research question, and prepare a master's project proposal. The course will take place over a weekend and will then be followed by on-line dialogue between participants and the electronic submission of the final draft of the research proposal due by April 30.

Section A: Torin Finser
Time: Friday, March 12, 4:15 - 8:15 pm, and
Saturday, March 13, 8:30 - 4:30 pm, and online
Maximum: 12
Credit: 1

Department of Education - Integrated Learning & Waldorf Programs Course Descriptions

EDP 630
Waldorf School Administration and Leadership

COMPETENCY AREA: Education & Social Policy
REQUIRED OF AND RESTRICTED TO third semester Waldorf students.

This course will provide an overview of Waldorf school administration with emphasis on the parent/teacher partnership, colleagueship, servant leadership and community development. Class sessions will balance practical aspects with philosophical considerations including karma and social dynamics inherent in schools. Required texts: *School Renewal* by Torin Finser and *Karma and Reincarnation* by Rudolf Steiner.

Section A: Torin Finser
Time: Fridays, January 23 - February 13,
1:30 - 3:45,
and Friday, March 5,
4:30 - 8:00 pm
(in Temple)
Maximum: 20
Credits: 1

EDT 612
Window on Waldorf

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

This course will include a brief overview of child development from a Waldorf perspective, Anthroposophy as a philosophical basis, and highlights from the curriculum. Watercolor painting will help illustrate the curriculum and the artistic process of teaching.

Section A: Karine Munk Finser
Time: Fridays, January 23 - March 5,
4:00 - 6:00 pm
Maximum: 18
Credits: 1

EDC 628
Wintertime - Teaching in the Outdoors

COMPETENCY AREA: Curriculum & Instruction

Does taking a class of children outdoors in the winter seem like an intimidating experience? This course will provide opportunities to learn and practice techniques for teaching safely in the New England winter outdoor context. In this experiential course, participants will refine their own natural history skills, and practice developing and implementing environmental education practices for elementary school children.

Section A: Kara Wooldrik
Time: Saturday & Sunday,
January 31 & February 1,
9:00 am - 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

Department of Environmental Studies - Master's Programs Registration Instructions

ALL ENVIRONMENTAL STUDIES 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 of entry.

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 how they may affect your ability to fulfill degree requirements in the future. Careful course planning is necessary to avoid registering and paying for additional semesters, and incurring additional fees.

IMPORTANT TO ALL: 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 advisor MUST provide written permission on your registration form.

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.

COMPETENCY AREAS

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

Prefix	Meaning
ES	ENVIRONMENTAL STUDIES – General
ESE	ENVIRONMENTAL SCIENCE EDUCATION
ESF	NATURAL COMMUNITIES (2 and 3 credit courses)
ESP	ENVIRONMENTAL ISSUES (3 credit courses only)
ESS	BIOSPHERE SCIENCE (3 credit courses only)

STUDENTS WHO ENTERED FALL 2002

CONSERVATION BIOLOGY

- Please register from the following:*
- Master's Thesis (ES699C)(Section A)
 - Practicum (ES693)(Section A, B, C or D)
 - Field Elective and/or other credits

ENVIRONMENTAL ADVOCACY AND ORGANIZING

- Please register from the following:*
- Practicum (ES 693) (Section A, B, C or D)
 - Advocacy Clinic II (ESS 523) (Section A) (Strongly recommended)
 - Special Project or Master's Thesis & Seminar (optional)
 - Field elective and/or other credits

ENVIRONMENTAL EDUCATION

- Please register from the following:*
- Practicum (ES 693) (Section A, B, C or D)
 - Select Environmental Education Methods
 - Field elective and/or other credits

GENERAL SCIENCE AND BIOLOGY CERTIFICATION

- Please register from the following:*
- Practicum Teaching (ES 694) (Section A)
 - School Law (EDP 598) (Section A, B or C)
 - Field elective and/or other credits

INDIVIDUALIZED PROGRAM

Please speak with your advisor for registration instructions.

RESOURCE MANAGEMENT AND ADMINISTRATION

- Please register from the following:*
- Master's Thesis (ES 699C) (Section A)
 - or*
 - SIS: Special Project (ES 690U)
 - Practicum (ES 693) (Section A, B, C, or D)
 - Select from the following:*
 - (*Note: Students who register for more than 12 credits must have written permission from advisor.*)
 - Geographic Information System (GIS) (ES 510) (Section A)(Req Alt) (limited seats available)
 - or*
 - Proposal Writing and the Grants Process (ESACO 503) (Section A) (Req Alt)
 - Environmental Site Assessment (ESP 550A) (Section A) (Req Alt) (formerly, ESS 569, Hazards on the Landscape)
 - Watershed Planning (ESP 562A) (Section A) (Req Alt) (limited seats available) (May substitute for Watershed Management.)
 - Wetlands Ecology (ESF 541A) (Section A)

Environmental Site Assessment meets the first half of the semester & weekend(s). Wetlands Ecology meets the second half of the semester.

STUDENTS WHO ENTERED SPRING 2003

CONSERVATION BIOLOGY

- ENVIRONMENTAL EDUCATION
 GENERAL SCIENCE AND BIOLOGY CERTIFICATION
 INDIVIDUALIZED PROGRAM**
- *Please speak with your advisor for registration instructions.*

RESOURCE MANAGEMENT & ADMINISTRATION

- Please register from the following:*
- Financial Administration (ESAF 500) (Section A)
 - Master's Thesis Seminar (ES 505A) (Section A) (only if doing a Master's Thesis)
 - Practicum (ES 693) (Section A, B, C or D)
 - Select from the following:*
 - (*Note: students who register for more than 12 credits must have written permission from advisor.*)
 - Building Sustainable Organizations (ESAM 516) (Section A) (Req Alt)
 - Geographic Information System (GIS) (ES 510) (Section A or B)(Req Alt) (limited seats available)
 - or*
 - Proposal Writing and the Grants Process (ESACO 503) (Section A) (Req Alt) (limited seats available)
 - Environmental Site Assessment (ESP 550A) (Section A) (Req Alt) (formerly Hazards on the Landscape, ESS 569)
 - Watershed Planning (ESP 562A) (Section A) (Req Alt) (limited seats available) (May substitute for Watershed Management.)
 - Wetlands Ecology (ESF 541A) (Section A)

Environmental Site Assessment meets the first half of the semester & weekend(s). Wetlands Ecology meets the second half of the semester.

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

STUDENTS WHO ENTERED FALL 2003

Below is a list of Required and Required Alternate (Req Alt) courses and sections FOR WHICH YOU HAVE PRIORITY. You may chose alternate sections of courses, but please be aware that you will not have priority to them.

CONSERVATION BIOLOGY

Please register from the following:

- Biosphere Science II
Any 3 credit course with ESS prefix (check individual course descriptions for program priority).
 - Environmental Issues II
Any 3 credit course with ESP prefix
 - Ecological Research Design (ES 519) (Section A)
 - ES 505A Master's Thesis Seminar (Section A)
- AND Select ONE from the following:
(NOTE: students who register for more than 12 credits must have written permission from advisor)
- Natural Communities II
Any course with ESF prefix: all sections
 - Natural Resource Inventory: Vegetation (ES 522) (Section A) (Req Alt)
 - Geographic Information System (GIS) (ES 510)(Section A or B)

ENVIRONMENTAL ADVOCACY AND ORGANIZING

Please register from the following:

- Biosphere Science II
Any 3 credit course with ESS prefix (check individual course descriptions for program priority).
- Natural Communities II
Any course with ESF prefix: all sections
- Environmental Issues II – Corporations, Globalization and Democracy (ESP 603) (Section A)(Strongly recommended)
- Organizational Leadership (ES 516) (Section A)

ENVIRONMENTAL EDUCATION

Please register from the following:

- Biosphere Science II
Any 3 credit course with ESS prefix (check individual course descriptions for program priority).
- Natural Communities II
Any course with ESF prefix: all sections
- Environmental Issues II
Any 3-credit course with ESP prefix
- Conceptual Development and Learning Theory (ESE 515) (Section A or B) (Req Alt)

GENERAL SCIENCE AND BIOLOGY CERTIFICATION

Please register from the following:

- Biosphere Science II
Any 3 credit course with ESS prefix (check individual course description for program priority).
 - Environmental Issues II
Any 3-credit course with ESP prefix
 - Curriculum Design (ESE 514) (Section A)
 - Foundations of Science and Environmental Education (ESE 536) (Section A)
 - School Law (EDP 598) (Section A, B, or C)
(See Education Department Listings)
- May Select ONE from the following:
(NOTE: students who register for more than 12 credits must have written permission from advisor)
- Natural Communities II
Any course with ESF prefix
 - *optional late May, or early June field studies trips (offerings also available in summer)*

INDIVIDUALIZED PROGRAM

- Biosphere Science II
Any 3 credit course with ESS prefix (check individual course description for program priority).
- Natural Communities II
Any course with ESF prefix: all sections
- Environmental Issues II
Any 3-credit course with ESP prefix
- Select course from Individualized Program Plan

RESOURCE MANAGEMENT & ADMINISTRATION

Please register from the following:

- Biosphere Science II – Watershed Science (ESS 574) (Section B)
 - Building Sustainable Orgs (ESAM 516) (Section A)
priority to those individuals who did not take 4 Perspectives of Management this Fall.
 - Environmental Issues II - Environmental Law (ESP 551A) (Section B)
 - Financial Administration (ESAF 500) (Section A)
 - Water Quality (ESS 530) (Section A)
- May select ONE from the following:
(NOTE: students who register for more than 12 credits must have written permission from advisor)
- Proposal Writing and the Grants Process (ESACO 503) (Sec A) (Req Alt) or
 - Geographic Information System (GIS) (ES 510) (Section A or B) (Req Alt)
 - Natural Communities II
Any course with ESF prefix: all sections (offerings also available in summer)

COURSE SCHEDULE

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

WEDNESDAYS

9:00 AM - 4:30 PM

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

7:00 - 9:00 PM

- *ESE 528 Environmental Education Methods: Exhibit Development (Section A)
(Pre-trip meeting dates – February 18, April 7 and 14)
- *ESF 536 Galapagos to the Andes (Section A)
(Pre-trip meeting dates – March 10, 31, April 21 and May 5)
- *ESF 535 Tropical Ecology & Conservation Biology: Costa Rica (Section A)
(Pre-trip meeting dates - January 28, February 4 and March 10)
- *ESF 545 Wolves of Yellowstone (Section A)
(Pre-trip meeting dates – January 28, February 11 and March 3) (snow dates January 30, February 13 and March 5)

Department of Environmental Studies - Master's Programs Course Schedule

THURSDAYS

8:00 - 11:00 AM

- ES 523 Advocacy Clinic II (Section A)
 ESP 603 Corporations, Globalization & Politics
(Environmental Issues) (Section A)
 ESP 601 Ecological Economics & Public Policy
(Environmental Issues) (Section A)

8:30 - 11:30

- ESP 531 Literature of the Land
(Environmental Issues) (Section A)

9:00 - 11:30 AM

- ESP 551A Environmental Law *(Environmental Issues)*
 (Section A)

9:00 AM - 12:00 PM

- * ESP 562A Watershed Planning
(Environmental Issues) (Section A)

11:15 AM - 12:45 PM

*Practicum Seminar (Sections A & B)

1:00 - 4:00 PM

- * ESS 575 Coastal Environments and Processes
(Biosphere Science) (Section A)
 ESS 576 Environmental Evolution
(Biosphere Science) (Section A)
 ES 522 Natural Resource Inventory: Vegetation
 (Section A)
 ESS 573 Soil Ecology *(Biosphere Science)*
 (Section A)
 ESCE 629 Writing for the Real World (Section A)

4:00 - 6:30 PM

*Practicum Seminar for Student Teaching
 (Section A)

4:30 - 6:30 PM

- ES 510 Geographic Information System (GIS):
 An Integrating Technology (Section A)

4:30 - 7:00 PM

- ESAM 516 Building Sustainable Organizations
 (Section A)
 ES 516 Organizational Leadership in the
 Nonprofit World (Section A)

4:30 - 7:30 PM

- ESE 515 Conceptual Development &
 Learning Theory (Section A)
 ESE 536 Foundations of Science &
 Environmental Education (Section A)

7:00 - 9:00 PM

- ES 510 Geographic Information System (GIS):
 An Integrating Technology (Sec B)
 ESS 530 Water Quality (Section A)

FRIDAYS

8:00 - 11:00 AM

- ESE 514 Curriculum Design (Section A)
 * ESP 550A Environmental Site Assessment
 (Section A)
 ESAF 500 Financial Administration (Section A)
 ESF 515 Ornithology (Section A)
 ESS 573 Soil Ecology *(Biosphere Science)*
 (Section B)
 ESS 574 Watershed Science *(Biosphere Science)*
 (Section A)
 * ESF 541A Wetlands Ecology (Section A)

11:15 AM - 12:45 PM

*Practicum Seminar (Sections C & D)

11:30 AM - 12:45 PM

- * ES 505A Master's Thesis Seminar (Section A)
 *Program meetings - All first year students

1:00 - 4:00 PM

- ES 519 Ecological Research Design (Section A)
 ESS 574 Watershed Science *(Biosphere Science)*
 (Section B)
 ESF 514 New England Flora (Section A)

1:15 - 4:15

- ESF 512 Field Mammalogy (Section A)
 (Harris Center)

4:30 - 7:00 PM

- ESP 551A Environmental Law
(Environmental Issues) (Section B)

4:30 - 7:30 PM

- ESE 515 Conceptual Development &
 Learning Theory (Section B)

7:00 - 9:00 PM

- * ESF 524A Ecology of the Pacific Northwest
 (Section A)
 (Pre-trip meeting dates -
 February 6, March 12 and May 7)

* ESF 540

Ecosystems of Mount Desert Island
 (Sections A & B)
 (Pre-trip meeting date - April 9)

7:00 - 9:30 PM

- * ESF 528 Amphibian Field Biology,
 Ecology & Conservation (Section A)

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

WEEKEND COURSE SCHEDULE

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

FEBRUARY 14 & MARCH 13

- EDP 598 School Law (Section A)

FEBRUARY 15 & MARCH 14

- EDP 598 School Law (Section B)

FEBRUARY 28

- * ESP 562A Watershed Planning (Section A)
 (9:00 am - 4:00 pm)

MARCH 6

- * ESP 550A Environmental Site Assessment
 (Section A) (8:00 am - 5:00 pm)

MARCH 14 - 27

- * ESF 535 Tropical Ecology & Conservation Biology:
 Costa Rica (Section A) (Study Trip)

MARCH 16 - 26

- * ESF 545 Wolves of Yellowstone
 (Section A) (Study Trip)

APRIL 3 AND 17

- * ESF 528 Amphibian Field Biology (Section A)
 (8:30 am - 4:30 pm on April 3,
 and 8:30 am - 8:30 pm on April 17)

APRIL 3 & 24

- EDP 598 School Law (Section C)

APRIL 10 - 13

- * ESS 575 Coastal Environments and Processes
 (Section A) (Study Trip)

APRIL 24 & 25

- * ESF 541A Wetlands Ecology (Section A)
 (8:30 am - 4:30 pm)

APRIL 25 - 28

- * ESE 528 Environmental Education Methods:
 Exhibit Development
 (Section A) (Study Trip)

MAY 2

- * ESF 541A Wetlands Ecology (Section A)
 (8:30 am - 4:30 pm)

MAY 15 - 29

- * ESF 524A Ecology of the Pacific Northwest
 (Section A) (Study Trip)

MAY 23 - 29

- * ESF 540 Ecosystems of Mount Desert Island
 (Section A) (Study Trip)

MAY 30 - JUNE 5

- * ESF 540 Ecosystems of Mount Desert Island
 (Section B) (Study Trip)

JULY 14 - AUGUST 2

- * ESF 536 Galapagos to the Andes
 (Section A) (Study Trip)

TBA SATURDAY OR SUNDAY

- * ESF 515 Ornithology (Section A) - in the field

- ESE 538 Environmental Education Methods:
 Research and Evaluation (Section A)

Courses are listed in each section alphabetically by course title.

Department of Environmental Studies - Master's Programs Course Descriptions

ES 523
Advocacy Clinic II

(formerly Supervised Advocacy Fieldwork)

COMPETENCY AREAS: Elective for all ES programs. Highly recommended for all second year Environmental Advocacy and Organizing students.

This hands-on, project-based course offers participants the opportunity to engage in supervised practical fieldwork on behalf of actual "clients" -- organizations at the local, state, national or international level working for environmental protection, corporate accountability, and social justice. Working in small group teams and individually, students will choose, design, conduct and evaluate advocacy projects from a wide variety of client proposal requests. 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 focus on corporate campaign strategizing, project planning & management, research & lobbying skills, effective communication (e.g., media releases, briefing papers), and project evaluation.

Section A: Abigail Abrash-Walton
Times: Thursdays, 8:00 - 11:00 am
Maximum: 16
Credits: 3

ESF 528
Amphibian Field Biology
Ecology & Conservation

COMPETENCY AREAS: CB-Required alternate to Mammalogy or Ornithology; EAO, EE, Cert, IND-Field Biology & Ecology; RMA-Elective

This course will focus on the biology and ecology of amphibians, particularly those native to New England and the measures being taken to monitor and conserve amphibian populations. The spring is an exciting time of year to study amphibians as a number of species, the Ambystomid salamanders in particular, are much more conspicuous than usual due to their spring courtship and breeding behaviors. The course will take advantage of these weather sensitive phenomena by including field trips to known hot spots.

Section A: Tom Tynning
Time: Fridays, April 2 & 16,
7:00 - 9:30 pm , and
Saturdays, April 3 , 8:30 am - 4:30 pm and April 17,
8:30 am - 8:30 pm
Maximum: 18
Credits: 2

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, 4:30 - 7:00 pm
Maximum: 15
Credits: 3

ESS 575
Coastal Environments and Processes

COMPETENCY AREAS SP03 AND EARLIER: RMA-Environmental Science elective ; EAO, CB, EE, IND & Cert-Elective
COMPETENCY AREA FLO3: Biosphere Science
FIRST PRIORITY TO Teacher Cert;
SECOND PRIORITY TO EE, EAO & IND

Coastal landscapes are among the most dynamic physical systems on the planet. They respond to short-term weather events, long-term climate and tectonics, and sea level change across all time scales. Increasing concentration of settlements, industry, and recreation in the coastal zone demands an understanding of coastal evolution and response to environmental change. This course examines the coastal environment in the context of geological setting, history, and ecological function. Students will become familiar with coastal form and process on a global scale, and the variability and management challenges of New England's shore zone. *Cost: approximately \$125 for food, camping/lodging and transportation.*

Section A: Jim Jordan
Times: (Pre-trip meetings) Thursdays, March 4, 11 &
April 2, 1:00 - 4:00 pm and
(Study Trip) Saturday - Tuesday, April 10 - 13
Maximum: 16
Credits: 3

ESE 515
Conceptual Development &
Learning Theory

COMPETENCY AREAS: Cert -Required; EE-Required alternate to Human Development & Conceptual Development; EAO, CB, IND, & RMA-Elective
PRIORITY TO EE students.

This course attempts to delve deeply into the nature of the thinking process. What is thinking? How does it develop? What is intelligence? Are learning and intelligence related? We will consider current research on the process of thinking and learning styles, comparing some opposing points of view on how learning occurs and discussing the presumed stages of cognitive development. This course will give a comprehensive understanding of the potential conceptual abilities of children and adults and a framework for understanding and structuring curricula.

Section A: Cindy Thomashow
Section B: Sue Ward
Time: Section A: Thursdays, 4:30 - 7:30 pm
Section B: Fridays, 4:30 - 7:30 pm
Maximum: 14 per section (1 seat per section reserved for
Science Education student)
Credits: 3

ESP 603
Corporations, Globalization and
Democracy

COMPETENCY AREAS SP03 AND EARLIER: May substitute for ESP 601 Ecological Economics and Public Policy. EAO-Required; CB, EE, Cert, IND & RMA-Required alternate

COMPETENCY AREAS FLO3: Environmental Issues
PRIORITY TO Environmental Advocacy students.

The future of the world ultimately depends on how people decide to organize and conduct their economic and political lives. This course will take a critical look at the issues that democratic societies face in an era marked by transnational corporations, "free" trade regimes, the international debt crisis, structural adjustment, and the growing dominance of neoliberalism as a political ideology. In particular, we will explore the economic and policy mechanisms that drive corporate globalization's "race to the bottom" in working conditions, human rights, democratic participation, environmental protection, public health, and ecological sustainability. The course will also examine a range of economic and policy alternatives that might help create more just, democratic, and sustainable societies.

Section A: Steve Chase
Time: Thursdays, 8:00 - 11:00 am
Maximum: 18
Credits: 3

ESE 514
Curriculum Design

COMPETENCY AREAS: Cert & EE-Required; EAO,CB, IND & RMA-Elective
PRIORITY TO ES Teacher Certification 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. This is primarily a theory-based course with some opportunities for direct application. 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. In particular, we will experience first-hand and theoretically ideas like constructivism, democratic classrooms, coherent curriculum, authentic learning, problem solving and inquiry. This list of educational jargon will be more meaningful in a few months.

Section A: Jimmy Karlan
Time: Fridays, 8:00 - 11:00 am
Maximum: 15
Credits: 3

Department of Environmental Studies - Master's Programs Course Descriptions

ESP 601
Ecological Economics and Public Policy

COMPETENCY AREAS SP03 AND EARLIER: EAO, CB, EE, Cert, IND & RMA-Required
 COMPETENCY AREAS FL03: Environmental Issues

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

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

Sections A: Jim Gruber
Time: Thursdays, 8:00 – 11:00 am
Maximum: 16
Credits: 3

ES 519
Ecological Research Design

COMPETENCY AREAS: CB-Required (Replaces ESS 571); EAO, EE, Cert, IND & RMA-Elective
 REQUIRED OF AND PRIORITY TO CB students.

This course encourages successful ecological field research by building skills in hypothesis generation, selection of appropriate methods of data collection, use of correct statistical analyses, and effective presentation of results. Basic parametric and non-parametric statistical procedures (chi-square and related tests; ANOVA; regression and correlation analyses) are reviewed. Through lectures, lab exercises, group and individual research projects, and discussion of current literature in the field of conservation biology, students develop skills needed to conduct field studies aimed at biodiversity conservation and natural lands management.

Section A: Jon Atwood
Time: Fridays, 1:00 – 4:00 pm
Maximum: 16
Credits: 3

ESF 524A
Ecology of the Pacific Northwest

COMPETENCY AREAS SP03 AND EARLIER: EAO, CB, EE, IND & Cert-Field Biology & Ecology; RMA-Elective
 COMPETENCY AREAS FL03: Natural Communities

Please Note: Attendance at ALL pre-trip meetings is mandatory. Enrolled students who fail to drop the course at least **1 week before** the first pre-trip meeting or who fail to attend the first pre-trip meeting will be held financially responsible for the cost of the trip and will forfeit their seat in the class. Students on the waitlist are strongly encouraged to attend the first class. *(Limited scholarship money is available to support students attending field study trips. If you are interested in applying for scholarship assistance, please see the ES department for eligibility guidelines.)*

This course will investigate the dynamically diverse ecology of the Pacific Northwest bioregion, particularly northwestern Washington and Vancouver Island. The coastal ecology of Hood Canal and the outer Pacific beaches; alpine ecology of the Olympic Peninsula; temperate rainforest ecology of southern Vancouver Island and the Olympic rainforest will be explored. We travel through wilderness beaches, alpine glaciers and island-dotted waterways by bus and on foot and visit sites rich in Native American culture. We will travel historic waterways between Seattle, Victoria and Port Angeles. Specific attention will be given to the management of three major resources: fishing, timber and wildlife, as they relate to centuries of use (and abuse) by humans.

Total cost (including airfare, food, camping, ferries, etc.): \$1400.

Section A: Peter Palmiotto and Peter Throop
Time: (Pre-trip meetings)
Fridays, February 6, March 12 and May 7,
7:00 – 9:00 pm and (Study Trip)
Saturday - Saturday, May 15 – 29
Maximum: 18
Location: Keene (pre-trip meetings)
Credits: 3

ESF 540
Ecosystems of Mount Desert Island

COMPETENCY AREAS SP03 AND EARLIER: EAO, CB, EE, IND & Cert-Field Biology & Ecology; RMA-Elective
 COMPETENCY AREAS FL03: Natural Communities

Please Note: Attendance at ALL pre-trip meetings is mandatory. Enrolled students who fail to drop the course at least **1 week before** the first pre-trip meeting or who fail to attend the first pre-trip meeting will be held financially responsible for the cost of the trip and will forfeit their seat in the class. Students on the waitlist are strongly encouraged to attend the first class. *Students should be in good physical shape to be able to do a 10-mile a day hike.*

Mount Desert Island arguably offers the most scenic landscape in New England with its dramatic exposed, glaciated mountains rising out of the Gulf of Maine. This field study trip will focus on the island's terrestrial ecology including its geological history, fire ecosystems, outcrop succession of its granitic balds, and the impact of visitors on its fragile, coastal health communities.

Cost: approximately \$150 for food, camping, and transportation fees.

Sections A & B: Tom Wessels
Time : Section A: (Pre-trip meeting)
Friday, April 9, 7:00 - 9:00 pm and
(Study trip) Sunday - Saturday, May 23 - 29
Section B: (Pre-Trip meeting) Friday, April 9,
7:00 - 9:00 pm and
(Study trip), Sunday - Saturday, May 30 - June 5
Maximum: 16 per section
Credits: 2

ESE 528
Environmental Education Methods: Exhibit Development - Bronx Zoo

COMPETENCY AREAS: EE-EE Methods Req Alt; EAO, CB, Cert, IND & RMA-elective

PRIORITY TO: ES Environmental Education students.

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

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

The Bronx Zoo has consciously and deliberately set an agenda of educating for conservation and care for the environment. Their exhibits are engaging and provocative, sometimes directly challenging the audience to relate their personal lifestyle choices to the impact on environmental issues, habitat loss and endangered species. We will study their process for deciding on and designing, researching and evaluating the effectiveness of these cutting-edge exhibits. *Cost - approximately \$250.*

Section A: Cynthia Thomashow
Times: (Pre-trip meetings) Wednesdays, February 18,
April 7 & 14, 7:00 – 9:00 pm and
(Study Trip) Sunday – Wednesday, April 25 – 28,
Location: (pre trip meetings) Keene (study trip) New York
Maximum: 10
Credits: 2

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ESE 538
**Environmental Education Methods:
Research and Evaluation**

COMPETENCY AREAS: EE-EE Methods Req Alt; EAO, CB, Cert, IND & RMA-elective
PRIORITY TO ES Environmental Education students.

In order to show programmatic success of environmental education initiatives, professionals must be able to measure effectiveness and levels of impact. Does environmental education increase ecological literacy, impact awareness of environmental issues, build ecological identity in significant ways among the public and in schools? What do we really need to measure? Funding is dependent on good evaluation and research and showing its effective impact increases the likelihood of our profession gaining respect and legitimacy. This class will explore different methods of formative and summative evaluation. It will explore different research methods and designs for judging what and how people learn from a curriculum, an exhibit, an outdoor experience.

Section A: TBA
Times: TBA Saturdays & Sundays
Maximum: 14
Credits: 2

ESS 576
Environmental Evolution

COMPETENCY AREAS SP03 AND EARLIER: EAO, CB, EE, IND, RMA & Cert-Elective
COMPETENCY AREA FL03: Biosphere Science
FIRST PRIORITY TO ES Teacher Certification students.
SECOND PRIORITY TO EE, EAO & IND.

This course will focus on evolution of the biosphere in the context of long-term earth history. Topics covered will include themes of evolutionary theory, natural selection, speciation, punctuated versus gradual evolution, and the origins and evolution of life on earth. While this course will focus on biospheric evolution at a global scale, exploration of the geologic history of New England will be emphasized.

Section A: TBA
Times: Thursdays, 1:00 - 4:00 pm
Maximum: 16
Credits: 3

ESP 551A
Environmental Law

COMPETENCY AREAS SP03 AND EARLIER: RMA-Required; EAO, CB, EE, IND & Cert-Elective
COMPETENCY AREAS FL03: Environmental Issues; RMA-Required

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.

Sections A & B: Rebecca Todd
Time Section A: Thursdays, 9:00 - 11:30 am
Section B: Fridays, 4:30 - 7:00 pm (Priority to RMA)
Maximum: 15 per section
Credits: 3

ESP 550A
Environmental Site Assessment

(formerly Hazards on the Landscape, ESS 569)
COMPETENCY AREAS: RMA-Environmental Policy, Required Alternate to Groundwater Protection and Waste Management; EAO, CB, EE, Cert & IND-Elective.
PRIORITY TO RMA students.

This course is useful for anyone who will be working in a field that is related to the preservation, conservation or management of land and water resources. The course content reviews, and allows student to practice, evaluation approaches so as to assess potential or actual impacts from human activities associated with a parcel of land. Such procedures range from the formalized ASTM Phase I site assessment procedures to techniques for rapid site-assessment so to document and mitigate non-point source pollution.

This course would be a required skill for anyone entertaining the possibility of working for a land trust, watershed association, a planning agency or a consultancy that focuses on landowner regulatory compliance and liability issues. This course will meet the RMA requirements as indicated by the previous Hazards on the Landscape course.

Section A: Michael Simpson
Time: Fridays, January 23 - March 12, 8:00 - 11:00 am
and Saturday, March 6, 8:00am - 5:00 pm
Maximum: 16
Credits: 2

ESF 512
Field Mammalogy

COMPETENCY AREAS SP03 AND EARLIER: CB-Required alternate to Amphibians or Ornithology; EAO, EE, Cert & IND-Field Biology & Ecology; RMA-Elective
COMPETENCY AREAS FL03: Natural Communities

Winter, with its snow, provides the best opportunity for field experiences in keeping track of local mammals and for field study of their behavior and ecology. The purpose of this course is to familiarize students with the mammals of the region. Topics covered will include: scatology and the study of tracks and their value for ecological studies and school environmental education; the autecology of large rodents, including field trips to active dens and lodges; the autecology of the cervids, including a field trip to a winter deer yarding area; autecology of mustelids, canids, and felids -- the larger mammals most sensitive to human actions; also issues in game and fur-bearer management.

Section A: Meade Cadot
Time: Fridays, 1:15 - 4:15 pm
Location: Harris Center
Maximum: 16
(1 seat reserved for Science Education student)
Credits: 3

ESAF 500
Financial Administration

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

This course is designed for students with little or no financial background and will introduce them to the basic concepts, terms, and processes of budgeting systems for nonprofit agencies. The course will include numerous case studies, computer work and an introduction to accounting procedures.

Section A: Jim Gruber
Time: Fridays, 8:00 - 11:00 am
Maximum: 18
Credits: 3

ESE 536
**Foundations of Science
and Environmental Education**

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

The objectives of this course are to explore a range of historical and contemporary methodologies to science and environmental education, consider the relationship between the social context of science and environmental studies and how they are taught in the classroom and to examine science as an evolving knowledge system.

Section A: Sue Ward
Time: Thursdays, 4:30 - 7:30 pm
Maximum: 15
Credits: 3

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**ESF 536
Galapagos to the Andes**

COMPETENCY AREAS SP03 AND EARLIER: EAO, CB, EE, IND & Cert-Field Biology & Ecology elective. RMA-elective.
COMPETENCY AREAS FL03: Natural Communities:

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

***Also Note:** The pre-trip meetings for this course occur in the spring; the field study trip occurs during the summer term. Spring enrollment is uncredited; the field study trip will earn 3 credits in the summer term. Students must register for both spring and summer terms and go on the trip to earn credits. By registering for and being admitted to the non-credited Spring class, students agree to register for summer and assume responsibility for field trip costs. (*Limited scholarship money is available to support students attending field study trips. If you are interested in applying for scholarship assistance, please see the ES department for eligibility guidelines.*)

This course will focus on the relationship between evolutionary ecology and island biogeography in the most biologically intact ocean archipelago in the world. The abundant, unique fauna on these islands was inspirational to the development of Darwin's theory of evolution by natural selection and today remains an important testing ground for evolutionary research and a mecca for students of biology. We will visit many of the major islands, and snorkel with sea lions and penguins. Participants will also spend several days in the Amazon rain forest after visiting the islands. *Total cost including *air fare, meals, and lodging will be approximately \$4,500 (*price may vary depending on airfare).*

Section A: Jon Atwood
Times: (Pre-trip meeting dates)

Wednesdays, March 10, 31, April 21 and May 5,
7:00 – 9:00 pm and

(Study Trip) Wednesday – Monday, July 14 – August 2
Location: Keene (Pre-trip meetings) and

Galapagos Archipelago and Amazon basin (Study Trip)
Maximum: 14

Credits: uncredited for Spring; 3 credits for Summer

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

COMPETENCY AREAS: CB-Required; RMA-Required alternate to Proposal Writing; EAO,EE, IND & Cert-Field Biology & Ecology Required;
FIRST PRIORITY TO CB students.
SECOND PRIORITY TO RMA students.

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.*

Sections A & B: Dennis Ulatowski
Time Section A: Thursdays, 4:30 – 6:30 pm
Section B: Thursdays, 7:00 – 9:00 pm
Maximum: 12 per section
Credits: 3

**ESP 531
Literature of the Land**

COMPETENCY AREAS SP03 AND EARLIER: EAO, CB, EE, Cert, IND & RMA-Elective
COMPETENCY AREAS FL03: 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 – 11:30 am
Maximum: 15
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

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: ES Faculty
Maximum: 20
Credits: 3

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

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

Students must register for Master's Thesis Continuation every semester until the thesis has been completed and signed off by your Master's Thesis reader. Enrollment in Master's Thesis Continuation confers half-time status for Financial Aid and loan deferment purposes through **May 14, 2004**.

Section A: ES Faculty
Maximum: 20
Credits: uncredited

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

REQUIRED FOR all students doing a Master's Thesis.

This seminar introduces students to the thesis research process. Emphasis is placed upon selecting and shaping the research topic including library research skills, how to review relevant research and theory, developing hypotheses and research questions, developing appropriate methods and outlining anticipated results. Through lectures, discussions, written assignments, peer review, and informal presentations, students will develop their research topic, culminating with a research prospectus, which can serve as a working proposal. The thesis seminar provides the opportunity for students to share their knowledge in a selected topic of interest and provides the class the chance to discuss the greater ramifications, relevance, and complexity of a variety of environmental topics.

Section A: Peter Palmiotto
Time: Fridays, January 30, February 20,
March 12, April 2 & 30,
11:30 am - 12:45 pm,
plus individual times to be
arranged with instructor
Maximum: 15
Credits: 1

**ES 522
Natural Resource Inventory: Vegetation**

COMPETENCY AREAS: CB-Required alternate (Replaces ESS 561); EAO, EE, Cert, IND & RMA-Elective
PREREQUISITE: Principles of Ecology or Community Ecology of NE Landscape
PRIORITY TO Conservation Biology students.

This carefully designed NRI course will use the spring time period to focus on vegetation and soils (wildlife in the Summer or Fall). Students will review the basics of developing investigation plans, base mapping, and map & compass use, and then conduct field sampling of woody plants and soils. Lecture and field time will be combined to provide an in depth review of both plot and plotless (point) methods of analysis. Assessments will be derived from quantitative data in order to provide realistic guidance for natural resource management on private and public lands.

Section A: Peter Palmiotto
Time: Thursdays, 1:00 – 4:00 pm
Maximum: 14
Credits: 3

**ESF 514
New England Flora**

COMPETENCY AREAS SP03 AND EARLIER: EAO, CB, EE, IND & Cert-Field Biology & Ecology Required;
RMA-Elective
COMPETENCY AREAS FL03: Natural Communities

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

Section A: Peter Palmiotto
Time: Fridays, 1:00 – 4:00 pm
Maximum: 15
(1 seat reserved for Science Education student)
Credits: 3

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ES 516
Organizational Leadership
in the Nonprofit World

(formerly *Organizational Leadership & Personal Renewal*)

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

PRIORITY TO Environmental Advocacy and Organizing students.

Just as the human body requires healthy organs to function well, a social movement requires well-run organizations. To become effective organizational leaders, people need to develop self-awareness, a healthy and balanced approach to life and work, good listening and communication skills, a keen understanding of group dynamics, and the ability to facilitate productive meetings. Organizational leaders also need to be visionaries who can manage time, money, emotions, and other people competently. This course will focus on such skills and explore how they can be combined to improve our personal effectiveness in creating growing, healthy, and successful organizations.

Section A: TBA
Time: Thursdays, 4:30 – 7:00 pm
Maximum: 16
Credits: 3

ESF 515
Ornithology

COMPETENCY AREAS SP03 AND EARLIER: CB-Required alternate to Mammalogy or Amphibians; EAO, EE, IND & Cert-Field Biology & Ecology; RMA-Elective
COMPETENCY AREAS FL03: Natural Communities

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

Section A: Jon Atwood
Time: Fridays, 8:00 – 11:00 am, and
TBA Saturday or Sunday field trip
Maximum: 16
(1 seat reserved for Science Education student)
Credits: 3

ES 693
Practicum, General
Practicum Seminar

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

A total of 8 Practicum credits are required for all EA, EB, EE, IND and RMA majors. A total of 4 General Practicum credits are required for certification majors. It is strongly recommended that students not register for Practicum until after completing their second semester in the program.

The Practicum provides students with an opportunity to apply, in an organizational setting, what they are learning and to develop professional contacts within their fields of interest. While students are responsible for locating practica, faculty are 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: Sue Weller
Section C: Krista Koehler
Section D: Duncan Watson
Time: Seminars meet:
Sections A & B: Thursdays, February 5, and
April 15 & 22,
11:15 am - 12:45 pm
Sections C & D: Fridays, February 6, and
April 16 & 23,
11:15 am - 12:45 pm
Maximum: 15 per section
Credits: variable
(Practicum Seminar credited as part of Practicum)

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

COMPETENCY AREAS: Cert - Required

Four credits of Student Teaching Practicum are required for certification students. A total of 8 Practicum credits are required for the MS degree.

The Student Teaching Practicum provides an in-classroom opportunity for applying learned skills in teaching either biology or general science. The seminar will cover the various issues that concern the teacher including classroom management; teaching style and presentation; discipline; relationships with supervisors, principals, and parents; and dealing with specific classroom challenges. Students will be expected to discuss their experiences in the classroom.

Section A: Jimmy Karlan
Time: TBA Thursdays, 4:00 - 6:30 pm
Maximum: 16
Credits: variable
(Practicum Seminar credited as part of Practicum)

ESACO 503
Proposal Writing and the Grants Process

COMPETENCY AREAS: CB, EE-Required; RMA-Required alternate for GIS; EAO, IND & Cert-Elective
PRIORITY TO Fall 2002 and Spring 2003 entrants.
Attendance at all four classes is mandatory.

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 for human services and environmental organizations. 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,
February 11, 18, 25 and March 3,
9:00 am - 4:30 pm
Maximum: 16
Credits: 2

EDP 598
School Law

COMPETENCY AREA: ES Cert-Required

REQUIRED OF AND PRIORITY TO Environmental Studies and Education certification students.

This is a seminar designed to provide knowledge about school law and the prohibition of discrimination on the basis of race, national origin, sex, age or handicapping condition. Through lecture, case discussion, and debate, students will be able to understand the theoretical underpinnings of egalitarian social reform, the differences between public policy, and the principal components and content of relevant policy documents as well as the benefits and limitations of policy in this area.

Text: Edmund Reutter, Jr., *The Supreme Court's Impact on Public Education*

Sections A - C: John Carr
Time: Section A: Saturdays,
February 14 & March 13, 9:00 am - 4:30 pm
Section B: Sundays,
February 15 & March 14, 9:00 am - 4:30 pm
Section C: Saturdays,
April 3 & 24, 9:00 am - 4:30 pm
Maximum: 20 per section
(2 seats per section reserved for O&M students,
6 seats per section reserved for ES students)
Credits: 1

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 **April 20, 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 **April 20** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

Department of Environmental Studies - Master's Programs Course Descriptions

ES 690U
SIS: Special Project

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

Please register for this SIS on your registration form; however, an SIS contract must be submitted to the Registrar's Office by **April 20, 2004**, in order for it to appear on your schedule or transcript. Contracts received after the **April 20** 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.

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

Section A: Michael Simpson
Maximum: 15
Credits: 3

ESS 573
Soil Ecology

COMPETENCY AREAS SP03 AND EARLIER: EAO, CB, EE, Cert, IND & RMA-Elective

COMPETENCY AREA FL03: Biosphere Studies
SECTION A: FIRST PRIORITY TO ES Teacher Cert.
SECOND PRIORITY TO EE, EAO, & IND.
SECTION B: FIRST PRIORITY TO CB students.
SECOND PRIORITY TO EE, EAO, & IND.

The field of soil ecology continues to grow as more researchers, educators, and conservation activists become aware of the important role soil organisms play in shaping plant communities and in storing and recycling nutrients. Conservationists, land managers, and farmers continue to explore management techniques that incorporate soil "health" into conservation efforts. What is healthy soil? How do soil organisms influence soil fertility and plant distribution? How does human activity influence the ability of soil organisms to function optimally? In this course, we will explore soil food web structure, processes of organic matter and nutrient cycling, interactions between soil biota and vascular plants, and the effects of climate change and human activity on the structure and functioning of soil communities. The structure of this course will combine lectures, discussions, field trips, and laboratories, and emphasis will be on both natural and managed ecosystems.

Sections A and B: Rachel Thiet
Times: Section A: Thursdays, 1:00 – 4:00 pm
Section B: Fridays, 8:00 – 11:00 am
Maximum: 18 per section
Credits: 3

ESF 535
Tropical Ecology & Conservation Biology: Costa Rica

COMPETENCY AREAS SP03 AND EARLIER: EAO, CB, EE, IND & Cert-Field Biology & Ecology; RMA-Elective
Competency Areas FL03: Natural Communities

Please Note: Attendance at ALL pre-trip meetings is mandatory. Enrolled students who fail to drop the course at least **1 week before** the first pre-trip meeting or who fail to attend the first pre-trip meeting will be held financially responsible for the cost of the trip and will forfeit their seat in the class. Students on the waitlist are strongly encouraged to attend the first class. *(Limited scholarship money is available to support students attending field study trips. If you are interested in applying for scholarship assistance, please see the ES department for eligibility guidelines.)*

This course will immerse students in the dynamics of a tropical rain forest and the complexities of conservation. We will be hosted by the Monteverde Institute (MVI) (<http://www.mvinstitute.org>), located in the Tilaran mountain range of Costa Rica in the cloud forest community of Monteverde. We will be surrounded by the rich biodiversity of the region and will have easy access to the Monteverde Cloud Forest Preserve, the Santa Elena Reserve and the Bosque Eterno de los Ninos (The Childrens Eternal Forest). Over one-third of Costa Rica's flora can be found in the Monteverde Zone, and MVI offers excellent opportunities to gain appreciation and knowledge of this environment. In field and classroom work we will explore patterns of species diversity, life zones, altitudinal gradients, coevolutionary relationships and mutualisms, and adaptations among tropical plants and epiphyte communities. We will compare the forest preserve with nearby fragmented zones and discuss forest dynamics in fragmented and unfragmented landscapes. We will benefit from lectures and discussions with scientists conducting research in Monteverde. We will examine the conservation efforts in the region, with visits to specific research projects, artisan cooperatives, and ecotourism activities. A visit to INBio is scheduled, the non-governmental organization devoted to cataloguing all biodiversity in Costa Rica. Finally, we will explore Santa Rosa National Park in Guanacaste Province, one of Costa Rica's most important historic areas. This Park protects some of the last remaining tropical dry forest in the world and has more than 155 species of mammals, more than half of which are bats. There are also 253 species of birds, 100 of amphibians and reptiles, and over ten thousand types of insects, including some 3,140 species of butterflies and moths. *Cost \$2000 including airfare.*

Section A: Beth Kaplin
Times: (Pre-trip meetings)
Wednesdays, January 28, February 4 and March 10,
7:00 – 9:00 pm and (Study Trip)
Sunday – Saturday, March 14 – 27
Maximum: 12
Credits: 3

ESS 530
Water Quality

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

PREREQUISITE: Hydrology, Watershed Science (or concurrent) and general college chemistry or equivalent
PRIORITY TO RMA students.

This course examines the connections between land, surface waters and groundwater as they relate to water quality. It will consider the sources and consequences of water contaminants, basic methods of water quality assessment, and human approaches to management of water quality.

Section A: Paul Kotila
Time: Thursdays, 7:00 – 9:00 pm
Maximum: 15
Credits: 2

ESP 562A
Watershed Planning

COMPETENCY AREAS SP03 AND EARLIER: RMA-Environmental Policy (May substitute for ESP 589 Watershed Management); EAO, CB, EE, IND & Cert-Elective
COMPETENCY AREA FL03: Environmental Issues
PRIORITY TO first year students.

Each year more and more attention is drawn to our nation's declining water resources. Despite some improvements, challenges continue and grow. To meet these challenges, many communities are adopting a watershed approach. This course will provide the knowledge foundation and skills for students to become effective leaders and participants in watershed planning processes. Many of these skills are transferable to other resource management issues.

This course examines all aspects of watershed management including science, policy, planning, regulations, implementation, information, and public outreach. Blending practical skills with research, this class will offer hands-on experience designing and developing a watershed plan, learning from leading examples around the country. Class participants will gain an understanding of basic problems facing water resources and watersheds, knowledge of who participates in watershed planning and why, how to facilitate watershed planning meetings, and tools to protect and restore watersheds and related water resources.

Section A: Cary H. Gaunt
Time: Thursdays, January 29 – February 12,
March 4 & 11 and April 1 - 29
9:00 am – 12:00 pm, and
Saturday, February 28, 9:00 am - 4:00 pm
Maximum: 15
Credits: 3

Department of Environmental Studies - Master's Programs Course Descriptions

ESS 574
Watershed Science

COMPETENCY AREAS SP03 AND EARLIER: RMA-Environmental Science elective; EAO, CB, EE, IND & Cert-Elective
COMPETENCY AREA FL03: Biosphere Science
SECTION A: FIRST PRIORITY TO CB students.
SECOND PRIORITY TO EE, EAO and IND.
SECTION B: FIRST PRIORITY TO RMA students.
SECOND PRIORITY TO EE, EAO and IND.

This course examines the hydrological cycle at local, regional, and global scales, and the role that water plays in landscape evolution and ecology. Students will investigate aspects of fluvial geomorphology, precipitation, infiltration, and runoff as contributing factors to stream flow and aquifer storage. We will emphasize the delineation of watersheds as structural, functional, ecological and management entities, and will analyze storm frequency and magnitude as controls on the short and long-term evolution of fluvial systems in general and the New England landscape in particular.

Sections A & B: Jim Jordan
Times Section A: Fridays, 8:00 – 11:00 am
Section B: Fridays, 1:00 – 4:00 pm
Maximum: 18 per section
Credits: 3

ESF 541A
Wetlands Ecology

COMPETENCY AREA SP03 AND EARLIER: RMA-This course meets the Wetlands RMA requirement; EAO, CB, EE, Cert & IND-Field Biology and Ecology
COMPETENCY AREA FL03: Natural Communities
PRIORITY TO RMA & CB students who entered Fall 2002 or Spring 2003.

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

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

Section A: Michael Simpson
Times: Fridays, April 9 – May 14, 8:00 – 11:00 am, and
Saturday & Sunday, April 24 & 25 and Sunday, May 2,
8:30 am – 4:30 pm
Maximum: 14
Credits: 2

ESF 545
Wolves of Yellowstone:
Ecology, Conservation and Challenges
in the 21st Century:

COMPETENCY AREA SP03 AND EARLIER: EAO, CB, EE, Cert. & IND-Field Biology & Ecology; RMA-elective
COMPETENCY AREA FL03: Natural Communities
Please Note: Attendance at ALL pre-trip meetings is mandatory. Enrolled students who fail to drop the course at least **1 week before** the first pre-trip meeting or who fail to attend the first pre-trip meeting will be held financially responsible for the cost of the trip and will forfeit their seat in the class. Students on the waitlist are strongly encouraged to attend the first class. *(Limited scholarship money is available to support students attending field study trips. If you are interested in applying for scholarship assistance, please see the ES department for eligibility guidelines.)*

This field study trip will focus on the ecology of wolves of the Greater Yellowstone Ecosystem. The trip will be based out of the oldest National Park in States - Yellowstone. We will study with private, USFWS and park biologists, to gain a comprehensive understanding of one of the most misunderstood predators in North America. Topics covered will include snow tracking and interpretation, wolf social structure and development, resource management, predator-prey behavior, social and economic impacts of wolves and the politics.
Course fee: \$1300 (includes airfare, lodging & meals.)

Section A: Meade Cadot
Time: (Pre-trip meetings)
Wednesdays, January 28, February 11 & March 3,
7:00 – 9:00 pm and
(Study Trip) Tuesday - Fridays, March 16 – 26
Location: Keene and
Yellowstone National Park (study trip)
Maximum: 14
Credits: 2

ESCE 629
Writing for the Real World

COMPETENCY AREAS: EE-Required alternate for EE Methods; EAO, CB, Cert, IND & RMA-Elective
PRIORITY TO Environmental Studies students.

Based on the principles of clear, concise writing, this course gives students simple guidelines and instructions to make their writing irresistible to readers. With basic journalism at its core, the course is designed to help students write non-fiction with readers in mind. It will cover interviewing, writing feature stories, news, press releases and essays for magazines, broadcast, newspapers and other publications.

Techniques and processes for approaching publishers will also be presented with guest lectures from editors and published writers. Students will also learn how professionals handle writing on deadline, discipline, self-editing and revision. Students will explore and practice reaching specific and broad audiences with writing that is crisp, lively, and ready for publication. The course also helps students write compelling academic papers.

Section A: Paul Hertneky
Time: Thursdays, 1:00 - 4:00 pm
Maximum: 10
Credits: 3

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

DOCTORAL PROGRAM CLASSES WILL BEGIN FRIDAY, FEBRUARY 6, 11:00 AM, AND RUN THROUGH SUNDAY, APRIL 25, 12:00 PM.

**Please note on-campus class dates below.*

NOTE:

All Doctoral students must register by Friday, December 5 for the Spring 2004 semester. Failure to adhere to this deadline will result in late payment and/or late registration fees.

PH.D. REGISTRATION INSTRUCTIONS

**FIRST PHASE
PH.D. I**

Ph.D. I students are required to register for (ES 703) Global Environmental Change and (ES 705) Political Economy of Environmental Issues.

**SECOND PHASE
PH.D. II**

Ph.D. II students are required to register for (ES 729) Learning Domain Seminar II and (ES 890) Supervised Independent Study.

**THIRD PHASE
PH.D. III**

Ph.D. III students who have successfully completed the Fall semester of phase III are required to register for (ES 774) Dissertation Proposal. Also, students who registered for (ES 752) The Service Project in the Fall, should now register for (ES 771) The Integrated Essay. Students who registered for (ES 771) The Integrated Essay in the Fall, should now register for (ES 752) The Service Project.

**FOURTH PHASE
PH.D. IV**

Ph.D. IV students should register for (ES 776) Dissertation Seminar and (ES 899) Doctoral Dissertation. Students who have not completed all three candidacy projects must register for (ES 775) Candidacy Continuation

**FIFTH PHASE
PH.D. V**

Ph.D. V students should register (ES 899C) Doctoral Dissertation Continuation.

PH.D. COURSE SCHEDULE

**FRIDAYS: COFFEE HOUR AND GUEST LECTURES 11:00 AM – 12:45 PM;
CLASSES 1:00 - 8:00 PM; SATURDAYS, 8:00 AM - 8:00 PM; SUNDAYS, 8:00 AM - 12:00 PM.**

FIRST PHASE - PH.D. I

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

ES 703	Global Environmental Change
ES 705	Political Economy of Environmental Issues
February	6, 7 & 8
March	5, 6 & 7
April	2, 3 & 4
April	23, 24 & 25

SECOND PHASE - PH.D. II

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

ES 729	Learning Domain Seminar II
February	6, 7 & 8
March	5, 6 & 7
April	23, 24 & 25

THIRD PHASE - PH.D. III

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

ES 774	Dissertation Proposal
February	6, 7 & 8
April	2, 3 & 4

FOURTH PHASE - PH.D. IV

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

ES 776	Dissertation Seminar
February	6, 7 & 8
April	2, 3 & 4

Courses are listed in each section alphabetically by course title.

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

ES 775
Candidacy Continuation

COMPETENCY AREA: Dissertation Process
RESTRICTED TO Students who have completed three years of the program, but have not completed their Service Project, Integrated Essay, and/or 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: Alesia Maltz
Maximum: 5
Credits: 0

ES 774
Dissertation Proposal

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

This seminar allows students to devote themselves to developing and refining the research questions that are the foundation of a dissertation, and to exploring, analyzing and critiquing methods specific to their research interests with the purpose of selecting the methods they will employ. Upon completion of this seminar students should have completed or be very close to completing a draft research proposal, which sets forth the nature of their dissertation inquiry and a detailed account of the methods to be used. Since the proposal also contains material supporting the relevance of the dissertation topic and the appropriateness of the chosen methods, the seminar will also focus on the organization of literature surveys and the identification of key references that serve as models for the specific dissertation work.

Section A: Beth Kaplin
Time: Fridays, 1:00 - 7:00 pm, and
Saturdays, 9:00 am - 12:00 pm,
February 6 & 7 and April 2 & 3
(Additional contact hours will be met by specific
course work designed to be completed on-line.)
Maximum: 15
Credits: 4

ES 776
Dissertation Seminar

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

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

Section A: Alesia Maltz
Time: Saturday, 2:00 - 8:00 pm and
Sunday, 8:00 am - 12:00 pm,
February 7 and April 4.
(Additional contact hours will be met by specific
course work 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 three semesters of ES 776 Dissertation Seminar and have not completed the dissertation. Students must continue to register until dissertation is accepted and deposited.

Section A: Doctoral Faculty
Maximum: 15
Credits: uncredited

ES 703
Global Environmental Change

COMPETENCY AREA: Foundation
REQUIRED OF AND RESTRICTED TO Ph.D. I students.

This course covers the various ecological problems that occur on a global scale: climate change, ozone depletion, habitat destruction, species destruction, etc. The parameters of global change research and policy are emphasized, including an overview of the methodological approaches that are being used to evaluate the impact of global change. What is the evolutionary, biological, and geological context of global environmental change? How do human relationships with the natural environment change through geographical space and historical time? What are the ecological consequences of such change and how can they be studied and understood? Such inquiry includes investigating diverse approaches, perceptions, policies and practices of natural resource use. How do humans choose to live within a particular ecosystem? How do humans change ecosystems? What are the consequences of those changes?

Section A: Rachel Thiet
Time: Saturdays, 2:00 - 8:00 pm, and
Sundays, 8:00 am - 12:00 pm,
February 7 & 8, March 6 & 7,
April 3 & 4 and April 24 & 25.
(Additional contact hours will be met by specific
course work designed to be completed on-line.)
Maximum: 15
Credits: 4

ES 771
The 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 convergencies, 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. Students will work independently with instructor.

Section A: Doctoral Faculty
Maximum: 12
Credits: 4

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

ES 729
Learning Domain Seminar II

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

The purpose of this seminar is to provide an opportunity for students to engage their learning domain in the larger academic discourse and to delve into aspects of their learning domain that have not been addressed in reading circles, courses or independent studies. Students will concentrate on developing critical reading and writing skills, and will create a piece of writing for publication.

Section A: Alesia Maltz
Times: Fridays, 1:00 - 7:00 pm, and
Saturdays, 8:00 am - 12:00 pm,
February 6 & 7, March 5 & 6 and April 23 & 24.
(Additional contact hours will be met by specific
course work designed to be completed on-line.)
Maximum: 15
Credits: 3

ES 705
Political Economy of
Environmental Issues

COMPETENCY AREA: Foundation
REQUIRED OF AND RESTRICTED TO Ph.D.I students.

Participants in this course study the social and political tensions underlying environmental issues. We do this by examining political theories of democracy, the history and development of economic thought, the exercise of power in diverse political circumstances, the role of corporations in democracy and capitalism today, and the practice and meaning of environmental citizenship. Discussions will center around the political discourse on sustainability, ideas of the common good, individual choice, fairness, social responsibility, and equity. Essentially, the purpose of this course is to familiarize you with the concepts, theories, evidence, and controversies associated with the political, social, and economic dimensions of environmental policy making.

Section A: Tom Webler
Times: Fridays, 1:00 - 7:00 pm, and
Saturdays, 8:00 am - 12:00,
February 6 & 7, March 5 & 6,
April 2 & 3 and April 23 & 24.
(Additional contact hours will be met by specific
course work designed to be completed on-line.)
Maximum: 15
Credits: 4

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 Individual Study

If you are planning an independent study, please register for an SIS on your registration form; however, an SIS contract must be submitted to the Registrar's Office by **April 20, 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 **April 20** 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.

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

PLEASE NOTE: 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. Students may register for a maximum of 12 credits during the Fall 2003 semester (except Med/MHSA fall enterers who are limited to 10 credits); students need written permission of the Program Director to exceed this maximum.

KEENE SITE	PORTSMOUTH SITE	DEPARTMENT WORKSHOPS
FIRST YEAR PROGRAM	FIRST YEAR PROGRAM	KEENE SITE
<p align="center">• FRIDAYS • (6:30 - 9:00 PM)</p> <p>JANUARY 16, FEBRUARY 13, MARCH 12, APRIL 2 & 23 OMD 661 Professional Seminar Section K - Keene Site</p> <p align="center">• SATURDAYS AND SUNDAYS • (8:30 AM - 5:30 PM)</p> <p>JANUARY 17 & 18 OMF 564 Introduction to Accounting Section K - Keene Site</p> <p>SATURDAYS, FEBRUARY 14, MARCH 13, APRIL 3 & 24 OMS 502 Organizational Behavior Section K - Keene Site</p> <p>SUNDAYS, FEBRUARY 15, MARCH 14, APRIL 4 & 25 OMF 561 Financial Management I Section K - Keene Site</p>	<p align="center">• FRIDAYS • (6:30 - 9:00 PM)</p> <p>JANUARY 16, FEBRUARY 13, MARCH 12, APRIL 2 & 23 OMD 664 Professional Seminar Section P - Portsmouth Site</p> <p align="center">• SATURDAYS AND SUNDAYS • (8:30 AM - 5:30 PM)</p> <p>JANUARY 17 & 18 OMF 564 Introduction to Accounting Section P - Portsmouth Site</p> <p>SATURDAYS, FEBRUARY 14, MARCH 13, APRIL 3 & 24 OMS 502 Organizational Behavior Section P - Portsmouth Site</p> <p>SUNDAYS, FEBRUARY 15, MARCH 14, APRIL 4 & 25 OMF 561 Financial Management I Section P - Portsmouth Site</p>	<p align="center">• FRIDAYS • (4:00 - 6:00 PM)</p> <p>JANUARY 16, FEBRUARY 13, MARCH 12, APRIL 2 & 23 IDS 606 Effective Fundraising for Not-for-Profit Organizations Section K - Keene Site</p> <p align="center">• FRIDAY, SATURDAY & SUNDAY • (8:30 AM - 5:30 PM)</p> <p>MARCH 5, 6 & 7 OMD 648 Career Development Section K - Keene Site</p> <p align="center">• SATURDAY & SUNDAY • (9:00 AM - 4:30 PM)</p> <p>MARCH 20 & 21 OMH 583 Performance Management Section K - Keene Site</p>
SECOND YEAR PROGRAM	SECOND YEAR PROGRAM	PORTSMOUTH SITE
<p align="center">• FRIDAYS • (6:30 - 9:00 PM)</p> <p>JANUARY 16, FEBRUARY 13, MARCH 12, APRIL 2 & 23 OMC 691 Practicum Sections K1 - K4 - Keene Site</p> <p align="center">• SATURDAYS AND SUNDAYS • (8:30 AM - 5:30 PM)</p> <p>SATURDAY, JANUARY 17, AND SUNDAYS, FEBRUARY 15 & MARCH 14 OMS 517 Elements of Strategy Section K - Keene Site</p> <p>SATURDAYS, FEBRUARY 14 & MARCH 13, SUNDAY, APRIL 4, AND SATURDAY, APRIL 24 OMC 672 Organization Development Section K - Keene Site</p> <p>SATURDAY & SUNDAY, FEBRUARY 28 & 29, AND SUNDAY, APRIL 25 OMS 501 Program & Project Evaluation Section K - Keene Site</p> <p>SATURDAY, APRIL 3 AND SUNDAY, APRIL 25 OMR 614 Technology & Knowledge Management Section K - Keene Site</p>	<p align="center">• FRIDAYS • (6:30 - 9:00 PM)</p> <p>JANUARY 16, FEBRUARY 13, MARCH 12, APRIL 2 & 23 OMC 694 Practicum Sections P1 - P3 - Portsmouth Site</p> <p align="center">• SATURDAYS AND SUNDAYS • (8:30 AM - 5:30 PM)</p> <p>SATURDAYS, JANUARY 17, FEBRUARY 14, MARCH 13 & APRIL 3 OMC 672 Organization Development Section P - Portsmouth Site</p> <p>SUNDAYS, JANUARY 18, FEBRUARY 15 & MARCH 14 OMS 517 Elements of Strategy Section P - Portsmouth Site</p> <p>SATURDAY & SUNDAY, MARCH 20 & 21, AND SUNDAY, APRIL 25 OMS 510 Marketing Management Section P - Portsmouth Site</p> <p>SUNDAY, APRIL 4 AND SATURDAY, APRIL 24 OMR 614 Technology & Knowledge Management Section P - Portsmouth Site</p>	<p align="center">• FRIDAYS • (4:00 - 6:00 PM)</p> <p>JANUARY 16, FEBRUARY 13, MARCH 12, APRIL 2 & 23 OMS 530 Program Design & Grant Writing Section P - Portsmouth Site</p> <p align="center">• SATURDAY & SUNDAY • (9:00 AM - 4:30 PM)</p> <p>FEBRUARY 28 & 29 OMD 644 Ethics Section P - Portsmouth Site</p> <p>MARCH 27 & 28 OMS 503 Board/Staff Relations Section P - Portsmouth Site</p> <p align="center">REQUIRED FOR SPRING ENTERERS</p> <p align="center">• FRIDAY, SATURDAY & SUNDAY • (8:30 AM - 5:30 PM)</p> <p align="center">FIRST YEAR</p> <p>JANUARY 30, 31 & FEBRUARY 1, OMG 535 Group Dynamics and Leadership I Section K - Keene Site</p> <p align="center">SECOND YEAR</p> <p>JANUARY 30, 31 & FEBRUARY 1 OMG 531 Managing Diversity Section P - Portsmouth Site</p>

Courses are listed in each section chronologically by start date.

Department of Organization & Management - First Year Program

OMF 561 Financial Management I

COMPETENCY AREA: Financial Management (Required)
PREREQUISITE: OMF 564 Introduction to Accounting, or written permission of advisor attached to or on registration form.
PRIORITY TO O&M Students.

This course will focus on the uses of accounting data within an organization by its managers. We will look at the kind of information that is needed by managers, where some of this information can be obtained, and how this information can be used by managers to assist in planning and controlling operations. Students will acquire skills and have practice in working with math and algebra, engaging in critical thinking, and working with spreadsheet programs. Topics such as financial statement analysis, statements of cash flow and various budgeting concepts will be presented. Students will complete additional problems and work on a group project and presentation involving case-study analysis on-line.

Keene Site
Section K: James Dunphy
Portsmouth Site
Section P: Sandy Colliton
Time: Sundays, February 15, March 14, April 4 & 25,
8:30 am - 5:30 pm
Maximum: 24 per section
Credits: 3

OMG 535 Group Dynamics & Leadership I

COMPETENCY AREA: Collaboration & Group Dynamics
REQUIRED OF 1st year O&M Spring Enters.
FIRST PRIORITY TO O&M students.
SECOND PRIORITY TO ES 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 may do additional readings and discussions, field or research projects, or case study analysis on-line.

Keene Site
Section K: Robbie Hertneky
Time: Friday, Saturday & Sunday,
January 30, 31 & February 1,
8:30 am - 5:30 pm
Maximum: 24
Credits: 2

OMF 564 Introduction to Accounting

COMPETENCY AREA: Financial Management (Required)
PRIORITY TO O&M students.

Accounting is a system that collects, summarizes, analyzes and reports information on an organization's revenues, expenditures, assets, liabilities and equity. This system collects information for management control and for reporting to outside parties. In this introductory course students will look at how financial data is summarized, as well as three types of statements used for financial reports. Students will participate in a case study during class time.

Keene Site
Section K: James Dunphy
Portsmouth Site
Section P: Sandy Colliton
Time: Saturday & Sunday, January 17 & 18,
8:30 am - 5:30 pm
Maximum: 18 per section
Credits: 1

OMS 502 Organizational Behavior

COMPETENCY AREA: Systems & Strategic Thinking (Required)
FIRST PRIORITY TO O&M students.
SECOND PRIORITY TO ES students.

This course gives students an opportunity to experience and investigate the relevance to management of a series of topics from psychology, social psychology, and sociology. The course explores interaction between individuals and the systems in which they live and work. It gives insight into the impact on people of individual characteristics, and of their interactions, group situations, and organizational structures. Students will do additional readings and discussions, field or research projects, or case study analysis on-line.

Keene Site
Section K: Steve Guerriero
Portsmouth Site
Section P: Sunny Bradford
Time: Saturdays, February 14, March 13, April 3 & 24,
8:30 am - 5:30 pm
Maximum: 24 per section
Credits: 3

OMD 661 Professional Seminar

COMPETENCY AREA: Self Development

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

Keene Site
Section K: Tad Dwyer and Robbie Hertneky
Time: Fridays, January 16, February 13,
March 12, April 2 & 23,
6:30 - 9:00 pm
Maximum: 24
Credits: 2

OMD 664 Professional Seminar

See description above.

Portsmouth Site
Section P: Marsha Greenberg and William Griffith
Time: Fridays, January 16, February 13,
March 12, April 2 & 23,
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 **April 20, 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 **April 20** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

Department of Organization & Management - Second Year Program

OMS 517
Elements of Strategy

COMPETENCY AREA: Systems & Strategic Thinking

This course prepares students to engage in strategy formulation and implementation activities for profit and nonprofit organizations. The methodology used in class blends best practices from traditional and leading edge approaches to strategy. Students acquire skill and knowledge in topics that include: analyzing trends in the organization's micro and macro environments, developing strategies, implementing large scale initiatives, designing effective measurements, and managing strategic outcomes. Students may do additional readings and discussions, field or research projects, or case study analysis on-line.

Keene Site
Section K: Tad Dwyer
Time: Saturday, January 17, and Sundays,
February 15 & March 14,
8:30 am - 5:30 pm
Portsmouth Site
Section P: Shannon Banks
Time: Sundays, January 18,
February 15 & March 14,
8:30 am - 5:30 pm
Maximum: 24 per section
Credits: 2

OMG 531
Managing Diversity

COMPETENCY AREA: Collaboration & Group Dynamics
REQUIRED OF second year O&M Spring Enterers.
FIRST PRIORITY TO O&M students.
SECOND PRIORITY TO ES students.

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.

Portsmouth Site
Section P: Marsha Greenberg
Time: Friday, Saturday & Sunday,
January 30, 31 & February 1,
8:30 am - 5:30 pm
Maximum: 24
Credits: 2

OMS 510
Marketing Management

COMPETENCY AREA: Systems & Strategic Thinking

This marketing management course is designed to provide an in-depth introduction to the key concepts, tools and applications of modern marketing analysis within a wide variety of organizations, both corporate and not-for-profit. The course combines both theoretical and practical elements and is intended to help students understand the critical nature of the marketing function, from the perspective of the marketing manager within the organization and within the global marketing environment. The learning methods used include lectures, visuals, case studies, group presentations and research on the Internet.

Portsmouth Site
Section P: Jean Corson Wolff
Time: Saturday & Sunday, March 20 & 21,
and Sunday, April 25,
8:30 am - 5:30 pm
Maximum: 18
Credits: 2

OMC 672
Organization Development

COMPETENCY AREA: Purposeful Systemic Change (Required)

Organization Development refers to the applied behavior science discipline that seeks to improve organizations through planned short- and long-term efforts focused on the organization's culture, its people, and its processes. This course will introduce theory, approaches, and techniques for making organizations more effective. Students will gain experience in contracting, assessment, data feedback, and intervention design. Course participants will practice appropriate intervention strategies in a simulated or real organizational setting. This course is designed for managers who wish to lead change efforts, and for persons desiring to be internal or external organization consultants. Students will do additional readings and discussions, field or research projects, or case study analysis on-line.

Keene: This course begins on line at the beginning of the semester. Students will engage in a semester-long simulation of two organization development consultations.

Portsmouth: Students will be working in consulting teams with real organizational clients. This will require out of class work with your teams and with the client. The course will begin with on-line information approximately 7-10 days prior to the first class meeting.

Keene Site
Section K: Deborah Brown
Time: Saturdays, February 14 & March 13,
Sunday, April 4, and Saturday, April 24,
8:30 am - 5:30 pm
Portsmouth Site
Section P: Peter Smith
Time: Saturdays, January 17, February 14,
March 13 & April 3,
8:30 am - 5:30 pm
Maximum: 24 per section
Credits: 3

OMC 691
Practicum
Practicum Seminar

COMPETENCY AREA: Purposeful Systemic Change
RESTRICTED TO matriculated O&M students.

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

Keene Site
Section K1: Wendy Elliott
Section K2: Deborah Brown
Section K3: Pierre Zimmerman
Section K4: John Carr
Time: Fridays, January 16,
February 13, March 12, April 2 & 23,
6:30 - 9:00 pm
Maximum: 8 per section
Credits: variable

OMC 694
Practicum
Practicum Seminar

COMPETENCY AREA: Purposeful Systemic Change
RESTRICTED TO matriculated O&M students.
See description above.

Portsmouth Site
Section P1: Peter Smith
Section P2: Sunny Bradford
Section P3: Gerald Daley
Time: Fridays, January 16, February 13,
March 12, April 2 & 23,
6:30 - 9:00 pm
Maximum: 8 per section
Credits: variable

OMS 501
Program and Project Evaluation

COMPETENCY AREA: Systems & Strategic Thinking

When a program or project is not grounded in understanding of the real conditions in the organization and the environment, it is, at best, a gamble. Timely and relevant knowledge of those conditions is essential to effective planning. Knowledge is more than just information. It is the right information with appropriate structures for using the information embedded in a culture that supports their use. Evaluation research is a form of inquiry that systematically explores the implementation, effectiveness and outcomes of social programs or projects within an organization. This course provides a framework for evaluation that is applicable to the private, public and not-for-profit sectors. Students will have the opportunity and guidance to design an evaluation for a project of their choice. Students will do additional readings and discussions, field or research projects, or case study analysis on-line.

Keene Site
Section K: Deborah Brown
Time: Saturday & Sunday, February 28 & 29,
and Sunday, April 25,
8:30 am - 5:30 pm
Maximum: 12
Credits: 2

**Department of
 Organization & Management -
 Second Year Program**

**Department of Organization & Management -
 Department Workshops - Keene Site**

**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 **April 20, 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 **April 20** 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

**OMR 614
 Technology & Knowledge Management**

COMPETENCY AREA: Research & Information Design
 PREREQUISITE: OMR 610 Information Technology or permission of instructor attached to or on registration form.

Contemporary managers will enhance their effectiveness if they develop a working model of, and experience with the fundamentals of knowledge creation and management, as well as the demands and possibilities inherent in the rapidly expanding use of Internet technology. In this way, they can better support the creation and sustainability of communities of practice, which enhance knowledge sharing and its application in local, regional, and global contexts. This course will address these issues in both theoretical and case modalities. Students will participate in online assignments, make oral and written presentations, engage in role-plays, and use the Internet as an information resource. *This course will begin online the week of February 15. The anthology of course readings will be available in hard copy on Friday night, February 13, at the O&M Department sites in both Keene and in Portsmouth.*

Keene Site
Section K: William Griffith
Time: Saturday, April 3 and
Sunday, April 25,
8:30 am - 5:30 pm
Portsmouth Site
Section P: William Griffith
Time: Sunday, April 4 and
Saturday, April 24,
8:30 am - 5:30 pm
Maximum: 16 per section
Credits: 2

**OMD 648
 Career Development**

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

Implicit in the idea of "career" is the notion of change. Our aspirations, visions, values, needs, knowledge, and skills shift over time. Yet we tend to respond primarily to the convenient opportunities that appear directly in front of us, rather than explore ourselves deeply for those values and desires that could guide us in making choices that truly fit and satisfy. This course will help participants to discover their values and aspirations and connect them to their "life phase" and "career anchors," which they will have assessed as part of the course work. We'll 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 as well as a short reflection paper. Students will do additional readings and discussions, field or research projects, or case study analysis on-line.

Note: About three weeks prior to the course weekend, students will be asked to participate in an on-line discussion on various aspects of career development

Keene Site
Section K: Ed Tomey
Time: Friday, Saturday & Sunday,
March 5, 6 & 7,
8:30 am - 5:30 pm
Maximum: 18
Credits: 2

**IDS 606
 Effective Fundraising for
 Not-for-Profit Organizations**

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

This course provides students with a basic knowledge of the various components, strategies and management of an effective fundraising program. Discussion and research will center on the donor continuum, from donor acquisition and the first gift through the ultimate planned gift, placed in the theoretical context of donor focused, relational and social investment approaches to income development. Also within this framework, the course will explore corporate giving, cause-related marketing and venture philanthropy. Students will be expected to demonstrate their learning by completing a comprehensive fundraising plan with its underlying assumptions, for a specific program or organization of their choosing. Students will do additional readings and discussions, field or research projects, or case study analysis on-line. Students should check the course conference on *FirstClass* for on-line assignments that may begin prior to the first class meeting. *(Note: this is not a proposal writing or grantsmanship course)*

Keene Site
Section K: Michael Barndollar
Time: Fridays, January 16, February 13,
March 12, April 2 & 23,
4:00 - 6:00 pm
Maximum: 24
(8 seats reserved for O&M students)
Credits: 2

**OMH 583
 Performance Management**

COMPETENCY AREA: Human Resource Development
 PRIORITY TO 2nd year O&M students

You will enhance your knowledge and expertise in managing performance both on a daily and ongoing basis highlighted by the formal process of goal setting and performance reviews. You will explore the areas of establishing performance standards, analyzing performance problems, coaching and problem solving with employees. Students will do additional readings and discussions, field or research projects, or case study analysis on-line.

Keene Site
Section K: Marsha Greenberg
Time: Saturday & Sunday, March 20 & 21,
9:00 am - 4:30 pm
Maximum: 18
Credits: 1

**Department of Organization & Management -
Department Workshops - Portsmouth Site**

**OMS 503
Board/Staff Relations**

COMPETENCY AREA: Systems & Strategic Thinking
PRIORITY TO 2nd year O&M students.

Nonprofit and community boards are a critical source of influence in the success of their organizations. The best boards can provide vision, synergy, and leadership - yet boards are often inefficient or counterproductive due to inexperience, blurred roles, frequent turnover, inconsistent volunteer energy, crisis management mentality, and poor board-staff relationships. This course will introduce the Carver governance model, Chait's teamwork model, and the organizational life cycle model as frameworks for understanding and improving the work of nonprofit and community boards, and the relationship between board and staff. Participants will apply systems thinking, situational leadership, and partnership models to the board-staff relationship, and take home a variety of hands-on practical board and board-staff development techniques to address situations in their own community. While geared more for nonprofit governing and working boards, this course is also appropriate for those working with advisory boards, school boards and town commissions, as well as those in the for-profit sector who may volunteer in their community. Students are required to do pre-course readings and a post-course learning paper, and may also continue discussions of board-staff issues or case examples on-line.

Portsmouth Site
Section P: Lizann Peyton
Time: Saturday & Sunday, March 27 & 28,
9:00 am - 4:30 pm
Maximum: 24
Credits: 1

**OMD 644
Ethics**

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

This workshop will help you resolve ethical issues you face daily, both at work and at home. Also, it will give you the tools to lead and facilitate discussions about values and values-based decision-making. The process will save you time, help you gain confidence, and sharpen your responses to ethical challenges. You'll follow a dynamic five-step seminar, which will help you become ethically aware, define values, analyze ethics, resolve dilemmas, and act with moral courage. Students may do additional readings and discussions, field or research projects, or case study analysis on-line.

Portsmouth Site
Section P: Peter Cooke
Time: Saturday & Sunday, February 28 & 29,
9:00 am - 4:30 pm
Maximum: 24
Credits: 1

**OMS 530
Program Design & Grant Writing**

COMPETENCY AREA: Systems & Strategic Thinking
(formerly *Grant Writing & Administration*)
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.

Portsmouth Site
Section P: TBA
Time: Fridays, January 16, February 13,
March 12, April 2 & 23,
4:00 - 6:00 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 **April 20, 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 **April 20** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

Department of Applied Psychology Registration Instructions

ALL APPLIED PSYCHOLOGY STUDENTS

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

All students should refer to their state licensing regulations for specific course or internship requirements.

In considering whether to register for an elective workshop, students need to be mindful of the semester credit limits. Fall 2003 entering Counseling Psychology/Substance Abuse/Addictions students have a 7-credit maximum. Spring 2004 entering students have a 9-credit maximum. Continuing Counseling Psychology and Substance Abuse/Addictions Counseling students have a 14-credit maximum.

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 Spring 2004 semester-long courses is Friday, February 6, 2004.

ALL COUNSELING PSYCHOLOGY AND 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. 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.

SPRING 2004 ENTERING COUNSELING PSYCHOLOGY STUDENTS

Please register for Social and Cultural Diversity (PYS 604, Section B, C or D), Fundamentals of Therapeutic Interaction (PY 590A) and Human Development and Diversity (PYB 505, Section A or B). Spring enterers may enroll for a maximum of 9 credits in the Spring 2004 semester.

CONTINUING COUNSELING PSYCHOLOGY & SUBSTANCE ABUSE/ADDICTIONS COUNSELING STUDENTS (2002 AND 2003 ENTRANTS)

Fall 2003 entrants register for Career/Lifestyle Development (PYC 652, Section C or D), Social and Cultural Diversity (PYS 604, Section B, C or D) and Counseling Skills Lab (PYI 522, Section A, B or C). Fall entrants may enroll for a maximum of 7 credits in Spring 2004.

Fall 2002 and Spring 2003 entrants (CP I, SA/AC I) register for Theories of Personality and Individual Counseling (PYI 512, Section A, B or C), Professional Seminar II (PY 687), Internship (PY 695D), and Methods of Testing and Assessments (PYI 514, Section A or B).

All students will continue in the professional seminar in which they were enrolled for the Fall semester. List section number and instructor's name on the registration form. Weekend courses are optional. Please note: students who entered in Fall 2002 and Spring 2003 may enroll for a maximum of 14 credits in the Spring 2004 semester. Students who wish to register for more than 14 credits must have the written approval of the Program Director on their registration forms.

DANCE MOVEMENT THERAPY I

CONTINUING DANCE/MOVEMENT THERAPY STUDENTS
(FALL 2003 ENTRANTS)

Please register for Practicum II in DMT (PYP 692, Section A), Psychomotor Assessment of Adults (PYB 514, Section A), Professional Seminar in DMT II (PY 681B), Theories of Personality and Individual Counseling (PYI 512, Section A, B or C), and Group Dance/Movement Therapy (PYG 604, Section A). First year DMT students may register for 15 credits. Students must have written permission of the Program Director to exceed 15 credits.

MARRIAGE & FAMILY THERAPY I

CONTINUING MARRIAGE & FAMILY THERAPY STUDENTS
(SUMMER 2003 ENTRANTS)

Please register for Psychopathology & the Assessment of Social Systems (PY 656, Section A), Professional Seminar in MFT II (PY 687A), Practicum in MFT (PY 697) and Social and Cultural Diversity (PYS 604, Section A) and one credit of elective if desired. Please note: First year MFT students may enroll for 14 credits in the Spring semester. Students must have written permission of the Program Director to exceed 14 credits.

COUNSELING PSYCHOLOGY II & SUBSTANCE ABUSE/ADDICTIONS COUNSELING II

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.

Students are advised to check their state licensure requirements for specific course requirements. Maine and Vermont students should be particularly careful. 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.

Department of Applied Psychology Registration Instructions

COUNSELING PSYCHOLOGY II STUDENTS

Please register for Career/Lifestyle Development (PYC 652), one Concentration Seminar (PYC or MFT or DMT equivalent courses), Professional Seminar IV (PY 689), and Internship (PY 696). It is important that you list the appropriate section letter and instructor for each course on your registration form. Students who have taken Career/Lifestyle Development may select an alternate concentration seminar. Please note that all students need four (3 credit) concentration seminars (PYC) or equivalent in order to graduate: Research & Evaluation, Career/Lifestyle Development and two others. Check state licensure regulations for specific coursework requirements. Some states require meeting all coursework requirements within your degree program. If you may wish to be licensed in several states (particularly Vermont and Maine) please refer to their rules and regulations for licensure, prior to registering.

Counseling Psychology II students who have not taken Theories of Addiction (PY 572) must do so now in order to graduate.

SUBSTANCE ABUSE/ADDICTIONS COUNSELING II

Please register for Career/Lifestyle Development (PYC 652) and Family Therapy Approaches to Addictions Treatment (PYC 666), Professional Seminar IV (PY 689) & Internship (PY 696). Students who have taken Career/Lifestyle Development may elect an alternate concentration seminar (PYC).

Substance Abuse/Addictions Counseling II students who have not taken Psychopathology: Psychopharmacology of Substance Abuse (PY 563) must do so now in order to graduate. All students will continue in the professional seminar in which they were enrolled for the Fall semester. List section number and instructor's name on the registration form.

CP II and SA/AC II students may enroll for 14 credits in the spring semester. Students must have written permission of the Program Director to exceed 14 credits.

DANCE MOVEMENT THERAPY II

DMT II students should register for Dance/Movement Therapy with Adults (PY 618A), Professional Seminar in Counseling Psychology II (PY 687), Internship (PY 695A) and Research and Evaluation in Dance/Movement/Movement Therapy (PYB 515). In addition, you have 3 credits that may be applied to Career/Lifestyle Development (PYC 652), or other elective course.

Students are advised to check their State licensure regulations for specific coursework requirements.

MARRIAGE & FAMILY THERAPY II

Marriage & Family Therapy II students should register for Professional Seminar in MFT V (PY 689A), Internship in MFT (PY 698), Special Issues in Family Therapy: Addictions & Intrafamilial Violence (PY 678), Research & Evaluation in Family Studies (PYC 674A), and one credit of elective if desired. Please Note: Second year students may enroll for 14 credits in the spring semester. Students must have written permission of the Program Director to exceed 14 credits.

Department of Applied Psychology Course Schedule

SPRING 2004 ENTERING CP AND SA/AC STUDENTS

WEDNESDAYS

9:00 – 11:30 AM

PYB 505 Human Development and Diversity
(Sections A & B)

1:00 – 3:30

PYS 604 Social and Cultural Diversity
(Sections B - D)

4:00 - 6:30 PM

PY 590A Fundamentals of Therapeutic Interaction
(Sections A & B)

FALL 2003 ENTERING CP AND SA/AC STUDENTS

WEDNESDAYS

9:00 – 11:30 AM

PYC 652 Career/Lifestyle Development
(Section C & D)

1:00 – 3:30 PM

PYS 604 Social and Cultural Diversity
(Sections B - D)

4:00 – 5:30 PM

PYI 522 Counseling Skills Lab (Sections A-C)

CP I AND SA/AC I STUDENTS FALL 2002, SPRING 2003 ENTERING CP AND SA/AC STUDENTS

TUESDAYS

9:00 – 11:30 AM

PYI 512 Theories of Personality and Individual
Counseling (Sections A - C)

12:45 – 3:15 PM

PYI 514 Methods of Testing and Assessment
(Sections A & B)

4:00 – 6:30

PY 687 Professional Seminar in
Counseling Psychology II (Sections D - K)

DMT I STUDENTS

TUESDAYS

9:00 – 11:30 AM

PYI 512 Theories of Personality
and Individual Counseling (Sections A - C)

12:45 – 3:15 PM

PYB 514 Psychomotor Assessment of Adults (Section A)

4:00 – 6:30 PM

PY 681B Professional Seminar
in Dance/Movement Therapy II (Section A)

WEDNESDAYS

9:00 AM - 1:00 PM (TIMES VARY)

PYP 692 Practicum II
in Dance/Movement Therapy (Section A)

1:00 – 3:30

PYG 604 Group Dance/Movement Therapy (Section A)

MFT I STUDENTS

TUESDAYS

9:00 - 11:30 AM

PY 656 Psychopathology & the Assessment
of Social Systems (Section A)

12:45 - 3:15 PM

PY 687A Professional Seminar in Marriage & Family
Therapy II (Sections A - D)

4:00 – 6:30 PM

PYS 604 Social and Cultural Diversity (Section A)

CP II STUDENTS

TUESDAYS

9:00 – 11:30 AM

PYC 668 Adolescent and Family Counseling (Section A)

PYC 652 Career/Lifestyle Development (Section A)

PY 618A Dance/Movement Therapy with Adults
(Section A)

PYC 663 Spirituality and Counseling (Section A)

12:45 – 3:15 PM

PY 689 Professional Seminar in
Counseling Psychology IV (Sections A - F)

4:00 – 6:30 PM

PYC 652 Career/Lifestyle Development (Section B)

PYC 675 Crisis Intervention:
Cognitive Behavioral Approaches (Section A)

PY 678 Special Issues In Family Therapy:
Addictions & Intrafamilial Violence (Section A)

SA/AC II STUDENTS

TUESDAYS

9:00 – 11:30 AM

PYC 666 Family Therapy Approaches to
Addictions Treatment (Section A)

12:45 – 3:15 PM

PY 689 Professional Seminar in
Counseling Psychology IV (Sections A - F)

4:00 – 6:30 PM

PYC 652 Career/Lifestyle Development (Section B)

Department of Applied Psychology Course Schedule & Course Descriptions

DMT II STUDENTS

WEDNESDAYS

9:00 – 11:30 AM

PYC 652 Career/Lifestyle Development (Section C & D) (Elective option)

TUESDAYS

9:00 – 11:30 AM

PY 618A Dance/Movement Therapy With Adults (Section A)

12:45 – 3:15 PM

PY 687 Professional Seminar in Counseling Psychology II (Sections A - C)

4:00 – 6:30 PM

PYB 515 Research and Evaluation in Dance/Movement Therapy (Section A)

MFT II STUDENTS

TUESDAYS

9:00 - 11:30 AM

PYC 674A Research & Evaluation in Family Studies (Section A)

12:45 - 3:15 PM

PY 689A Professional Seminar in Marriage & Family Therapy V (Sections A & B)

4:00 – 6:30 PM

PY 678 Special Issues In Family Therapy: Addictions & Intrafamilial Violence (Section A)

WEEKEND COURSE SCHEDULE

(Meet 9:00 am - 5:00 pm unless otherwise noted)

JANUARY 24 & 25

PY 563 Psychopathology: Psychopharmacology of Substance Abuse (Section A)

MARCH 6 & 7

PY 572 Theories of Addiction (Section A)

MARCH 27 & 28

PYB 513 Psychopathology: Eating Disorders (Section A)

APRIL 3 & 4

PYI 521 Clinical Work With Lesbian, Gay, Bisexual, and Transgender (LGBT) Clients (Section A)

APRIL 17 & 18

PYI 523 Art Therapy (Section A)

COURSE DESCRIPTIONS

PYC 668

Adolescent and Family Counseling

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

PREREQUISITE: Completion of all CP I courses and internships.

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 adolescent is the identified client. Marriage/relationship/family therapy approaches and effective models of adolescent treatment within this context will be addressed, integrating models of working with larger systems, such as schools and social services. Topics include assessment and interventions strategies for eating disorders, substance abuse, depression, PTSD, and risk-taking behaviors.

Section A: Larry Ruhf

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

Maximum: 15

Credits: 3

PYI 523

Art Therapy

COMPETENCY AREA: Individual Assessment and Intervention Strategies

Art Therapy is a distinct health profession that incorporates creative expression of feelings within a therapeutic relationship to address physical, psychological, cognitive, emotional and social needs of adults and children of all ages. This course will introduce the benefits of incorporating art into therapy, education, and medicine to enrich communication, understanding and self-expression. A variety of materials and interventions will be explored on both a didactic level and through experiential exercises. Slides and case examples will highlight the use of art as an assessment tool and treatment modality.

Section A: Erika Leeuwenburgh,

Time: Saturday & Sunday, April 17 & 18,

9:00 am – 5:00 pm

Maximum: 24

Credits: 1

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 CP II students.

SECTION B: PRIORITY TO SA/AC II students.

SECTIONS C & D: Priority to Fall 2003 CP/SA/AC entrants.

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.

Section A- C: Carlotta Willis

Section D: Meg Connor

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

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

Sections C & D: Wednesdays, 9:00 – 11:30 am

Maximum: 20 per section

Credits: 3

PYI 521

Clinical Work With Lesbian, Gay, Bisexual, and Transgender (LGBT) Clients

COMPETENCY AREAS: Individual Assessment & Intervention Strategies

This course will provide an introductory understanding of theories, principles, and practices relevant to conducting competent clinical work with gay, bisexual, transgender, and lesbian clients in counseling or psychotherapy. Among the topics to be discussed are: the sociocultural context of LGBT clients; the role of homophobia and heterosexism in the lives of LGBT people; internalized homophobia; common clinical issues with (some) LGBT clients; scripts for LGBT people; sources of resilience for LGBT people; dynamics between LGBT clients and their (LGBT or heterosexual) therapists/counselors. The workshop will include didactic presentations, discussion, and other media resources.

Section A: Glenda Russell

Time: Saturday & Sunday, April 3 & 4,

9:00 am – 5:00 pm

Maximum: 24

Credits: 1

Department of Applied Psychology - Course Descriptions

PYI 522
Counseling Skills Lab

COMPETENCY AREAS: Individual Assessment & Intervention Strategies

PREREQUISITE: PY 590A, Fundamentals of Therapeutic Interaction

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

Section A: Meg Connor
Section B: Thomas Barker
Section C: TBA
Maximum: 12 per section
Time: Wednesdays, 4:00 – 5:30 pm
Credits: 1

PYC 675
Crisis Intervention:
Cognitive Behavioral Approaches

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

PREREQUISITE: Completion of all CP I courses and internships.

This course will provide an overview to the theory and practice of crisis intervention from a cognitive-behavioral perspective. The variety of crisis situations and the phenomenon of suicide will be examined as well as the roles and responsibilities of counselors in making the interventions. Students will be exposed to a variety of models of counseling under the heading of cognitive-behavioral with the objective of helping the student develop an integrated approach to the range of problems that clients present. Members will have the opportunity to present case material to the class.

Section A: Ken Bacon
Time: Tuesdays, 4:00 – 6:30 pm
Maximum: 15
Credits: 3

PY 618A
Dance/Movement Therapy with Adults

COMPETENCY AREA: Individual Assessment & Intervention Strategies

REQUIRED OF AND PRIORITY TO DMT II students. Open to CP II & SA/AC II students as a PYC equivalent; others by written permission of Program Director attached to or on registration form.

This course will present a theoretical and practical framework for in-depth work and brief treatment models in dance/movement therapy with a variety of adult populations. Trauma and addictions recovery models, along with mind-body and object relations frameworks are examined and integrated with KMP, Laban and Body-Mind Centering™ concepts. Techniques such as somatic countertransference, gestalt work, integrated transformational healing, dramatic improvisational experiments, rechoreography of object relations and authentic movement are explored and experienced.

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

PYC 666
Family Therapy
Approaches To Addictions Treatment

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

PREREQUISITE: PYC 626, completion of all CP/SA/AC I courses and internships.

This course will provide an understanding of the structure and dynamics of marriage and other committed relationships, and families, and look at a variety of systemic interventions including structural, strategic, and Bowenian approaches. Special attention will be given to understanding of and intervention with shame based family systems including families with addictions, domestic violence and other family problems that require broad-based as well as dynamic interventions.

Section A: Diane Kurinsky
Time: Tuesdays, 9:00 - 11:30 am
Maximum: 13
Credits: 3

PY 590A
Fundamentals of
Therapeutic Interaction

COMPETENCY AREA: Individual Assessment & Intervention Strategies

REQUIRED OF AND PRIORITY TO Spring 2004 entering CP, SA/AC students.

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

PYG 604
Group Dance/Movement Therapy

COMPETENCY AREA: Group Assessment & Intervention Strategies

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

This course will provide methods in group Dance/Movement Therapy (DMT) useful in the treatment of clients in a variety of clinical settings, with special attention to group dynamics and development. The Chace approach will be utilized to teach basic DMT group skills; other leadership styles and techniques will be examined to prepare the student for DMT internship experiences with a wide variety of populations. The instructor will present theoretical material and facilitate experiential learning through lecture, discussion, video, group processing, and reflection papers. Students will have the opportunity to develop their own style and expertise by designing and implementing role-played DMT groups appropriate to the population of their choice.

Section A: Phyllis Jeswald
Time: Wednesdays, 1:00 - 3:30 pm
Maximum: 20
Credits: 3

PYB 505
Human Development and Diversity

COMPETENCY AREA: Behavioral Science Foundation

REQUIRED OF AND PRIORITY TO Spring 2004 entering CP, SA/AC students.

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

Section A: Ann McCloskey
Section B: William Griffith
Time: Wednesdays, 9:00 - 11:30 am
Maximum: 15 per section
Credits: 3

PY 693
Internship in Dance/Movement Therapy

REQUIRED OF AND RESTRICTED TO DMT students who have completed their coursework.

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

Section A: Phyllis Jeswald
Credits: 4

PY 693B
Internship Continuation

For Dance/Movement students continuing an internship begun in the Fall 2003 semester, through the Spring 2004 semester.

Section A: Phyllis Jeswald
Credits: uncredited

Department of Applied Psychology - Course Descriptions

PYI 514 **Methods of Testing and Assessment**

COMPETENCY AREA: Individual Assessment & Intervention Strategies

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

PREREQUISITE: PYB 506 Psychopathology: An Ecological Approach

This course will provide students with an overview of the theoretical, historical and cultural bases for assessment. Ethical standards, issues related to age, gender, ethnicity, culture, language and disabilities as they pertain to psychological testing and assessment, assessment methods and instruments, and the concepts of reliability, validity and the psychometrics of assessment will be covered. Students will have opportunities to examine a wide range of standardized tests, psychological inventories, projective materials, self-report measures, and technical and interpretive manuals and instructions throughout the semester. Students successfully completing this course will be better able to understand and interpret psychological test and assessment information in their roles as mental health counselors.

Section A: TBA
Section B: Richard Toye
Time: Tuesdays, 12:45 - 3:15 pm
Maximum: 20 per section
Credits: 3

PYP 692 **Practicum II in** **Dance/Movement Therapy**

REQUIRED OF AND RESTRICTED TO DMT I students.

Practicum in Dance/Movement Therapy provides students with an opportunity to observe various clinical and educational settings and populations and to participate in DMT sessions led and supervised by practitioners in the field. 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 - 1:00 pm
(individual times may vary)
Maximum: 16
Credits: 2

PY 687 **Professional Seminar in** **Counseling Psychology II -** **Emphasis: Social and** **Cultural Foundations (DMT II)**

PY 695A **Internship, Counseling Psychology** **(DMT)**

RESTRICTED TO DMT II students.

Please Note: Students will continue with the same instructor from Fall 2003 semester. Please specify section letter clearly on registration form to ensure being registered for the correct section.

This is a continuation of Professional Seminar in Counseling Psychology I for DMT II students and offers students a strong theoretical foundation in the social and cultural factors influencing human behavior, as well as an applied clinical component of case consultation and internship support. Case consultation and support in this semester will provide an opportunity to utilize the theories in students' current practice.

Section A: Alice Scudder
Section B: Nathan Schappin
Section C: Kim Burden
Time: Tuesdays, 12:45 - 3:15 pm
Maximum: 10 per section
Credits: ProSem: 3; Internship: 3

PY 687 **Professional Seminar in** **Counseling Psychology II -** **Emphasis: Professional Ethics** **(CP and SA/AC I Students)**

PY 695D **Internship**

RESTRICTED TO continuing students.

PREREQUISITE: Completion of PY 695 Practicum in Counseling Psychology I and PY 686 Professional Seminar in Counseling Psychology I.

Please Note: Students will continue with the same instructor from Fall semester. Please specify section letter clearly on registration form to ensure being registered for the correct section.

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 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.

Concurrent with the Professional Seminar, CP and SA/AC I students must participate in an internship, totaling at least 600 hours over the course of the Fall 2003 and Spring 2004 semesters at an approved site. It is expected that the remainder of the 600 hours will be completed this semester.

Sections A - C - for DMT II students only.
Sections D - K: Restricted to CP and SA/AC I students.
Section D: Molly Scott
Section E: Dana Mann
Section F: Larry Ruhf

Section H: Ann McCloskey
Section I: Betsy Taylor
Section J: Ramona Anderson
Section K: Robert Chalif
Time: Tuesdays, 4:00 - 6:30 pm
Maximum: 8 per section
Credits: ProSem: 3; Internship: 4

PY 689 **Professional Seminar in** **Counseling Psychology IV -** **Emphasis: Professional Identity** **(CP II and SA/AC II)**

PY 696 **Internship, Counseling Psychology**

RESTRICTED TO continuing CP and SA/AC II students.

PREREQUISITE: Completion of PY 688 Professional Seminar in Counseling Psychology III and PY 696C Internship in Counseling Psychology III.

This final semester of the professional seminar is the capstone course in the student's development as a mental health counselor. An understanding of the professional history, standards and practices is key to this course. Students will be supported in their transition to mental health professionals through in-depth exploration of self-in-role, readings and discussions on selected topics in mental health practice, continued discussions of ethical practice, and final competency demonstrations of integration of theory and practice.

Concurrent with the Professional Seminar, CP II students must participate in an Internship, totaling at least 600 hours over the course of the Fall 2003 and Spring 2004 semesters at an approved site. It is expected that the remainder of the 600 hours will be completed this semester.

Section A: Ken Bacon
Section B: Diane Kurinsky
Section C: Dana Mann
Section D: Ann McCloskey
Section E: Betsy Taylor
Section F: Heri Tryba
Time: Tuesdays, 12:45 - 3:15 pm
Maximum: 8 per section
Credits: ProSem: 3; Internship: 4

PY 681B **Professional Seminar in** **Dance/Movement Therapy II -** **Emphasis: Professional Orientation**

REQUIRED OF AND RESTRICTED TO DMT I students.

The Professional Seminar in Dance/Movement Therapy provides students with a vehicle for the integration of practica experiences, conceptual material and one's personal style and development. It will offer an overview of the profession and a forum to discuss ethics and personal and professional issues. This semester will focus on issues relating to becoming a professional in the field of dance/movement therapy.

Section A: Alice Scudder
Time: Tuesdays, 4:00 - 6:30 pm
Maximum: 16
Credits: 3

Department of Applied Psychology - Course Descriptions

PY 687A
Professional Seminar in
Marriage & Family Therapy II
PY 697
Practicum in
Marriage & Family Therapy

RESTRICTED TO continuing MFT I students.

Please Note: Students will continue with the same instructor from Fall semester. Please specify section letter clearly on registration form to ensure being registered for the correct section.

This course is a continuation of Professional Seminar in Marriage & Family Therapy I. During this semester students' practica will continue to be monitored and supervised, case-work will be introduced, and issues of becoming a systems professional will be covered. Students will begin to discuss their affinities toward their own styles of thinking and working. During this semester of the professional seminar, students will continue to work on professional issues and focus their learning on the study of ethics in the field.

Section A: Paki Wieland
Section B: Judy Davis
Section C: Tim Lowry
Section D: Steve Gaddis
Time: Tuesdays, 12:45 - 3:15
Maximum: 6 per section
Credits: ProSem: 3; Practicum: 4

PY 689A
Professional Seminar in
Marriage & Family Therapy V
PY 698
Internship in
Marriage & Family Therapy

RESTRICTED TO continuing MFT II students.

Please Note: Students will continue with the same instructor from Fall 2003 semester. Please specify section letter clearly on registration form to ensure being registered for the correct section.

This is a continuation of Professional Seminar in Marriage & Family Therapy IV (PY 688B)

Section A: David Watts
Section B: Julia Halevy
Time: Tuesdays, 12:45 - 3:15 pm
Maximum: 6 per section
Credits: ProSem: 3; Internship: 4

PYB 514
Psychomotor Assessment of Adults

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

This course is a continuation of the exploration of movement observations and assessment begun in the previous semester. Emphasis will be placed on developing skills in notating, diagramming and interpreting five categories of movement patterns within the Kestenberg Movement Profile and in Laban-analysis representing dynamics and shaping in space applicable to adult populations. Students will learn the applications of these movement patterns in clinical diagnosis and treatment of adults.

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

PY 656
Psychopathology &
the Assessment of Social Systems

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

PREREQUISITES: Fundamentals of Systems Therapy, Introduction to Systems Theory, and Survey of Family Theory.

This course is designed to instruct students in the theory and methods of clinical assessment of psychopathology and multi-axial diagnosis. In addition, students will learn the theory and research of family systems assessments and are taught how to perform an integrated assessment of individual, family, extended family, and extra-familial context, including a mental status exam and DSM-IV diagnosis.

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

PYB 513
Psychopathology: Eating Disorders

COMPETENCY AREA: Behavioral Science Foundation
PRIORITY TO second-year Applied Psychology students.

In this workshop, students will learn differential diagnosis and treatment of eating/weight disorders within an individual psychotherapy model. Learning will occur through didactic presentations, case presentations, experiential exercises, and class discussion. The influence of culture and media on eating disorders will be addressed as well as issues concerning the stigmatization of obesity. Family, dance/movement, and 12-step techniques will not be formally addressed but are welcome in discussion.

Section A: Margaret Goodwin
Time: Saturday & Sunday, March 27 & 28,
9:00 am - 5:00 pm
Maximum: 24
Credits: 1

PY 563
Psychopathology:
Psychopharmacology of
Substance Abuse

COMPETENCY AREA: Behavioral Science Foundation
REQUIRED OF AND PRIORITY TO SA/AC II students.

This course will present current concepts of addiction, drugs of abuse and pharmacological treatments for those in recovery from addiction. Special attention will be given to mechanisms of tolerance and the concepts of tolerance, addiction, and drug-seeking behavior. Related basic concepts such as neurotransmitters, receptor sites, drug interaction and other pharmacological dynamics will be presented in support of the basic discussion.

Section A: Douglas Hoffman
Time: Saturday & Sunday, January 24 & 25,
9:00 am - 5:00 pm
Maximum: 24
Credits: 1

PYB 515
Research and Evaluation in
Dance/Movement Therapy

COMPETENCY AREA: Behavioral Science Foundations
REQUIRED OF AND RESTRICTED TO DMT II students; others by written permission of Program Director attached to or on registration form. Equivalent to PYC 654.

This course will provide students with an overview of how to effectively use library resources and understand quantitative and qualitative research methods including program evaluation, research evaluation, ethical issues in research, and APA publication guidelines. In addition, this course will provide students the opportunity to critically examine research in dance/movement therapy and related topics.

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

PYC 674A
Research and Evaluation
in Family Studies

REQUIRED OF AND PRIORITY TO MFT students. Open to CP II as equivalent to PYC 654; others by written permission of Program Director attached to or on registration form.
PREREQUISITE: Completion of MFT I courses.

In addition to providing the student with a background in the basics of research methodology, this course will focus on the major themes and controversies in the field of marriage and family therapy. It will also teach students how to use journals and current literature in the field in order to enhance their knowledge and to aid them in viewing their work and the work of others more critically.

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

Department of Applied Psychology - Course Descriptions

PYS 604 **Social and Cultural Diversity**

COMPETENCY AREA: CP: Social Systems Assessment & Intervention Strategies; MFT: Group Assessment and Intervention Strategies

REQUIRED OF AND PRIORITY TO CP Spring 2004 entrants, Summer 2003 CP entrants and MFT I; others by written permission of the Program Director attached to or on registration form.

SECTION A: REQUIRED OF AND RESTRICTED TO MFT I students, others by written permission of Program Director attached to or on registration form.

SECTIONS: B - D: REQUIRED OF AND RESTRICTED TO Spring 2004, Fall 2003 CP and SA/AC entrants.

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 therapists/counselors. Students will explore their own attitudes and beliefs through experiential exercises, 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 as individual, group and family therapists/counselors with diverse populations.

Section A: Dottie Morris

Section B: Dottie Morris

Section C: Paki Wieland

Section D: TBA

Time: Section A: Tuesdays, 4:00 – 6:30 pm

Sections B, C & D: Wednesdays, 1:00 - 3:30 pm

Maximum: 18 per section

Credits: 3

PY 678 **Special Issues In Family Therapy: Addictions & Intrafamilial Violence**

RESTRICTED TO MFT II students; PYC equivalent for CP/SA/AC II with written permission; others by written permission of Program Director attached to or on registration form.

This course is designed to expand the conceptual constructs and treatment strategies of the students in their work with families in which there is violence and/or addictions. The issues of clinical interventions in dealing with intrafamilial violence and addictions will be extensively addressed. Time will be allotted for students to research and to present on their interests in these topics and the clinical issues they raise. We will consider the cultural contexts of the occurrences and treatment of family violence and addictions. The course objectives will be met by increasing the students' understanding of both the client and ourselves in our cultural contexts. In doing this the student will be better equipped to explore his/her use of self in the relationship with the family in treatment.

Section A: Steve Gaddis

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

Maximum: 24

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 **April 20, 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 **April 20** 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 financial aid eligibility.

Credits: variable

PYC 663 **Spirituality and Counseling**

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 all CP/SA/AC I courses and internships.

This course will combine a survey of transpersonal theory with an approach to counseling which emanates from that theory. The developmental approach of Wilber and Washburn, the consciousness studies of Tart and Grof and the psychology of spiritual traditions will form a theoretical foundation. Issues include assessing the spiritual condition of client and counselor, the role of religious training in personality development, distinguishing religious and spiritual issues from pathology, and assessing spiritual discipline in counseling. Regular participation in spiritual practice and half an hour daily practice is required.

Section A: John Van Ness

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

Maximum: 15

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 that seek to define addiction, discuss diagnosis and assessment of chemical dependency, and explore stages of treatment and different treatment modalities. The program of Alcoholics Anonymous will be analyzed as a generic model of 12-step programs. Other self-help formats will be identified and described.

Section A: Sara DeGennaro

Time: Saturday & Sunday, March 6 & 7,

9:00 am - 5:00 pm

Maximum: 24

Credits: 1

PYI 512 **Theories of Personality and Individual Counseling**

COMPETENCY AREA: Individual Assessment & Intervention Strategies

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

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

The course provides a foundation in the historical and current theories of personality and individual counseling. A variety of perspectives will be presented, e.g., psychodynamic, cognitive, behavioral, interpersonal, humanistic, transpersonal and existential. Students will apply these theories to clinical work, through an understanding of behavior, psychodynamics, social and cultural contexts. The application of the theories will allow students to conceptualize their psychotherapeutic formulations and interventions.

Section A: Betsy Taylor

Section B: Dana Mann

Section C: Ken Bacon

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

Maximum: 18 per section

Credits: 3

Department of Clinical Psychology - Registration Instructions

• Please note: Doctoral program classes will begin Monday, January 26 and run through Tuesday, May 11, 2004 •
 No classes March 15 - 19 (Spring work week)

ALL PSY.D. STUDENTS

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

In considering whether to register for an elective weekend course, students should be mindful of the credit limits in the program. The following schedule lists the credit minimums and maximums per academic year:

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

YEAR I STUDENTS

Please register for all courses listed in the Year I course schedule.

YEAR II STUDENTS

Please register for all courses listed in the Year II course schedule as well as PY 892, Practicum.

YEAR III STUDENTS

Please register for:

- An afternoon Advanced Seminar (see Year III course schedule for options)
- PY 885A Case Conference II
- PYR 876 Doctoral Research Seminar II
- PY 893 Practicum
- PYS 775 Public Policy, Advocacy, and Health Service Delivery
- PY 812B Theory & Practice of Mental Health Consultation II
- An elective Weekend Course, if desired

YEAR IV STUDENTS

Please register for:

- A morning and an afternoon Advanced Seminar (see Year IV course schedule for options)
- PYR 878 Doctoral Research Seminar IV
- PY 800 Organizational Issues
- PY 896 Internship (uncredited)
 - or • PY 898 Advanced Practicum (3 credits)
 - or • PY 890C SIS: Dissertation Research (3 credits)
 - or • PYE 890A, B, C, D, E, or F
- SIS: Applied Experience in Clinical Psychology and
 - PY 890C SIS: Dissertation Research (total SIS credits must equal 3)
- An Elective Weekend Course, if desired
- PY 894C Special Proficiency Practicum (1 credit) if desired

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

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

Students starting or continuing an internship (2,000 hours required) should register for PY 897, Internship, and PY 899, Doctoral Dissertation; both are uncredited. Tuition charge for the Internship will be \$320.00 and \$940.00 for the Dissertation.

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 777B Human Diversity and the Clinical Enterprise
 (Section A)
 PY 816 Methods of Psychological Assessment II
 (Section A)

1:00 - 3:30 PM
 PY 881B Professional Seminar II:
 Roles of Psychologists and Ethical Issues
 (Sections A - D)

4:30 - 7:00 PM
 PY 777B Human Diversity and the Clinical Enterprise
 (Section B)
 PY 816 Methods of Psychological Assessment II
 (Section B)

TUESDAYS

9:00 - 11:30 AM
 PYC 701 Psychotherapeutic Intervention II:
 Individual and Family (Sections A & B)

1:00 - 3:30 PM
 PY 730 Personality: Theory and Assessment (Section A)

YEAR II STUDENTS

MONDAYS

9:00 - 11:30 AM
 PY 872 Research Methods and Statistics II (Section A)

1:00 - 3:30 PM
 PY 883B Professional Seminar IV:
 Case Conceptualization and Demonstrations
 (Sections A - E)

4:30 - 7:00 PM
 PY 732 Psychological Development (Section A)

YEAR III STUDENTS

MONDAYS

9:00 - 11:30 AM
 PY 885A Case Conference II (Sections A - F)

1:00 - 3:30 PM
 PYR 876 Doctoral Research Seminar II
 (Sections A-J) (five weeks)
 PYS 775 Public Policy, Advocacy, and Health
 Service Delivery (Section A) (ten weeks)

4:30 - 7:00 PM
 PY 856A Advanced Seminar:
 Aftermath & Treatment of Trauma (Section A)
 PYB 711 Advanced Seminar: Clinical Neuropsychology
 (Section A)
 PYC 706 Advanced Seminar:
 Cognitive-Behavior Therapy (Section A)
 PY 719 Advanced Seminar:
 Health Psychology (Section A)
 PY 816F Advanced Seminar: Psychological Assessment:
 Evaluations for Clinics, Schools and Courts
 (Section A)

YEAR IV STUDENTS

MONDAYS

9:00 - 11:30 AM
 PYC 723 Advanced Seminar: Beyond Psychotherapy
 Positive Psychology & the Field of Coaching
 (Section A)
 PYI 705 Advanced Seminar:
 Forensic Psychology (Section A)
 PYI 702 Advanced Seminar:
 The Psychology of Performance (Section A)

1:00 - 3:30 PM
 PYR 878 Doctoral Research Seminar IV
 (Sections A-I)(ten weeks)
 PY 800 Organizational Issues (Section A)(five weeks)

4:30 - 7:00 PM
 PY 856A Advanced Seminar:
 Aftermath & Treatment of Trauma (Section A)
 PYB 711 Advanced Seminar: Clinical Neuropsychology
 (Section A)
 PYC 706 Advanced Seminar:
 Cognitive-Behavior Therapy (Section A)
 PY 719 Advanced Seminar:
 Health Psychology (Section A)
 PY 816F Advanced Seminar: Psychological Assessment:
 Evaluations for Clinics, Schools and Courts
 (Section A)

WEEKEND COURSES

(Meet 9:00 am - 5:00 pm unless otherwise noted)

FEBRUARY 14 & 15
 PY 859C Fundamental Clinical Skills II (Section A)
 PY 867 Supervised Experience in the Teaching
 of Clinical Psychology (Section A)

FEBRUARY 21 & 22
 PY 714 Clinical Psychopharmacology (Section A)

FEBRUARY 28 & 29
 PY 703 A Social History of Popular Psychological
 Discourses (Section A)

MARCH 13 & 14
 PY 859C Fundamental Clinical Skills II (Section B)
 PY 867 Supervised Experience in the Teaching
 of Clinical Psychology (Section B)

MARCH 27 & 28
 PY 863 Writing Workshop (Section A)

APRIL 3 & 4
 PY 812B Theory & Practice of Mental Health
 Consultation II (Section A)

APRIL 17 & 18
 PYC 724 Clinical Interpretation of the Rorschach
 Inkblot Method, Comprehensive System
 (Section A)

APRIL 24 & 25
 PY 718A Human Sexuality and Sex Therapy (Section A)

Courses are listed in each section alphabetically by course title.

Department of Clinical Psychology - Course Descriptions

PY 898
Advanced Practicum

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

Section A: Lorraine Mangione
Credits: 3

PY 856A
Advanced Seminar:
Aftermath and Treatment of Trauma

COMPETENCY AREA: Clinical Techniques & Methods/Interventions

RESTRICTED TO Year III & Year IV students.

PRIORITY TO Year IV students.

Up to two Special Student seats available, by written permission of the Director of Student Affairs, if the class is not filled by matriculated students.

This seminar addresses the psychological sequelae of traumatic events and their resolution. Recovery will be illustrated using a four-stage model: victimization, aftermath, integration, and full recovery. Both simple and complex post-traumatic stress disorder will be covered, as well as other trauma-induced emotional disorders. Trauma will be examined through a psychohistorical lens, which will include the politics of war and violence.

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

PYC 723
Advanced Seminar:
Beyond Psychotherapy:
Positive Psychology & The Field of Coaching

COMPETENCY AREA: Clinical Techniques & Methods/Interventions

RESTRICTED TO Year IV students.

Psychology has a great deal to offer beyond the alleviation of symptoms. Using the research on change, emotional intelligence, and positive psychology, practitioners can help individuals and organizations improve functioning and achieve important goals. In this course students will learn the knowledge and skills necessary to establish a practice outside of the medical field and health insurance reimbursement. The course will consist of two components. Lectures, reading and class presentations will explore the topics of psychological health, emotional competencies, and psychological skills. Readings will look at the work of Daniel Goleman Ph. D., Martin Seligman Ph. D., and others. The other half of the course will focus on the application of this knowledge in the area of coaching through hands on practice. Students will learn how coaching differs from psychotherapy, the fundamental coaching skills, and how to develop and market a coaching practice.

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

PYB 711
Advanced Seminar:
Clinical Neuropsychology

COMPETENCY AREA: Biological Bases of Behavior

RESTRICTED TO Year III & Year IV students.

PRIORITY TO Year IV students.

PREREQUISITE: Methods of Psychological Assessment I and II
Up to two Special Student seats available, by written permission of the Director of Student Affairs, if the class is not filled by matriculated students.

This seminar examines the structure and function of the central nervous system, brain-behavior relationships, and neuropathology. Seminar content focuses on evaluation techniques for diagnosis of brain dysfunction including visual, auditory, memory, and language processes. Application of these techniques to the development of remedial strategies for learning disabilities and adult dysfunctions is addressed.

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

PYC 706
Advanced Seminar:
Cognitive-Behavior Therapy

COMPETENCY AREA: Clinical Techniques & Methods/Interventions

RESTRICTED TO Year III & Year IV students.

PRIORITY TO Year IV students.

Up to two Special Student seats available, by written permission of the Director of Student Affairs, if the class is not filled by matriculated students.

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.

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

PYI 705
Advanced Seminar: Forensic Psychology

COMPETENCY AREA: Effective Interventions

RESTRICTED TO Year IV students.

(formerly Professional Practice Seminar)

This seminar focuses on the practice of forensic psychology with an emphasis on the context for a relationship between the law and behavioral sciences. Following a general overview of the legal and court systems, including the history and role of mental health experts in the judiciary, this seminar focuses on six primary ways that clinical psychologists provide services to legal professionals: competency in the clinical process, mental status at the time of the offense, sentencing and rehabilitation, civil commitment and civil competencies, compensation for mental or emotional injuries, children and families, and juvenile justice. With each of these venues, students learn how to appreciate the relevant legal issues and to better communicate important psychological findings to courts and legal professionals.

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

PY 719
Advanced Seminar: Health Psychology

COMPETENCY AREA: Biological Bases of Behavior

RESTRICTED TO Year III & Year IV students.

PRIORITY TO Year IV students.

Up to two Special Student seats available, by written permission of the Director of Student Affairs, if the class is not filled by matriculated students.

This course provides an overview of the emerging field of clinical health psychology and behavioral medicine. There will be a focus on the delivery of clinical services in an interdisciplinary healthcare setting, with an emphasis on the role of the psychologist as consultant to a variety of medical subspecialties. Topics to be reviewed include the psychophysiology of stress, the stress-illness connection, psychoneuroimmunology, the psychology of pain, treatment adherence, and psychosocial variables in chronic health conditions. In addition, the factors mediating the health-illness continuum are examined, with particular emphasis on the psychology of wellness. Students are introduced to various tools of the trade, including biofeedback, relaxation training, meditation, clinical hypnosis, and psychophysiological psychotherapy.

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

Department of Clinical Psychology - Course Descriptions

PY 816F **Advanced Seminar:** **Psychological Assessment: Evaluations** **For Clinics, Schools and Courts**

COMPETENCY AREA: Clinical Techniques & Methods/Interventions

RESTRICTED TO Year III & Year IV students who have completed Methods of Psychological Assessment I and II and have at least one year psychological assessment experience. Basic familiarity with the Wechsler scales and the Rorschach test (Comprehensive System) is MANDATORY.

PRIORITY TO Year IV students.

Up to two Special Student seats available, by written permission of the Director of Student Affairs, if the class is not filled by matriculated students.

This course explores the meaning of clinical inference as it relates to the assessment enterprise. Psychological assessment is the development of diagnostic meaning from a person's history, clinical interviews, observations, records, and psychological tests. The ability to obtain, shape, integrate, and ultimately export meaningful information about an individual is the basis of psychological assessment. Test instruments used to model the idea of test-butressed opinions combined with other data include the Wechsler scales, Rorschach test (Comprehensive System), and MMPI-2. Other tests are discussed in the context of specific assessment activities. This class explores the assessment enterprise with clinics and for mental health professionals, in schools for learning and emotional difficulties, and for courts around forensic evaluations. With each of these tests and assessment contexts, students learn to better analyze and integrate complex information, applying this data skillfully to various systems.

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

PYI 702 **Advanced Seminar:** **The Psychology of Performance**

COMPETENCY AREA: Effective Interventions

RESTRICTED TO Year IV students.

(formerly Professional Practice Seminar)

This seminar focuses on familiarizing the student with the more general field of sport psychology (with a particular emphasis on performance enhancement) and the application of performance enhancement principles to the consultative and therapeutic roles of the clinical psychologist. Students also become familiar with various national organizations offering memberships to those interested in furthering their interest in the field of sport psychology. The class will strive for a "hands-on" approach to the material with guest speakers, live demonstrations, and student-led discussions comprising the method of instruction.

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

PY 885A **Case Conference II** **PY 893** **Practicum**

REQUIRED OF AND RESTRICTED TO Year III students.

This is a continuation of Case Conference I. The clinical aspect of the Qualifying Examination takes place in the context of this course. During this semester there is also an opportunity to work on conceptual and personal issues stimulated by the Qualifying Exam.

Section A: Barbara Belcher-Timme
Section B: Kathi Borden
Section C: Mick Foot
Section D: Lorraine Mangione
Section E: Jim Fauth
Section F: Martha B. Straus
(Section assignments will be made by the department)
Time: Mondays, 9:00 - 11:30 am
Maximum: 8 per section
Credits: 3 and 3

PYC 724 **Clinical Interpretation of** **The Rorschach Inkblot Method,** **Comprehensive System**

COMPETENCY AREA: Clinical Techniques & Methods/Interventions

This class explores clinical inference using the Rorschach and Comprehensive System. We will review assessment protocols containing issues of juvenile delinquency, sexual deviancy, psychological trauma, homicide and suicide, and dangerousness. In this pedagogy, the Rorschach gets incrementally combined with history, interviews, records, collateral interviews, and other psychological tests with the goal of contextualizing the Rorschach within the assessment enterprise.

Section A: William Halikias
Time: Saturday & Sunday, April 17 & 18,
9:00 am - 5:00 pm
Maximum: 15
Credits: 1

PY 714 **Clinical Psychopharmacology**

COMPETENCY AREA: Biological Bases of Behavior

PREREQUISITE: PY 710 Biological Foundations of Clinical Psychology

PRIORITY TO Year IV students.

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

Section A: Douglas Hoffman
Time: Saturday & Sunday, February 21 & 22
9:00 am - 5:00 pm
Maximum: 20
Credits: 1

PY 899 **Doctoral Dissertation**

Year V+ students who have already completed 2,000 hours of internship, need register for only PY 899, Doctoral Dissertation. Students must register for doctoral dissertation each semester until the dissertation has been deposited.

Section A: George Tremblay
Credits: uncredited

PYR 876 **Doctoral Research Seminar II**

COMPETENCY AREA: Research and Inquiry

REQUIRED OF AND RESTRICTED TO Year III students.

This is a continuation of Doctoral Research Seminar I.

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: George Tremblay
Section J: Martha Straus
(Section assignments will be made by the department)
Time: February 9 & 23, March 22
and April 5 & 26,
1:00 - 3:30 pm
Maximum: 5 per section
Credits: 1

PYR 878 **Doctoral Research Seminar IV**

COMPETENCY AREA: Research and Inquiry

REQUIRED OF AND RESTRICTED TO Year IV students.

This is a continuation of Doctoral Research Seminar III.

Section A: Kathi Borden
Section B: Ted Ellenhorn
Section C: Susan Hawes
Section D: Vic Pantescio
Section E: Roger Peterson
Section F: Gargi Roysircar
Section G: Colborn Smith
Section H: George Tremblay
(Section assignments will be made by the department)
Time: Mondays, January 26, February 2 & 16,
March 1, 8 & 29, April 12 & 19, and May 3 & 10,
1:00 - 3:30 pm
Maximum: 5 per section
Credits: 2

Department of Clinical Psychology - Course Descriptions

PY 859C **Fundamental Clinical Skills II**

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

This course focuses on the application of the basic relationship skills to specific clinical contexts. It is designed as a continuation of the Fundamental Clinical Skills I course and includes the initial interview (i.e., history taking, the mental status exam, and problem assessment) and crisis intervention. This course involves practice in interviewing and practicing in specific clinical contexts.

Section A: Chet Lesniak
Time: Saturday & Sunday,
February 14 & 15,
9:00 am - 5:00 pm
Section B: Chet Lesniak
Time: Saturday & Sunday,
March 13 & 14,
9:00 am - 5:00 pm
Maximum: 15 per section
Credits: 1

PY 777B **Human Diversity and the** **Clinical Enterprise**

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

This course utilizes principles and concepts of multicultural and cross-cultural psychology to attempt to acquire an increased understanding of diverse under-represented groups, with an emphasis on understanding racism, sexism, heterosexism, classism, and ageism. It utilizes the multicultural competencies perspective to facilitate learning how to perform effective clinical work with individuals who are of different cultures, ethnicities, genders, sexual orientations, socioeconomic status, ages, ability, religion, and spirituality.

Section A: Gargi Roysircar
Time: Mondays, 9:00 - 11:30 am
Section B: Gargi Roysircar
Time: Mondays, 4:30 - 7:00 pm
(Section assignments will be
made by the department)
Maximum: 15 per section
Credits: 3

PY 718A **Human Sexuality and Sex Therapy**

COMPETENCY AREA: Clinical Techniques & Methods/Interventions

PREREQUISITE: Reading assignments, available from the bookstore, are to be completed prior to the start of the workshop.

Nearly every client welcomes the chance to be more comfortable and satisfied with his or her sex life. Designed for those new to working with sex-related problems, the focus is on the pragmatic: understanding the theoretical underpinning of sexual disorders; clarifying one's own sexual attitudes, feelings, and preferences; using sexual language comfortably; offering permission; dispelling myths, and understanding how and when to offer specific suggestions. Theoretically, the course will primarily take a cognitive-behavioral perspective, but family systems, Ericksonian and object relations theories will

also be applied as pertinent. Given the practical skills-building focus, participants spend a significant portion of their time interacting in class discussions and experiential exercises, and in self-examination through in-class journal writing. Please be advised that this workshop contains sexually explicit language and media presentations.

Section A: Kathy McMahon
Time: Saturday & Sunday, April 24 & 25
9:00 am - 5:00 pm
Maximum: 20
Credits: 1

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

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

Section A: Colborn Smith
Credits: uncredited

PY 816 **Methods of Psychological Assessment II**

COMPETENCY AREA: Clinical Techniques & Methods/Interventions

REQUIRED OF AND RESTRICTED TO Year I students who took PY 815 Methods of Psychological Assessment I.

This course continues an introduction to psychological assessment of individuals, with a major focus in the fall on the role of psychological tests in personality assessment, and with attention also paid to psychoeducational and neuropsychological assessment. Students develop beginning competence in the administration, scoring, and interpretation of a standard battery of projective psychodiagnostic techniques in combination with the tests learning in the fall.

Section A: Chet Lesniak
Time: Mondays, 9:00 - 11:30 am
Section B: Jim Graves
Time: Mondays, 4:30 - 7:00 pm
(Section assignments will be
made by the department)
Maximum: 15 per section
Credits: 3

PY 800 Organizational Issues

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

This course presents theory, practice, and research applicable to understanding organizational issues. This includes an advanced discussion of the professional psychologist as a change agent in organizational settings. An experiential

approach will be utilized in order to create a context for these conversations and to achieve students' learning objectives. Students will explore infrastructure areas including, but not limited to, management, human resources, training, finance, and quality improvement. Also included in this section are issues involving strategic planning, governing ideas, organizational relationships, nonprofit boards, and leadership. In addition, the course will apply a critique of normative assumptions about organizational behavior, and address issues of diversity in organizations.

Section A: David Hamolsky
Time: Mondays, February 9 & 23,
March 22, and April 5 & 26,
1:00 - 3:30 pm
Maximum: 20
Credits: 1

PY 730 **Personality: Theory and Assessment**

COMPETENCY AREA: Individual Behavior and Individual Differences

REQUIRED OF AND RESTRICTED TO Year I students.

This course will provide an overview of critical concepts, theory and knowledge about personality structure, dynamics, change and development. Using case examples, the assessment and diagnosis of personality will be explored through the integration of test data, interview, history, and theoretical understanding. The course is designed to facilitate the student's development of a viewpoint that can be related to treatment issues and concepts of health and maladaptive behavior. Specific theory topics include: drive theory, ego psychology, object relations theory, interpersonal theory, self-psychology, social constructivism, biological/evolutionary, and French post-structuralist and feminist perspectives on personality theory. The theories will be examined regarding issues of individual differences and group differences; including differences in culture, gender, sexual orientation, and social and economic class.

Section A: Ted Ellenhom
Time: Tuesdays, 1:00 - 3:30 pm
Maximum: 23
Credits: 3

PY 881B **Professional Seminar II:** **Roles of Psychologists and Ethical Issues**

REQUIRED OF AND RESTRICTED TO Year I students.

This is a continuation of Professional Seminar I: Roles of Psychologists and Ethical Issues.

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

Department of Clinical Psychology - Course Descriptions

PY 883B
Professional Seminar IV:
Case Conceptualization and Demonstrations
PY 892
Practicum

REQUIRED OF AND RESTRICTED TO Year II students.

This is a continuation of Professional Seminar III: Case Conceptualization and Demonstrations.

Section A: Margaret Goodwin

Section B: Barbara Belcher-Timme

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 and 3

PY 732
Psychological Development

COMPETENCY AREA: Individual Behavior and Individual Differences

REQUIRED OF AND RESTRICTED TO Year II students.

This course approaches behavior in infancy, early childhood, adolescence and adulthood through the framework of a Life Span Developmental theoretical orientation. Classical developmental theories as well as issues in development such as emotional, social, cognitive, and moral growth are examined within this context. The student learns about clinical and theoretical problems in development through required readings and case material.

Section A: Martha B. Straus

Time: Mondays, 4:30 - 7:00 pm

Maximum: 28

Credits: 3

PYC 701
Psychotherapeutic Intervention II:
Individual and Family

COMPETENCY AREA: Clinical Techniques & Methods/Interventions

REQUIRED OF AND RESTRICTED TO Year I students who took PYC 700 Psychotherapeutic Intervention I.

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

PYS 775
Public Policy, Advocacy,
and Health Service Delivery

COMPETENCY AREA: Social Bases of Behavior

REQUIRED OF AND RESTRICTED TO Year III students.

This course presents theory, practice, and research applicable to understanding public policy and health service delivery systems, and to recognizing the manner in which these two areas are interrelated. This includes an advanced discussion of the professional psychologist as a change agent in the larger social, political, and economic contexts, and the professional psychologist's roles within private and public sectors. An experiential approach will be utilized in order to create a context for these conversations and to achieve students' learning objectives. Subjects included in the service delivery section are psychologists as managers, team learning, the effects of managed care on systems of service delivery, program outputs, client outcomes, empirically validated procedures, and budgets. In the Public Policy section of this course, students will form learning teams to construct a public policy agenda and then conduct research in order to inform and support the defined agenda. Teams will also formulate a public policy action plan. Issues included in this course are psychology in the public interest, the role of the social scientist, specific public policy issues affecting psychology, parity laws, and rural health.

Section A: David Hamolsky

Time: Mondays, January 26, February 2 & 16,

March 8 & 29, April 12 & 19, and May 3 & 10,

1:00 - 3:30 pm

Maximum: 27

Credits: 2

PY 872
Research Methods and Statistics II

COMPETENCY AREA: Research and Inquiry

REQUIRED OF AND RESTRICTED TO Year II students.

This course is a continuation of PY 871 Research Methods and Statistics I

Section A: George Tremblay

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

Maximum: 27

Credits: 3

PY 703
A Social History of Popular
Psychological Discourses

COMPETENCY AREA: History & Systems of Psychology

RESTRICTED TO Year III & Year IV students.

This workshop examines psychology as one of many modern forms of discourse. Participants will be introduced to some of the ways in which psychology has entered into and contributed to transformations of social relations in modern western cultures. Various discursive media will be explored, including linguistic, artistic, and spatial forms. Particular attention will be paid to popular media, such as 18th century chapbooks, Victorian public lectures and instructional print, self-help publications, and technology.

Section A: Susan Hawes

Time: Saturday & Sunday, February 28 & 29,

9:00 am - 5:00 pm

Maximum: 12

Credits: 1

PY 894C
Special Proficiency Practicum

RESTRICTED TO Year IV students.

This is a Practicum for Year IV students wishing to have further clinical training experience with a specific focus for less than 12 hours per week with a minimum of 100 hours per semester.

Section A: Lorraine Mangione

Credits: 1

PY 867
Supervised Experience
in the Teaching of Clinical Psychology
For Teaching Assistants of Fundamental
Clinical Skills II

COMPETENCY AREA: Consultation and Education

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

Sections A & B: Chet Lesniak

Section A: Time: Saturday & Sunday,

February 14 & 15, 9:00 am - 5:00 pm

Section B: Time: Saturday & Sunday,

March 13 & 14, 9:00 am - 5:00 pm

Maximum: 5

Credits: 1 and 1

(Students may sign up for one or both sections.)

Department of Clinical Psychology - Course Descriptions

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 NCSPF 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

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 NCSPF educational model requirements and are designed to more clearly reflect advanced study for transcript, licensure, and internship application information.

PYB 890

Advanced Supervised Study: Biological Bases of Behavior

PY 890A

Advanced Supervised Study: Cognitive-Affective Bases of Behavior

PY 890R

Advanced Supervised Study: Dysfunctional Behavior and Psychopathology

PY 890M

Advanced Supervised Study: Historical and Philosophical Context of Psychology

PYS 890

Advanced Supervised Study: Social Bases of Behavior

PY 890

Advanced Supervised Study: Cultural Bases of Behavior

PY 890

Advanced Supervised Study: Life-span Development

PY 890

Advanced Supervised Study: Professional Ethics and Standards

PY 890

Advanced Supervised Study: Psychological Measurement

PY 890:

Advanced Supervised Study: 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 **April 20, 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 **April 20** 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.

PY 812B

Theory and Practice of Mental Health Consultation II

COMPETENCY AREA: Clinical Techniques & Methods/ Interventions

REQUIRED OF AND RESTRICTED TO Year III students who took PY 812A Theory and Practice of Mental Health Consultation I in the Fall 2003 semester.

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

Section A: Ted Ellenhom

Time: Saturday & Sunday, April 3 & 4,

9:00 am- 5:00 pm

Maximum: 25

Credits: 1

PY 863

Writing Workshop

COMPETENCY AREA: Elective

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

Section A: Greg Blair

Time: Saturday & Sunday, March 27 & 28,

9:00 am - 5:00 pm

Maximum: 8

Credits: 1