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

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



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

Antioch New England Graduate School

SPRING 2005 COURSE DESCRIPTIONS

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 C: Keene 2003 Cluster 1
- Section D: Keene 2003 Cluster 2
- Section E: School Choice 2004 Cluster 1
- Section F: Keene 2004 Cluster
- Section G: School Choice 2005 Cluster 2

FINISHING STUDENTS

- Section C: Keene 2003 Cluster 1
- Section D: Keene 2003 Cluster 2

All Finishing students in the Keene 2003 who entered in Fall 2003 are required to register for:

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

CONTINUING STUDENTS

Section E: School Choice 2004 Cluster 1

Continuing Experienced Educator students in the School Choice 2004 Cluster 1 who entered in Spring 2004 are required to register for:

- EDC 520 Curriculum Theory and Applications (Section E)
- ED 693E Practicum (Section E)

Section F: Keene 2004 Cluster

Continuing Experienced Educator students in the Keene 2004 Cluster who entered in Fall 2004 are required to register for:

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

SPRING 2005 ENTERING STUDENTS

Section G: School Choice 2005 Cluster 2

Experienced Educator students in the School Choice 2005 Cluster 2 entering in Spring 2005 are required to register for:

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

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 2005 semester. Students must have written permission of Program Director to register for more than 8 credits.

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 F: Keene 2004 Cluster: Peter Eppig
Time: Fridays, January 14, February 4, and March 4,
5:00 – 8:00 pm and
Saturdays, January 15, February 5, and March 5,
9:00 – 4:00 pm
Maximum: 18
Credits: 2

EDP 600

Contemporary Social & Political Issues in Education

(formerly Education in Social & Political Context)

COMPETENCY AREA: Education & Social Policy

Section F:

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 F: Keene 2004 Cluster: Susan Dreyer Leon
Time: Fridays, April 1, April 29, and May 20,
5:00 – 8:00 pm and
Saturdays, April 2, April 30, and May 21,
9:00 – 4:00 pm
Maximum: 18
Credits: 2

Experienced Educators Program - Course Descriptions

Section G:

RESTRICTED TO Experienced Educators School Choice 2005 Cluster 2; 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, 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 G: School Choice 2005 Cluster 2: Judy Coven
Time: Fridays, April 1, April 29, and May 20,
5:00 – 8:00 pm and
Saturdays, April 2, April 30, and May 21,
9:00 – 4:00 pm
Maximum: 18
Credits: 2

EDC 520

Curriculum Theory and Applications

COMPETENCY AREA: Curriculum and Instruction

RESTRICTED TO Experienced Educators School Choice 2005 Cluster 2.

Added 11/19/04:

Restricted to Experienced Educators School Choice Cluster 1

Others by written permission of the Program Director attached to or on the registration form.

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

Section E: School Choice 2004 Cluster 1: Tom Julius
Time: Fridays, February 4, March 4,
April 1, and April 29,
4:30 – 7:30 and
Saturdays, February 5, March 5,
April 2, and April 30,
9:00 am – 5:00 pm
Maximum: 18
Credits: 3

EDT 611

Learning Theory

COMPETENCY AREA: Theoretical and Philosophical Foundations of Education

RESTRICTED TO Experienced Educators School Choice 2005 Cluster 2; 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 G: School Choice 2005 Cluster 2:
Susan Dreyer Leon
Time: Fridays, January 14, February 4, and March 4,
4:30 – 7:00 pm and
Saturdays, January 15, February 5, and March 5,
9:00 am – 4:00 pm
Maximum: 18
Credits: 2

ED 699B

Master's Project

REQUIRED OF all finishing students in the Keene 2003 Clusters (1 & 2).

RESTRICTED TO students who have completed EDP 599 Educational Research.

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

Section C: Keene 2003 Cluster 1: Staff
Section D: Keene 2003 Cluster 2: Staff
Credits: 5

ED 699C

Master's Project Continuation

Students who have completed coursework must register for 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 13, 2005.

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 C: Keene 2003 Cluster 1: Jane Miller
Section D: Keene 2003 Cluster 2: Peter Eppig
Time: Saturdays, January 29, March 12, and April 16,
9:00 am – 4:00 pm
Maximum: 15 per section
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 F: Keene 2004 Cluster: Staff
Time: TBA
Credits: 2

ED 693E

Practicum

Practicum Seminar – Leadership for Change

RESTRICTED TO Experienced Educators School Choice 2004 Cluster 1.

This practicum is designed explore students' roles as leaders in their schools, school districts and in relation to implementing their change project. We will identify qualities of effective leadership and strategies for building leadership capacity in oneself and others. Students will engage in taking leadership roles, reflect and write about their developing leadership skills, interview leaders they admire, and become knowledgeable about current leadership theory. Practicum work for this semester will culminate in a plan for building leadership capacity to implement a change project in the student's school.

Section E: School Choice 2004 Cluster 1: Staff
Time: TBA
Credits: 3

Experienced Educators Program - Course Descriptions

ED 693D Practicum Practicum Seminar – Organizational Case Study

RESTRICTED TO Experienced Educators School Choice 2005 Cluster 2.

The practicum seminar is designed to allow students to explore school change and/or school choice issues in their education 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 G: School Choice 2005 Cluster 2: Staff
Time: TBA
Credits: 2**

EDC 641A Professional Standards Portfolio II

COMPETENCY AREA: Curriculum & Instruction
REQUIRED OF all finishing students in the Keene Clusters (1 & 2).

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 course-work 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 C: Keene 2003 Cluster 1: Jane Miller
Section D: Keene 2003 Cluster 2: Peter Eppig
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, 2005**, in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **April 20th** 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 2004 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
- EDC 665 Movement and Storytelling in the Early Childhood Classroom
(Early Childhood students only)
- EDC 663 Teaching and Learning in Primary Classrooms
(Early Childhood students only)
- 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 2004 are required to register for:

- ED 691 Internship, Elementary Education
and
- ED 697 Professional Practice Seminar
(required with any internship)
- EDC 544B Painting II
- EDC 559A Waldorf Curriculum Preparation II: Grades 5-8
or
- EDC 665 Movement and Storytelling in the Early Childhood Classroom
(Early Childhood students only)
- EDC 538 Waldorf Methods in Math and Language Arts
- EDP 630 Waldorf School Administration & Leadership
- Elective

All Waldorf M.Ed. (year-round) without state certification students who entered in Summer 2004 are required to register for:

- ED 691 Internship, Elementary Education
and
- ED 697 Professional Practice Seminar
(required with any internship)
- EDC 544B Painting II
- EDP 598 School Law (or other approved Social Policy elective)
- EDP 690 1 Credit SIS: Waldorf Educational Research
- EDC 559A Waldorf Curriculum Preparation II: Grades 5-8
or
- EDC 665 Movement and Storytelling in the Early Childhood Classroom
(Early Childhood students only)
- EDC 538 Waldorf Methods in Math and Language Arts
- EDP 630 Waldorf School Administration & Leadership
- EDP 590 Children with Special Needs: Focus on Childhood *(strongly recommended)* (or other approved Social Policy elective)

All Waldorf M.Ed. (year-round) with state certification students who entered in Summer 2004 are required to register for:

- EDP 590 Children with Special Needs: Focus on Childhood
- EDT 532 Conceptual Development & Learning Theory: Focus on Middle Childhood

- ED 691 Internship, Elementary Education
and
- ED 697 Professional Practice Seminar
(required with any internship)
- EDC 553A Math Methods: Concrete Approaches to Math Curriculum
or
- EDC 555 Methods of Teaching Reading & Other Language Arts
- EDC 544B Painting II
- EDP 598 School Law
- EDC 559A Waldorf Curriculum Preparation II: Grades 5-8
or
- EDC 665 Movement and Storytelling in the Early Childhood Classroom
(Early Childhood students only)
- EDC 538 Waldorf Methods in Math and Language Arts
- EDP 630 Waldorf School Administration & Leadership

Waldorf Elementary Certificate students (summer sequence) who entered in Summer 2004 must register for:

- 4 Credit SIS
(Supervised Independent Study)

Waldorf M.Ed. (summer sequence) students who entered in Summer 2004 are required to register for:

- ED 691 Internship
or
- ED 693 Practicum

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

Antioch New England Graduate School

SPRING 2005 COURSE DESCRIPTIONS

Department of Education - Integrated Learning & Waldorf Programs Course Schedule

THURSDAYS

8:00 – 11:00 AM

ESE 539 Environmental Education Methods: Food in Schools (Section A) (January 20, February 3, March 3, March 31, April 14, and May 12, plus two dates TBA)

1:30 – 3:30 PM

EDC 553A Math Methods: Concrete Approaches to Math Curriculum (Section A)

EDC 555 Methods of Teaching Reading & Other Language Arts (Sections A & B)

4:30 – 6:30 PM

EDP 590 Children With Special Needs: Focus on Childhood (Section A)

6:30 – 8:30 PM

EDC 647 Star Search: A Survey of the Night Sky (Section A) (January 20 – March 10)

EDC 661 Backyard Weather Predicting (Section A) (March 31 – May 12)

FRIDAYS

8:30 – 11:00 AM

EDT 532 Conceptual Development & Learning Theory: Focus on Middle Childhood (Sections A & B)

11:30 – 1:00 PM

ED 697 Professional Practice Seminar (Sections A – D)

1:00 – 3:30 PM

EDC 559A Waldorf Curriculum Preparation II: Grades 5 – 8 (Section A) (January 21 – April 8)

EDP 630 Waldorf School Administration and Leadership (Section A) (April 15 – May 6), and (Thursday, May 12, 4:30 – 7:30, in Temple)

1:00 – 5:00 PM

EDC 559A Waldorf Curriculum Preparation II: Grades 5 – 8 (Section A) (May 13)

1:30 – 3:30 PM

EDC 638 Drama in the Classroom (Section A) (January 21 – March 11)

EDC 562 Integrating Math and Science Through Mapmaking (Section A) (April 1 – May 13)

4:00 – 6:00 PM

EDC 538 Waldorf Methods in Math and Language Arts (Section A) (January 21, March 4, March 11, and April 15)

4:00 – 6:30 PM

EDC 559A Waldorf Curriculum Preparation II: Grades 5 – 8 (Section A) (April 29 and May 6)

4:00 – 7:00 PM

EDC 544B Painting II (Section A) (April 1, 8, and 22)

4:15 – 6:15 PM

EDC 646 Vernal Pools (A Field Study Model for Teachers) (Section A) (April 1 – May 13)

WEEKEND COURSES

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

JANUARY 22 & 23

EDC 561 Creative Bookbinding (Section A)

JANUARY 22 & FEBRUARY 12

EDC 538 Waldorf Methods in Math and Language Arts (Section A) (9:00 am – 2:00 pm)

JANUARY 29 & 30

EDP 629 Critical Skills for Critical Times (Section A)

JANUARY 29 & APRIL 16

EDC 663 Teaching and Learning in Primary Classrooms (Section A) (9:00 am – 4:00 pm)

FEBRUARY 12 & 19

EDC 609A Inquiry and Discovery in a Standard Based World (Section A)

FEBRUARY 19 & MARCH 5

EDP 598 School Law (Section A)

FEBRUARY 19 & APRIL 9

EDC 665 Movement and Storytelling in the Early Childhood Classroom (Section A) (9:00 am - 4:00 pm)

FEBRUARY 20 & MARCH 6

EDP 598 School Law (Section B)

FEBRUARY 26 & 27

EDP 631 Behind the Label (Section A)

FEBRUARY 26 & MARCH 5

EDC 662 Poetry as Self-Expression (Section A)

MARCH 12 & APRIL 16

EDC 654 Technology in the Classroom: The Good, the Bad, and the Ugly (Section A)

APRIL 2 & 30

EDP 598 School Law (Section C)

APRIL 9 & 10

EDC 612 Setting Up a Naturalist's Journal (Section A)

APRIL 30

EDC 544B Painting II (Section A) (9:00 am – 5:00 pm)

Department of Education - Integrated Learning & Waldorf Programs Course Descriptions

EDC 661

Backyard Weather Predicting

COMPETENCY AREA: Curriculum & Instruction

Did you ever wonder how the weather pundits forecast the weather? Could YOU learn to predict the weather accurately? Yes you can...using a few simple tools, charts, and your eyes. This course will give you the background knowledge for effectively teaching about clouds, air masses, weather fronts, weather maps, humidity, dew point, wind direction, wind speed, and why and how the weather changes. In addition, you will learn how to set up a simple weather station, how to use on-line information to supplement your own observations, and how to teach students how to observe, record, and predict the weather at your location. Talk about site-based learning! Whether you want to satisfy your own curiosity or satisfy your state's curriculum frameworks, this course will teach you the basics of meteorology and how to unlock the secrets of backyard weather predicting. This course is most suited for educators working with students in grades 3 – 12.

Section A: Molly Flower Eppig

Time: Thursdays, March 31 – May 12, 6:30 – 8:30 pm

Maximum: 18

Credits: 1

EDP 631

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/Defiant 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 26 & 27,

9:00 am – 4:30 pm

Maximum: 18

Changed 01/11/05:

Maximum 24

(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

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.

Section A: David Sobel

Section B: TBA

TBA changed 11/19/04 to: Carol Berner

Time: Fridays, 8:30 – 11:00 AM

Maximum: 20 per section

Credits: 3

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 22 & 23,

9:00 am – 4:30 pm

(1 seat reserved for ES student)

Changed 01/11/05 to: Maximum 27

Credits: 1

EDP 629

Critical Skills for Critical Times

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

Success in school, and the world beyond, depends not only on what students know, but also on what they can do and what they are like. This course focuses on the critical skills and fundamental dispositions (problem-solving, organization, collaboration, self-direction, curiosity and wonder) that form the foundation for both student learning and success outside school. We will determine the skills and dispositions most essential to the dynamic world in which we live, focus on what these capacities look, sound, and feel like in the classroom and how we as teachers can begin to foster these behaviors in the students.

Section A: Maura Hart

Time: Saturday & Sunday, January 29 & 30,

9:00 am – 4:30 pm

Changed 11/19/04 to: Maximum 18

(1 seat reserved for ES student)

Credits: 1

EDC 638

Drama in the Classroom

CLASS CANCELLED (12/22/04)

COMPETENCY AREA: Curriculum & Instruction

Through participation in all aspects of staging a dramatic production, students will gain an understanding of how to produce a dramatic play with children. Students will reflect on the production process as teachers and as learners, and will be introduced to methods and a variety of resources in support of using dramatic arts in the classroom. No acting experience necessary.

Section A: Kari Smith

Time: Fridays, January 21 – March 11, 1:30 – 3:30 pm

Maximum: 18

(1 seat reserved for ES certification student)

Credits: 1

Department of Education - Integrated Learning & Waldorf Programs Course Descriptions

ESE 539

Environmental Education Methods: Food in Schools

COMPETENCY AREA: Curriculum & Instruction

Rising rates of childhood obesity, research that links nutrition and learning, as well as growing support for reshaping school lunch programs with local food and connections to small community-based farms has given rise to a national movement called "Farm to School". Participants in this course will explore this movement and its impact on schools, including implementation of school gardens and related curricula, and methods for increasing access to and consumption of local food in school cafeterias. The USDA considers this movement a way to insure the "security" of communities by supporting local farmers and food sources. Nutritionists consider this an ideal way to increase the freshness of food and, as a result, its nutritional value for children. Farmers benefit economically with the increase of local markets. It seems a win-win situation for all involved. When people begin to know where their food comes from, the effect on ecological literacy is significant. This class will meet six times over the semester on Thursday mornings. Two of the class sessions will be spent visiting a school-based food initiative. Students will spend either Thursday February 10, 17, or 24 at a school assessing the cafeteria and food access/distribution, interviewing Food Service directors, etc... The other Thursday, either April 21, 28, or May 5 will be spent visiting a school garden or greenhouse.

Section A: Deborah Habib
Time: Thursdays, 8:00 – 11:00 am,
January 20, February 3, March 3 & 31,
April 14 and May 12,
plus two additional Thursdays TBA
Maximum: 16
(8 seats reserved for ES students)
Credits: 2

EDC 609A

Inquiry and Discovery in a Standard Based World

COMPETENCY AREA: Curriculum & Instruction

It is increasingly challenging (even subversive) in a standard-based world for teachers to design curriculum that honors student questions and is propelled by student engagement. Students can learn content and skills through pursuing questions they find meaningful and meet state standards through authentic projects. In this course we will experience a process that shows how to encourage deep and broad questions, organize them into projects, and define performance goals that demand understanding and skill.

Section A: Steven Levy
Time: Saturdays, February 12 & 19,
9:00 am – 4:30 pm
Maximum: 18
Changed 01/11/05 to: Maximum 24
(1 seat reserved for ES student)
Credits: 1

EDC 562

Integrating Math and Science Through Mapmaking

COMPETENCY AREA: Curriculum & Instruction

Maps hold an implicit fascination for many children, and mapmaking is a wonderful way to build on this interest and integrate math and science in the curriculum. This project-centered class will focus on developmentally appropriate map-making for the elementary and middle school grades. Class participants will make a variety of maps and explore the logistical issues of working with groups and equipment to solve curricular problems. Classroom maps, neighborhood maps, affective maps, contour maps, mind maps and treasure maps are all possibilities in this exploratory course.

Section A: David Sobel
Time: April 1 – May 13, 1:30 – 3:30 pm
Time clarification 11/19/04:
Fridays, April 1 – May 13, 1:30 – 3:30 pm
Maximum: 18
(1 seat reserved for ES Certification student)
Credits: 1

ED 691

Internship, Elementary Education

ED 692

Internship, Early Childhood Education

ED 694

Internship, Science/Environmental Education

Internships are available in a variety of public and independent elementary schools and early childhood learning centers. 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
Changed 01/31/05 to: Jane Miller
Section D: Arthur Auer
Time: Fridays, 11:30 am – 1:00 pm
Maximum: 10 per section
Credits: credited as part of internship

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 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 13, 2005.

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

Department of Education - Integrated Learning & Waldorf Programs Course Descriptions

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
Section B (Focus on Grades 3 – 6): Jane Miller
Time: Thursdays, 1:30 – 3:30 pm
Maximum: 18 per section
(1 seat reserved in each section for ES student)
Credits: 2

EDC 665 Movement and Storytelling in the Early Childhood Classroom

(Emphasis on Preschool through Kindergarten)
COMPETENCY AREA: Curriculum & Instruction
REQUIRED OF AND PRIORITY TO Early Childhood Certification Students
Substitute for Waldorf Curriculum Preparation II

Movement and stories lay a healthy and joyful foundation for physical, emotional, social, and cognitive development in young children. This course will explore the importance of storytelling and movement in the daily life of children and in the classroom environment. Students will experience a variety of ways to use storytelling, puppetry, singing games, and practical activities to enrich the early childhood classroom.

Section A: Betsi McGuigan
Time: Saturdays, January 29 & April 16
9:00 am - 4:00 pm
Added 11/19/04: [Affects calendar/Schedule page 7](#)
Maximum: 16
Changed 01/11/05: [Maximum 18](#)
Credits: 1

EDC 544B Painting II

COMPETENCY AREA: Curriculum & Instruction
RESTRICTED TO Waldorf students; others by written permissions 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: Fridays, April 1, 8, & 22, 4:00 – 7:00 pm and
Saturday, April 30, 9:00 am – 5:00 pm
Changed 12/22/04 to: [Time: Fridays, April 1, 8 & 22,](#)
[4:30 - 7:30 pm](#)
Maximum: 20
Credits: 1

EDC 662 Poetry as Self-Expression ~~CLASS CANCELLED (12/22/04)~~

COMPETENCY AREA: Curriculum & Instruction

Participants in this workshop will have an opportunity to write their own poetry while looking at what opens or closes doors for this creative expression. In addition, we will explore different approaches to releasing poetry in young people; consider poetry as a model for developing imaginative thinking and for humanizing education. A thematic approach to poetry will be explored: which themes are suitable for a particular age group? How can a theme be adapted for different age levels? A variety of poems by students written at The Poetry Studio or in school, from kindergarten to tenth grade, will be read and discussed. We will meet at The Poetry Studio in Marlboro, Vermont, a unique environment that nurtures the creative spirit.

Section A: Ann Gengarely
Time: Saturdays, February 26 & March 5, 9:00 am – 4:30 pm
Location: The Poetry Studio, Marlboro, VT
Maximum: 18
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 Education and Environmental Studies 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 & B: John Carr
Time: Section A: Saturdays, February 19 & March 5,
9:00 am – 4:30 pm
Section B: Sundays, February 20 & March 6,
9:00 am – 4:30 pm
Section C: TBA
Time: Saturdays, April 2 & April 30,
9:00 am – 4:30 pm
Maximum: 20 per section
(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 9 & 10,
9:00 am – 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

ED 690 SIS: Supervised Independent Study

If you are planning an independent study, please register for an SIS on your registration form; however, an SIS contract Must be submitted to the Registrar's Office by **April 20, 2005**, in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **April 20th** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will

Department of Education - Integrated Learning & Waldorf Programs Course Descriptions

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 20 – March 10,
6:30 – 8:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDC 663

Teaching and Learning in Primary Classrooms (Emphasis on 1st Through 3rd Grades)

COMPETENCY AREA: Curriculum & Instruction
 PRIORITY TO Early Childhood Certification 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.

A 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 a meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all primary level children.

Section A: TBA
Time: Saturdays, January 29, February 19, April 9, &
April 16, 9:00 am – 4:00 pm
Changed 11/19/04 to:
Saturdays, January 29 and April 16, 9:00 am
(Affects calendar/schedule page 7)
Maximum: 16
Credits: 2

EDC 654

Technology in the Classroom: The Good, the Bad, and the Ugly

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, March 12 & April 16,
9:00 am – 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDC 646

Vernal Pools: A Field Study Model for Teachers

COMPETENCY AREA: Curriculum & Instruction
 RESTRICTED TO Science Education students.
Added 12/01/04: Priority 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: Christine Payack
Time: Fridays, April 1 – May 13,
4:15 – 6:15 pm
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.

Section A: Arthur Auer
Time: Fridays, January 21 – April 8,
1:00 – 3:30 pm,
April 29 & May 6,
4:00 – 6:30 pm,
and May 13, 1:00 – 5:00 pm
Changed 12/22/04 to:
Time: Fridays, January 21 – April 8,
1:30 – 4:00 pm,
April 29, May 6, 4:30 – 7:30 pm
Maximum: 18
Credits: 2

EDC 538

Waldorf Methods in Math and Language Arts

COMPETENCY AREA: Curriculum & Instruction
 REQUIRED OF AND RESTRICTED TO Waldorf students.

This course will cover methods of introducing, and cultivating skills in mathematics and language arts from the Waldorf perspective in the elementary grades. Practical hands-on activities and methods will be shared and integrated in these two subjects.

Section A: Monica Marshall
Time: Fridays, January 21, March 4 & 11 and April 15,
4:00 – 6:00 pm, and
Saturdays, January 22 & February 12,
9:00 am – 2:00 pm
Changed 12/22/04 to:
Time: Fridays, January 21, March 4 & 11 and April 15,
4:30 – 6:30 pm
Maximum: 20
Credits: 1

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, collegueship, 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, April 15 – May 6,
1:00 – 3:30 pm, and
Thursday, May 12,
4:30 – 7:30 pm
Changed 12/22/04 to:
Time: Fridays, April 15 – May 6, 1:30 – 4:00 pm
(in Temple)
Maximum: 20
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 programs identifies the competency area(s) each course will fulfill for each major:

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

STUDENTS WHO ENTERED FALL 2003

Below is a list of Required and Required Alternate (Req Alt) courses and sections for your program major.

CONSERVATION BIOLOGY

Please register from the following:

- Master's Thesis (ES 699C) (Section A)
- Practicum (ES 693) (Section A, B, C or D)
- Field Elective and/or other credits

ENVIRONMENTAL ADVOCACY AND ORGANIZING

Please register from the following:

- Advocacy Clinic II (ES 523) (Section A)
- Special Project or Master's Thesis & Seminar (optional)
- Practicum (ES 693) (Section A, B, C or D)
- Field elective and/or other credits

ENVIRONMENTAL EDUCATION

Please register from the following:

- Select Environmental Education Methods courses
- Practicum (ES 693) (Section A, B, C or D)
- Proposal Writing and the Grants Process (ESACO 503) (Section A)
- 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:

- Advanced Seminar in Resource Management (ES 506) (Section A)
- SIS: Special Project (ES 690U)
- or*
- Master's Thesis (ES 699C) (Section A)
- Practicum (ES 693) (Section A, B, C, or D)
- Land Use Planning (ESP 595) (Section A)
- or*
- Waste Management (ESP 555) (Section A)
- Dispute Resolution (ESXO 503) (Section A) and/or other credits

STUDENTS WHO ENTERED FALL 2004

Below is a list of required and Required Alternate (Req Alt) courses and sections for your program major.

CONSERVATION BIOLOGY

Please register from the following:

- Biosphere Science II
Any 3-credit course with ESS prefix
- Natural Communities II
Any course with ESF prefix: all sections
- Geographic Information System (GIS) for Conservation Biologists (ESP 561) (Section A)
- or*
- Natural Resource Inventory: Vegetation (ES 522) (Section A)
- Ecological Research Design (ES 519) (Section A)
- Master's Thesis Seminar (ES 505A) (Section A or B)

ENVIRONMENTAL ADVOCACY AND ORGANIZING

Please register from the following:

- Organizational Leadership (ES 516) (Section A)
- Biosphere Science II
Any 3-credit course with ESS prefix
- Natural Communities II
Any course with ESF prefix: all sections
- Environmental Issues II
Any 3-credit course with ESP prefix (ESP 603 Corporate Power, Globalization and Democracy - recommended)

ENVIRONMENTAL EDUCATION

Please register from the following:

- Biosphere Science II
Any 3-credit course with ESS prefix
- 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
- 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)
- May select ONE from the following:
(*Note: students who register for more than 12 credits must have written permission from advisor*)
- Natural Communities II - * optional late May field studies trip. (More offerings available in summer)

Antioch New England Graduate School

SPRING 2005 COURSE DESCRIPTIONS

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

STUDENTS WHO ENTERED FALL 2004 (CONTINUED)

INDIVIDUALIZED PROGRAM

- Biosphere Science II
Any 3-credit course with ESS prefix
 - 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
- *Note: Students who are planning on doing a Master's Thesis MUST register for*
- ES 505A Master's Thesis Seminar (Section A or B)

RESOURCE MANAGEMENT & ADMINISTRATION

Please register from the following:

- Biosphere Science II
Any 3-credit course with ESS prefix
- Environmental Issues II
Any 3-credit course with ESP prefix
- Financial Administration (ESAF 500) (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)
 - Natural Communities II - Any course with ESF prefix: all sections
 - Geographic Information System (GIS) (ES 510) (Section A)
 - Dispute Resolution (ESXO 503) (Section A)
- *Note: Students who are planning on doing a Master's Thesis MUST register for*
- Master's Thesis Seminar (ES 505A) (Section A or B)

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 - 2:00 PM

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

6:00 - 9:00 PM

- *ESF 510A Desert Ecology (Section A)
(Pre-trip meetings January 26 & March 2)

- *ESF 540 Ecosystems of Mount Desert Island (Sections A & B)
(Pre-trip meeting March 30)

7:00 - 9:00 PM

- *ESE 528 Environmental Education Methods: Exhibit Research and Development (Section A)
(Pre-trip meetings February 16 & March 9)

- *ESP 567 Environmental Justice in the Mississippi Delta (Section A) (Pre-trip meetings February 2 & 23; post-trip meeting April 6)

THURSDAYS

8:00 - 11:00AM

- ESP 603 Corporate Power, Globalization and Democracy (Section A)
- ESP 601 Ecological Economics & Public Policy (Section A)
- *ESE 539 Environmental Education Methods: Food in Schools (Section A)
- ESP 561 Geographic Information System (GIS) for Conservation Biologists (Section A)
- ES 522 Natural Resource Inventory: Vegetation (Section A)

8:30 - 11:00 AM

- ESP 531 Literature of the Land (Section A)

9:00 - 11:30 AM

- ESP 551A Environmental Law (Section A)

11:15 AM - 12:45 PM

- *Practicum Seminar (Sections A & B)

THURSDAYS (CONTINUED)

1:00 - 4:00 PM

- ES 523 Advocacy Clinic II (Section A)
- *ESE 532 Environmental Education Methods: Teaching Teachers Skills in Environmental Education (Section A)
- ESS 576 Evolutionary Ecology (Section A)
- ESS 537 Geomorphology (Section A)
- ESS 573 Soil Ecology (Section A)
- ESS 574 Watershed 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 505A Master's Thesis Seminar (Sections A & B)

4:30 - 7:00 PM

- ESP 595 Land Use Planning (Section A)

4:30 - 7:30 PM

- ESP 601 Ecological Economics & Public Policy (Section B)

7:00 - 9:00 PM

- *ESE 517 Environmental Education Methods: Urban Environmental Education - A Focus on Place (Section A)
(Pre-trip meeting April 21)

FRIDAYS

8:00 - 11:00 AM

- ESE 515 Conceptual Development & Learning Theory (Sections A & B)
- ESE 514 Curriculum Design (Section A)
- ES 519 Ecological Research Design (Section A)
- ESAF 500 Financial Administration (Section A)
- *ES 516 Organizational Leadership in the Nonprofit World (Section A)
- *ES 722 Reading Seminar: Theories of the Origin, Maintenance, and Loss of Biodiversity (Section A)

8:30 - 11:00 AM

- *ES 506 Advanced Professional Seminar for Resource Management & Administration (Section A)

11:15 AM - 12:45 PM

- *Practicum Seminar (Sections C & D)

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

Antioch New England Graduate School

SPRING 2005 COURSE DESCRIPTIONS

Department of Environmental Studies - Master's Programs Course Schedule

FRIDAYS (CONTINUED)

1:00 - 4:00 PM

- ESS 576 Evolutionary Ecology (Section B)
ESE 536 Foundations of Science & Environmental Education (Section A)
ESF 514 New England Flora (Section A)
*ESF 515 Ornithology (Section A)
*ESP 555 Waste Management (Section A)
ESS 574 Watershed Science (Section B)
*ESF 541A Wetlands Ecology (Section A)

1:15 - 4:15 PM

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

4:30 - 7:00 PM

- *ESXO 503 Dispute Resolution (Section A)

4:30 - 7:30 PM

- ES 510 Geographic Information System (GIS)
(Section A)

6:00 - 9:00 PM

- *ES 723 Reading Seminar: Primate Foraging Ecology and Ranging Behavior (Section A)

7:00- 9:00 PM

- *ESE 517 Environmental Education Methods: Urban Environmental Education - A Focus on Place (Section A)
(Post-trip meeting May 13)
*ESF 529 Tropical Marine Conservation: Coral Reefs Honduras (Section A)
(Pre-trip meetings February 4, March 4, April 1)

7:00 - 9:30 PM

- *ESF 528 Amphibian Field Biology, Ecology & Conservation (Section A) (April 1 & 15)

***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 19 & MARCH 5

- EDP 598 School Law (Section A)

FEBRUARY 20 & MARCH 6

- EDP 598 School Law (Section B)

FEBRUARY 26 & 27

- *ESE 528 Environmental Education Methods: Exhibit Research and Development (Section A)
*ESP 555 Waste Management (Section A)
(9:00 am - 4:00 pm)

MARCH 5 & 6

- *ES 506 Advanced Professional Seminar for Resource Management & Administration (Section A)
(9:00 am - 4:00 pm)

MARCH 12 - 27

- *ESF 510A Desert Ecology (Section A) (Study Trip)

MARCH 12

- *ESXO 503 Dispute Resolution (Section A)
(8:30 am - 4:30 pm)

MARCH 13 - 25

- *ESP 567 Environmental Justice in the Mississippi Delta (Section A) (Study Trip)

APRIL 2 & 16

- *ESF 528 Amphibian Field Biology (Section A)
(8:30 am - 4:30 pm on April 2, and
8:30 am - 8:30 pm on April 16)

APRIL 2 & 23

- EDP 598 School Law (Section C)

APRIL 9

- Master's Thesis Research Symposium
(8:00 am - 4:00 pm)

APRIL 16, 17 & 30

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

APRIL 24 - 27

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

APRIL 30 - MAY 4

- *ESE 517 Environmental Education Methods: Urban Environmental Education - A Focus on Place (Section A) (Study Trip)

MAY 9 - 11

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

MAY 16 - 22

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

MAY 16 - 28

- *ESF 529 Tropical Marine Conservation: Coral Reefs Honduras (Study Trip)

MAY 23 - 29

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

Antioch New England Graduate School

SPRING 2005 COURSE DESCRIPTIONS

Department of Environmental Studies - Master's Programs Course Descriptions

ES 506 Advanced Professional Seminar for Resource Management & Administration

COMPETENCY AREAS: RMA – Required
RESTRICTED TO second year RMA.

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

Section A: Michael Simpson

Time: Fridays, 8:30 – 11:00 am,

February 11 & 18, March 11 & 18 and

Saturday & Sunday, March 5 & 6, 9:00 am – 4:00 pm

Meeting Dates Changed 12/022/04:

Fridays, January 28, February 11 & 18, March 11,

8:30 - 11:00 am, and

Saturday and Sunday, March 5 & 6, 9:00 am - 4:00 pm

Maximum: 16

Credits: 1

ES 523 Advocacy Clinic II

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

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

Time: Thursdays, 1:00 – 4:00 pm

Maximum: 16

Credits: 3

ESF 528 Amphibian Field Biology Ecology & Conservation

COMPETENCY AREAS: Natural Communities II

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 1 & 15, 7:00 - 9:30 pm, and

Saturdays, April 2, 8:30 am – 4:30 pm and April 16,

8:30 am – 8:30 pm

Maximum: 18

Credits: 2

ESE 515 Conceptual Development & Learning Theory

COMPETENCY AREAS: EE - Required; Cert - Elective, 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: Fridays 8:00 – 11:00 am

Maximum: 15 per section

**(1 seat per section reserved for
Science Education student)**

Credits: 3

ESP 603 Corporate Power, Globalization and Democracy

COMPETENCY AREAS: Environmental Issues II

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 - Required; EE – Required Alternate; EAO, CB, IND & RMA - Elective
PRIORITY TO ES Teacher Certification and FLO3 ES EE 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: 16

Credits: 3

Antioch New England Graduate School

SPRING 2005 COURSE DESCRIPTIONS

Department of Environmental Studies - Master's Programs Course Descriptions

ESF 510A Desert Ecology

COMPETENCY AREA: Natural Communities II

Please Note: Attendance at ALL pre-trip meetings is mandatory. Enrolled students who fail to drop the course at least **1 week before** the first pre-trip meeting, or who fail to attend the first pre-trip meeting, will be held financially responsible for the cost of the trip and will forfeit their seat in the class. Students on the waitlist **Must** attend the first class if they wish to be admitted into the course. (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.)

The Sonoran desert of southern Arizona and northern Mexico has the highest level of species richness of any desert region in the world. Set against a dynamic backdrop of rugged, volcanic mountain ranges we will explore what many desert aficionados call The Desert Heart - the very core of North America's desert landscape. Rich both in natural and cultural history, this region has been designated as a UNESCO World Heritage Site. While the emphasis of the course will be on Sonoran desert ecosystems and the fascinating adaptations that plants and animals have developed to be able to thrive in a landscape that gets just a few inches of precipitation a year, we will also investigate cross border issues that threaten the remarkable natural heritage of the region. These include conflicts surrounding water resources, grazing, and more recently impacts associated with illegal immigration and drug trafficking. The core of the trip will be in Mexico's Pinacate National Park. The Pinacate is a volcanic landscape with about a dozen huge explosion craters, hundreds of cinder cones, and rugged lava flows. It has an exquisite mix of desert flora and fauna and holds the oldest human antiquities in the Americas including ancient footpaths that are at least 12,000 years old with some researchers suggesting that they may have originated 35,000 years ago. *Total cost including airfare, food, camping fees, etc. is approximately \$1450.*

Changed 11/19/04: Total cost including airfare, food, camping fees, etc. is approximately \$1400.

Section A: Tom Wessels, Pete Throop and Rachel Thiet
Time: (Pre-trip meetings)
Wednesdays, January 26 and March 2,
6:00 - 9:00 pm
and (Study trip) Saturday - Sunday,
March 12 - 27
Maximum: 20
Location: Keene - Pre-trip meetings,
Arizona and Sonora
Mexico - Study trip
Credits: 3

ESXO 503 Dispute Resolution

COMPETENCY AREAS: RMA - Required Alternate; IND - Strongly Recommended; EAO, EE, CB & CERT - Elective
 FIRST PRIORITY TO FL03 RMA & IND.

SECOND PRIORITY TO FL04 RMA & IND students.

Each of us has negotiated for something. Some of us thrive on it; others shrink from the mere prospect. This course is designed to give participants the skills to be able to approach dispute resolution with confidence. To that end, we will examine some of the underlying theory regarding alternative dispute resolution. Most of our in-class time, however, will be spent actually negotiating. Using materials developed at the Program on Negotiation at Harvard, during each class we will attempt to resolve particular factual disputes. Unlike other classes, in the event of an opening, waitlisted students may attend the first class meeting. There will be no adding this class after the first class meeting.

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

There will be a \$35 materials fee.

Section A: Rebecca Todd
Time: Fridays, January 21 - March 18
(*No class on February 25),
4:30 - 7:00 pm, and
Saturday March 12,
8:30 am - 4:30 pm
Maximum: 12
Credits: 2

ESP 601 Ecological Economics and Public Policy

COMPETENCY AREAS: Environmental Issues II

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.

Section A: Jim Gruber
Time: Thursdays, 8:00 - 11:00 am
Section B: Michael Simpson
Time: Thursdays, 4:30 - 7:30 pm
Maximum: 16 per section
Credits: 3

ES 519 Ecological Research Design

COMPETENCY AREAS: CB - Required ; 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, 8:00 - 11:00 am
Maximum: 22
Credits: 3
Added 12/02/04:
Section B: Jon Atwood
Time: Thursdays, 1:00 - 4:00 pm
Maximum 10
Credits 3

ESF 540 Ecosystems of Mount Desert Island

COMPETENCY AREAS FL03: Natural Communities II

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

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

Sections A & B: Tom Wessels
Time: Section A: (Pre-trip meeting)
Wednesday, March 30,
6:00 - 9:00 pm and
(Study trip) Monday - Sunday, May 16 - 22
Section B: (Pre-trip meeting) Wednesday, March 30,
6:00 - 9:00 pm and
(Study trip) Monday - Sunday, May 23 - 29
Maximum: 16 per section
Credits: 2

Antioch New England Graduate School

SPRING 2005 COURSE DESCRIPTIONS

Department of Environmental Studies - Master's Programs Course Descriptions

ESE 528

Environmental Education Methods: Exhibit Research and Development

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

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

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 elements 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 \$350.*

Section A: Cynthia Thomashow & John Fraser
Time: (Pre-trip meetings)
Wednesdays, February 16 & March 9,
7:00 – 9:00 pm plus
Saturday & Sunday, February 26 & 27,
9:00 am – 4:30 pm and
(Study trip) Saturday – Wednesday, April 24 – 27
Location: Pre-trip meetings and weekend – Keene;
Study trip - New York
Maximum: 10
Credits: 3

ESE 539

Environmental Education Methods: Food in Schools

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

Rising rates of childhood obesity, research that links nutrition and learning, as well as growing support for reshaping school lunch programs with local food and connections to small community-based farms have given rise to a national movement called "Farm to School." Participants in this course will explore this movement and its impact on schools, including implementation of school gardens and related curricula, and methods for increasing access to and consumption of local food in school cafeterias. The USDA considers this movement a way to insure the 'security' of communities by supporting local farmers and food sources. Nutritionists consider this an ideal way to increase the freshness of food and, as a result, its nutritional value for children. Farmers benefit economically with the increase of local markets. It seems a win-win situation for all involved. When people begin to know where their food comes from, the effect on ecological literacy is significant.

This class will meet six times over the semester on Thursday mornings. Additional sessions will be spent visiting a school-based food initiative. Students will spend either Thursday, February 10, 17 or 24 at a school assessing the cafeteria and food access/distribution, interviewing Food service directors, etc. The other Thursday, either April 21, 28 or May 5 will be spent visiting a school garden or greenhouse.

Section A: Deb Habib
Time: Thursdays, 8:00 am – 11:00,
January 20, February 3, March 3 & 31,
April 14 and May 12 plus 2 additional Thursdays TBA
Max 16
(8 seats reserved for Science Education students)
Credits: 2

ESE 532

Environmental Education Methods: Teaching Teachers Skills in Environmental Education

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

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

Section A: Sue Ward
Time: Thursdays, January 20 – March 10,
1:00 – 4:00 pm
Maximum: 16
(1 seat reserved for Science Education student)
Credits: 2

ESE 517

Environmental Education Methods: Urban Environmental Education - A Focus on Place

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

In recent years the environmental education field has increasingly emphasized the importance of work in urban settings. Urban areas offer environmental educators the unique opportunity to reach large masses of people, utilize a vast array of rich human/cultural resources and study interesting ecological dynamics. As a result of a grant awarded to Antioch's CO-SEED program, environmental education work has been established with three Boston schools in Roxbury, Jamaica Plain and Roslindale. For this course, we will access these three schools as lab sites to examine the opportunities and challenges of using local place as a thematic vehicle for delivering effective environmental education. We will meet with teachers, parents, school leaders and students to discover what they have learned and what they would like to see happen in the future. We will apply this to our own theoretical framework for environmental education, and consider the implications for environmental education as they relate to our own career ambitions.

**Students will be responsible for their own food and lodging.*

Section A: Bo Hoppin
Time: (Pre-trip meeting) Thursday, April 21,
7:00 – 9:00 pm and
(Study trip) Saturday – Wednesday, April 30 – May 4
(Post-trip meeting) Friday, May 13, 7:00 – 9:00 pm
Maximum: 14 (1 seat reserved for Science Ed student)
Credits: 2

Courses are listed in each section alphabetically by course title.

Antioch New England Graduate School

SPRING 2005 COURSE DESCRIPTIONS

Department of Environmental Studies - Master's Programs Course Descriptions

ESP 567 Environmental Justice in the Mississippi Delta

COMPETENCY AREAS: Environmental Issues II or Elective

Please Note: Attendance at ALL pre-trip meetings is mandatory. Enrolled students who fail to drop the course at least **1 week before** the first pre-trip meeting or who fail to attend the first pre-trip meeting will be held financially responsible for the cost of the trip and will forfeit their seat in the class. Students on the waitlist **Must** attend the first class if they wish to be admitted into the course. (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 studies course will address the general history and politics of the environmental justice movement in the United States, but focus particular attention on environmental justice issues (and the activist movement response) in "Cancer Alley," the nearly 100-mile stretch along the Mississippi River between Baton Rouge and New Orleans. This area of Louisiana is home to the largest concentration of petrochemical plants in the world and faces a number of environmental and public health challenges, including a disproportionate pollution impact on poor people of color in the area. Besides pre- and post-trip meetings, this class will spend 12 days along the lower Mississippi meeting and talking with community activists, labor organizers, journalists, legislators, public health officials, chemical plant engineers, public relations officers, as well as biologists and ecologists. We'll visit Baton Rouge and New Orleans as well as a variety of natural areas and smaller communities along the river that are impacted by the chemical plants. The will class will also include a final group presentation to ES students and faculty on the environmental justice movement in Louisiana. *Cost - approximately \$1000.*

Section A: Steve Chase and Abigail Abrash Walton
Time: (Pre-trip meetings) Wednesdays, February 2 & 23,
7:00 - 9:00 pm,
(Study trip) Sunday - Thursday, March 13 - 25
(Post-trip meeting) Wednesday, April 6, 7:00 - 9:00 pm
Meeting date added 01/31/05:
Post-trip meeting:
Wednesday, April 27, 7:00 - 9:00 pm
Maximum: 12
Credits: 3

ESP 551A Environmental Law

COMPETENCY AREAS: Environmental Issues II

This course will survey some critical federal environmental statutes in the United States and highlight important case law decided under those statutes. While an in-depth treatment of environmental law is not possible in a course of this length, we will examine the historical context of the major environmental statutes and regulations as well as their impact on land, air, water, and natural resources. We will explore how law and regulations are passed, and how the judicial, legislative, and executive branches of government and the regulatory agencies function.

The course objectives include becoming familiar with a new vocabulary and learning how to read a legal opinion. We will begin to understand what a lawyer does and how to think like a lawyer. This course will test our abilities to spot legal issues and deliver reasoned and reasonable arguments on opposing sides of an issue.

Section A: Rebecca Todd
Time: Thursdays, 9:00 - 11:30 am
Changed 12/01/04 to:
Time: Thursdays, 8:00 - 10:30 am
Maximum: 16
Credits: 3

ESS 576 Evolutionary Ecology

COMPETENCY AREA: Biosphere Science II
PRIORITY TO FL04 students.

Starting with the 18th century, we will examine the development of evolutionary theory in Western science culminating in debates currently unfolding in the scientific community. Along the way we will study the mechanisms that drive speciation, review our current understanding of the history of life on Earth, and examine a number of topics including: punctuated equilibria versus gradualism, sexual versus asexual reproduction, natural selection versus symbiogenesis, sexual selection, kin selection, group selection, r and k selection, coevolution and niche structuring, and the implications of genetic technology on the future path of the evolution of life on Earth. The course will involve lecture/discussion, field applications, and one half of the course will be run as a seminar where students will share roles as facilitators.

Section A: Tom Wessels
Section B: Rachel Thiet
Times: Section A: Thursdays, 1:00 - 4:00 pm
Section B: Fridays, 1:00 - 4:00 pm
Maximum: 16 per section
(2 seats per section reserved for 2nd year ES students)
Credits: 3

ES 530 Environmental Journalism

• COURSE ADDED (01/11/05) •

COMPETENCY AREA: Elective

This one-credit seminar will help interested students hone their writing skills and learn about the field of journalism. Besides reading and discussing one journalism text and meeting four times over the semester with Jim Rousmaniere, the editor of the Keene Sentinel, each student in this seminar will be responsible for researching, writing, and submitting two 700 to 900 word feature stories on local environmental challenges, controversies, or innovative breakthroughs among the 31 communities in the Keene Sentinel's readership area. If acceptable for publication, these stories will appear in a special weekly series of feature article in the Keene Sentinel or on a web-page on Sentinel On-Line. Steve Chase, a core ES faculty member will also be available for one-on-one meetings and editorial assistance throughout the semester. To qualify for this course you must fill out a drop/add form to the Registrar and submit a short writing sample to Steve Chase by January 21. Accepted Students will be notified about whether or not they are accepted into the seminar by January 28. The first meeting, which will involve a tour of the Keene Sentinel and an orientation to feature newswriting and this seminar, will take place Wednesday morning, February 2. The other three seminar sessions will be held at the Keene Sentinel on selected Wednesday afternoons. This seminar will only run if a minimum of eight qualified students sign up. For more information, contact Steve Chase on *First Class*.

Section A: Jim Rousmaniere and Steve Chase
Time: Four Wednesday sessions:
February 2, 8-11 am; February 16, 1-4 pm;
March 9, 1-4 pm; and April 27, 1-4 pm
Wednesday, March 9 Class Changed (03/15/05) to:
Wednesday, March 30
Location: Keene Sentinel, 60 West Street
Maximum: 12
Credits: 1

ESF 512 Field Mammalogy

COMPETENCY AREAS FL03: Natural Communities II

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

Antioch New England Graduate School

SPRING 2005 COURSE DESCRIPTIONS

Department of Environmental Studies - Master's Programs Course Descriptions

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: 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 of science and environmental education, to 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. With consideration of philosophy and theory as well as practice, we will consider questions regarding the nature of science and environmental education and how we distinguish between them. You will reflect on your own personal experiences as a learner as you study trends of the past 150 years and ponder how these trends will apply to your practice as an educator.

Section A: Sue Ward
Time: Fridays, 1:00 – 4:00 pm
Maximum: 16
Credits: 3

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

COMPETENCY AREAS: RMA - Required Alternate to Proposal Writing; EAO, EE, IND & Cert - Elective
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.

Section A: Fash Farashahi
Time: Fridays, 4:30 – 7:30 pm
Maximum: 12
Credits: 3

ESP 561 Geographic Information System (GIS) for Conservation Biologists

COMPETENCY AREA: CB - Required Environmental Issues II
RESTRICTED TO Conservation Biology students.

This is an introductory course in the use of GIS to effectively communicate spatially explicit environmental information. The class will explore how to access GIS information available on the WWW, extract and analyze data using ArcView software, create data files relevant to natural resource inventory work, and effectively transmit results to both lay and technical audiences. This class will emphasize use of GIS in a research context, especially including its role in habitat conservation planning and policy development.

Section A: Jon Atwood
Time: Thursdays, 8:00 - 11:00 am
Maximum: 12
Credits: 3

ESS 537 Geomorphology

COMPETENCY AREA: Biosphere Science II

Understanding the geological history of the environment and the processes that shape its landscapes is an essential component of ecological literacy and ecological design intelligence. This course provides a background for evaluating surficial and bedrock geology and practical experience in specific field and laboratory skills needed to understand the development of landforms and the environmental implications of processes that shape the landscape. Emphasis is placed on map interpretation and field identification of geomorphic features, especially as they occur in New England. A central focus relates landform characteristics and geomorphic processes to a variety of resource management issues.

Section A: Steve Lamb and Chris Covell
Times: Thursdays, 1:00 – 4:00 pm
Maximum: 16
Credits: 3

ESP 595 Land Use Planning

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

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

Section A: Pete Throop
Time: Thursdays, 4:30 - 7:00 pm
Maximum: 15
Credits: 2

ESP 531 Literature of the Land

COMPETENCY AREAS FLO3: Environmental Issues II

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. Texts will be selected from classic and contemporary nature writers. 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 & Rowland Russell
Time: Thursdays, 8:30 – 11:00 am
Maximum: 16
Credits: 3

ES 699C Master's Thesis

COMPETENCY AREAS: CB - Required; RMA - Required Alternate; EAO & IND - optional with written approval of Program Director.

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

As a culmination of a student's work at Antioch, the Master's Thesis should reflect the student's particular focus of study and future professional interest. This effort should include a data collection component and the analysis and interpretation of that data framed within a theoretical context. The research can be quantitative, qualitative or literary in nature. All Environmental Studies students are required to have approval from their advisor prior to registering for the 3 credits allocated to the thesis work.

Section A: Jon Atwood
Section B: Peter Palmiotto
Section C: Rachel Thiet
Section D: Jim Jordan
Section E: Beth Kaplin
Section F: Michael Simpson
Section G: Tom Wessels
Section H: Tom Webler
Section I: Alesia Maltz
Section J: Steve Chase
Maximum: 6 per section
Credits: 3

Courses are listed in each section alphabetically by course title.

Antioch New England Graduate School

SPRING 2005 COURSE DESCRIPTIONS

Department of Environmental Studies - Master's Programs Course Descriptions

ES 699D Master's Thesis Continuation

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

Students must register for Master's Thesis Continuation every semester until the thesis has been completed and signed off by your Master's Thesis reader. Enrollment in Master's Thesis Continuation confers half-time status for Financial Aid and loan deferment purposes through May 13, 2005.

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
Section B: Rachel Thiet
Time: Thursdays, 4:30 – 6:30 pm,
January 27, February 10, March 3,
April 14 & May 5, and Saturday, April 9,
8:00 am – 4:00 pm
(required attendance at the annual
ANÉ Master's research symposium)
Maximum: 12 per section
Credits: 1

ES 522 Natural Resource Inventory: Vegetation

COMPETENCY AREAS: CB - Required Alternate; EAO, EE, Cert, IND & RMA - Elective
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, 8:00 – 11:00 am
Maximum: 14
Credits: 3

ESF 514 New England Flora

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 – 4:00pm
Maximum: 15
(1 seat reserved for Science Education student)
Credits: 3

ES 516 Organizational Leadership in the Nonprofit World

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. There are four basic learning modes in this class: 1) five morning classes spread throughout the semester, 2) two intensive weekend workshops on organizational leadership with additional community participants, 3) extensive on-line discussions of readings, and 4) small student-led support groups.

Section A: TBA
TBA Changed 12/01/04 to:
Steve Chase & Andy Robinson
Time: Fridays, 8:00 - 11:00 am ,
Dates TBA and 2 TBA weekends
Changed 12/01/04 to:
Time: Fridays, January 21, February 18,
March 11, April 22 and May 13
8:00 - 11:00 am
AND
Saturdays & Sundays, April 9 & 10, and
April 30 & May 1,
9:00 am - 5:00 pm
Friday, March 11 Class Changed (03/15/05) to:
Friday, April 1
Maximum: 16
Credits: 3

ESF 515 Ornithology

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.

Changed 11/19/04 to:
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. Conservation initiatives that revolve around birds will be a major focus. Several required field trips (scheduling to be determined in class) and selections from the BBC series, "The Life of Birds" will supplement weekly lecture material.

Section A: Jon Atwood
Time: Fridays, April 1 – May 13, 1:00 – 4:00 pm,
and Monday – Wednesday, May 9 – 11 (Study trip)
Changed 11/19/04 to: Fridays, 1:00 - 4:00
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 General Practicum credits are required for Environmental Advocacy & Organizing, Conservation Biology, Environmental Education, Resource Management and Administration and those pursuing Individualized Programs. A total of 2 General Practicum credits are required for Teacher Certification majors in addition to 6 credits of Student Teaching. It is strongly recommended that students not register for Practicum until after completing their second semester in the program.

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

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

Section A: Christa Koehler
Section B: Paul Bocko
Section C: Kay Delaney
Section D: Jack Calhoun
Time: Seminars meet:
Sections A & B: Thursdays, February 3, and
April 21 & 28, 11:15 am - 12:45 pm
Sections C & D: Fridays, February 4, and
April 15 & 29, 11:15 am - 12:45 pm
Maximum: 15 per section
Credits: variable
(Practicum Seminar credited as part of Practicum)

Antioch New England Graduate School

SPRING 2005 COURSE DESCRIPTIONS

Department of Environmental Studies - Master's Programs Course Descriptions

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

COMPETENCY AREAS: Cert - Required
Six 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

Changed 03/15/05 to:
Time: Thursdays, March 10 & 31; April 7, 14 & 28 and
May 5 & 12; 4:15 - 6:30 pm

Maximum: 16
Credits: 6
(Practicum Seminar credited as part of Practicum)

ESACO 503 Proposal Writing and the Grants Process

COMPETENCY AREAS FL03: CB, EE - Required; RMA - Required Alternate for GIS; EAO, IND & Cert - Elective
COMPETENCY AREAS FL04: RMA-Required Alternate for GIS; CB, EE, EAO, IND & Cert - Elective
PRIORITY TO FL03 EE & RMA students.
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 2 - 23,
9:00 am - 2:00 pm,
plus additional on-line sessions
Maximum: 16
Credits: 2

ES 722 Reading Seminar: Theories of the Origin, Maintenance, and Loss of Biodiversity

COMPETENCY AREAS: Ph.D. II - Foundation; ES Masters - Elective
RESTRICTED TO Ph.D. students. Open to ES Masters students by written permission of instructor attached to or on registration form.

This seminar will explore the theoretical aspects of the origin, maintenance and loss of biodiversity. We will use two main texts, Stephen Hubbell's *The Unified Theory of Biodiversity and Biogeography* and Michael Huston's *Biological Diversity: The Changing Coexistence of Species on Changing Landscapes*. These two books will serve as the foundation for the seminar. Supplemental readings from peer-reviewed journals will be divided into two categories: theories on the origin and maintenance of diversity and theories on the loss of diversity. The seminar will meet four times over the course of the semester and students will alternate the role as discussion leader. The emphasis in this course is on discussion and a series of short, written critical reviews of the supplementary articles.

Section A: Beth Kaplin
Times: Fridays, 8:00 - 11:00 am (or by group consensus)
February 4, March 4, April 1 & 29

Changed 03/03/05 to:
Saturday, March 5, 2:00 - 6:00 pm; Sunday, March 6,
9:00 am - 1:00 pm,
Saturdays, April 2 & 30, 2:00 - 6:00 pm

Maximum: 15
3 credits

ES 723 Reading Seminar: Primate Foraging Ecology and Ranging Behavior

COMPETENCY AREAS: Ph.D. II - Foundation; ES Masters - Elective
RESTRICTED TO Ph.D. students. Open to ES Masters students by written permission of instructor attached to or on registration form.

This seminar will explore the theories and empirical studies of primate foraging ecology and ranging behavior, and their relationship to the ecological roles primates play in tropical forests. We will focus on the methods used to study primate foraging and ranging behavior, and we will compare and contrast approaches used in monkey and ape studies. Students will have the opportunity to focus on the particular system and taxonomic group according to their research interest, while exploring the broader literature as well. Students will be asked to lead a discussion of selected literature during the course.

Section A: Beth Kaplin
Times: Fridays, 6:00 - 9:00 pm (or by group consensus)
February 4, March 4, April 1 & 29

Changed 03/03/05 to:
Fridays, March 4, April 8 & 22, and May 6,
8:00 am - 12:00 pm

Maximum: 15
3 credits

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 & B: John Carr
Section C: TBA

Time: Section A: Saturdays,
February 19 & March 5, 9:00 am - 4:30 pm
Section B: Sundays,
February 20 & March 6, 9:00 am - 4:30 pm

Section C: Saturdays,
April 2 & 23, 9:00 am - 4:30 pm
Changed 11/19/04 to: April 2 & 30, 9:00 am - 4:30 pm
(Also affects calendar/schedule on page 14)
Maximum: 20 per section
(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, 2005**, in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **April 20th** 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

Antioch New England Graduate School

SPRING 2005 COURSE DESCRIPTIONS

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, 2005**, in order for it to appear on your schedule or transcript. Contracts received after the **April 20th** 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 AREA: Biosphere Studies II

The field of soil ecology is receiving greater regard as researchers, educators, and conservation activists become aware of the important roles that soil physical and biological properties play in plant community structure and ecosystem functioning. 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? The first part of this course will focus on soil physical processes such as soil formation, horizonation, and aggregation. We will then turn the bulk of our attention to soil biological properties and processes. Topics we will cover in depth include: soil microbial community structure and functioning; soil food webs; the role of soil organisms in ecosystem functioning; organic matter turnover 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 on a global scale. This course will combine lectures, discussions, field trips, and a self-guided laboratory or field experiment, and emphasis will be on both natural and managed ecosystems.

Section A: Rachel Thiet
Thursdays, 1:00 – 4:00 pm
Maximum: 16
Credits: 3

ESF 529

Tropical Marine Conservation: Coral Reefs Honduras

COMPETENCY AREA: Natural Communities II

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

The Mesoamerican Reef in the Caribbean is the second largest coral reef system in the world, hosting crystal blue waters and a colorful display of coastal biodiversity. In Honduras, the integrity of this reef is affected by human overpopulation, poor waste-management, tourism, natural disasters, and many other factors. This course will focus on the human and natural forces that degrade reef systems and the success of local conservation attempts to protect them. We will explore coral reef ecology and community dynamics, promises and pitfalls of marine protected areas, and complex human dimensions to conservation on islands. Meetings with local non-profit and government representatives as well as group and individual research projects will be the basis of our fieldwork. SCUBA is not required, though (cheap) opportunities for diving will be available at students' expense.

Cost: \$1850 includes airfare, meals, lodging, snorkel equipment, and boat transportation

Section A: Leon-Charl Malan and Kelly Biedenweg
Time: (Pre-trip meetings) Fridays,
7:00 - 9:00 pm,
February 4, March 4 & April 1, and
(Study trip) Monday - Saturday, May 16 - 28
Location: Honduras Bay Islands
Maximum: 12
Credits: 3

ESP 555

Waste Management

COMPETENCY AREAS FL03 and earlier: RMA – Environmental Policy Required Alternate to Land Use Planning, Groundwater Protection and Environmental Site Assessment; EAO, CB, EE, Cert & IND - Elective

COMPETENCY AREA FL04: Policy Elective

PREREQUISITES: There are no specific prerequisites, however some knowledge of topics on hydrology, soils and groundwater can complement the information provided in this course. PRIORITY TO RMA students.

This course approaches the subject from an "integrated waste management" perspective, in other words, handling the different components of the waste stream in the most efficient, economical and environmentally appropriate manner. Students are introduced to the concepts of systems analysis, materials balances, lifecycle assessment and the economic ramifications of deciding whether to reuse, recycle or dispose of materials. Topics will also include new legislative initiatives around the U.S. regulatory environment. Students will have the opportunity through a term project to apply concepts learned in class to current solid waste management issues in the public or private sector.

Section A: Peter Engel
Changed 01/11/05: Peter Engel and Michael Simpson
Time: Fridays, January 21 – February 18, 1:00 – 4:00 pm
and Saturday & Sunday, February 26 & 27,
9:00 am – 4:00 pm
Maximum: 15
Credits: 2

ESS 574

Watershed Science

COMPETENCY AREA: Biosphere Science II

The focus of this course is on hydrology at the watershed scale. An introduction to the hydrologic cycle will focus on the interaction of the landscape with hydrologic processes. The basic skills and concepts introduced in the first part of the course will be developed and expanded through applications for predicting and assessing the impact of human activity on hydrologic systems. Students will expand their skills in map measurement, quantitative assessment and modeling, and field measurement in the context of common planning applications. The course will center on the study of natural stream systems, and will include an introduction to groundwater occurrence and movement. It aims to provide a foundation for coursework in water quality, wetland hydrology, freshwater ecology and land use planning; for field and science based practicum work with watershed and land conservation organizations; and for curriculum development in science/math teaching.

Sections A & B: Joy Ackerman
Time: Section A: Thursdays, 1:00 – 4:00 pm
Section B: Fridays, 1:00 – 4:00 pm
Maximum: 16 per section
Credits: 3

Antioch New England Graduate School

SPRING 2005 COURSE DESCRIPTIONS

Department of Environmental Studies - Master's Programs Course Descriptions

ESF 541A Wetlands Ecology

COMPETENCY AREA: Natural Communities

PRIORITY TO RMA & CB students who entered Fall 2003 and Spring 2004.

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, 1:00 - 4:00 pm, and
Saturday & Sunday, April 16 & 17 and
Saturday, April 30, 8:30 am – 4:30 pm**

Changed 11/19/04 to:

**Fridays, April 8 - May 13, 1:00 - 4:00 pm and
Saturday & Sunday, April 16 & 17 and
Saturday, April 30, 8:30 am - 4:30 pm**

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: 14

Credits: 3

Antioch New England Graduate School

SPRING 2005 COURSE DESCRIPTIONS

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

DOCTORAL PROGRAM CLASSES WILL BEGIN FRIDAY, FEBRUARY 4, 11:00 AM, AND RUN THROUGH SUNDAY, MAY 1, 12:00 PM.

**Please note on-campus class dates below. - Students should check class folders for pre-class reading assignments.*

NOTE:

All Doctoral students must register by Friday, December 3 for the Spring 2005 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 or (ES 722, ES723) Reading Seminars.

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 and may **not** register for (ES 776) Dissertation Seminar and (ES 899) Doctoral Dissertation.

FIFTH PHASE PH.D. V

Ph.D. V students who have completed Phase IV requirements (Dissertation Seminars and Doctoral Dissertation credits) should register for (ES 899C) Doctoral Dissertation Continuation.

Students who have not completed all three candidacy projects must register for (ES 775) Candidacy 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	4, 5 & 6
March	4, 5 & 6
April	1, 2 & 3
April	29, 30 and May 1

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
ES 722	Reading Seminar
ES 723	Reading Seminar

February	4, 5 & 6
March	4, 5 & 6
April	29, 30 and May 1

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
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February	4, 5 & 6
April	1, 2 & 3

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
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February	4, 5 & 6
April	1, 2 & 3

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 carries half-time status for loan deferment and Financial Aid purposes.

Section A: Mitchell Thomashow
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 4 & 5 and April 1 & 2
(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: TBA
Changed 11/19/04 to: Mitchell Thomashow
Time: Saturday, 2:00 - 8:00 pm and
Sunday, 8:00 am - 12:00 pm,
February 5 and April 2
(Additional contact hours will be met by specific
course work designed to be completed on-line.)

Changed 11/19/04 to:
Time: Saturdays, February 5 & April 2,
8:00 am - 12:00 pm
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: Mitchell Thomashow
Time: Saturdays, 2:00 - 8:00 pm, and
Sundays, 8:00 am - 12:00 pm,
February 5 & 6, March 5 & 6,
April 2 & 3 and April 30 & May 1
(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: Fred Taylor

Times: Fridays, 1:00 - 7:00 pm, and Saturdays, 8:00 am - 12:00 pm,

**February 4 & 5, March 4 & 5 and April 29 & 30
(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 4 & 5, March 4 & 5, April 1 & 2 and April 29 & 30

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

Maximum: 15

Credits: 4

ES 722

Reading Seminar: Theories of the Origin, Maintenance, and Loss of Biodiversity

COMPETENCY AREAS: Ph.D. II – Foundation; ES Masters - Elective

RESTRICTED TO Ph.D. students. Open to ES Masters students by written permission of instructor attached to or on registration form.

This seminar will explore the theoretical aspects of the origin, maintenance and loss of biodiversity. We will use two main texts, Stephen Hubbell's *The Unified Theory of Biodiversity and Biogeography* and Michael Huston's *Biological Diversity: The Changing Coexistence of Species on Changing Landscapes*. These two books will serve as the foundation for the seminar. Supplemental readings from peer-reviewed journals will be divided into two categories: theories on the origin and maintenance of diversity and theories on the loss of diversity. The seminar will meet four times over the course of the semester and students will alternate the role as discussion leader. The emphasis in this course is on discussion and a series of short, written critical reviews of the supplementary articles.

Section A: Beth Kaplin

**Times: Fridays, 8:00 – 11:00 am
(or by group consensus)**

February 4, March 4, April 1 & 29

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

Maximum: 15

3 credits

ES 723

Reading Seminar: Primate Foraging Ecology and Ranging Behavior

COMPETENCY AREAS: Ph.D. II – Foundation; ES Masters - Elective

RESTRICTED TO Ph.D. students. Open to ES Masters students by written permission of instructor attached to or on registration form.

This seminar will explore the theories and empirical studies of primate foraging ecology and ranging behavior, and their relationship to the ecological roles primates play in tropical forests. We will focus on the methods used to study primate foraging and ranging behavior, and we will compare and contrast approaches used in monkey and ape studies. Students will have the opportunity to focus on the particular system and taxonomic group according to their research interest, while exploring the broader literature as well. Students will be asked to lead a discussion of selected literature during the course.

Section A: Beth Kaplin

**Times: Fridays, 6:00 – 9:00 pm
(or by group consensus)**

February 4, March 4, April 1 & 29

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

Maximum: 15

3 credits

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

Time: To be arranged with instructor

Maximum: 12

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, 2005**, in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **April 20th** 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.

Antioch New England Graduate School

SPRING 2005 COURSE DESCRIPTIONS

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

ALL O & M STUDENTS

SECTION LETTERS FOR KEENE AND PORTSMOUTH

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

CREDIT LIMITS

O&M M.S. students who entered in Fall '03, and all O&M Spring entrants (including Spring 2005), may register for a maximum of 12 credits in Spring semester. Fall 2003 entrants (M.Ed or MHSA) and all Fall 2004 entrants (including M.S.), may register for a maximum of 10 credits in Spring semester. Students must have written permission of Program Administrator to exceed these limits.

PRE-COURSE REQUIREMENTS

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

CROSS-DEPARTMENTAL REGISTRATION

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

PREREQUISITES AND COURSES REQUIRING PERMISSION

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

REQUIRED FOR SPRING ENTERERS

- FRIDAY, SATURDAY & SUNDAY •
(8:30 AM - 5:30 PM)

FIRST YEAR

JANUARY 28, 29 & 30

OMG 535 Group Dynamics and Leadership I
Section K - Keene Site

SECOND YEAR

JANUARY 28, 29 & 30

OMG 531 Managing Diversity
Section K - Keene Site

KEENE SITE

FIRST YEAR PROGRAM

- FRIDAYS •
(6:30 - 9:00 PM)

JANUARY 14, FEBRUARY 18, MARCH 4, APRIL 1 & 29

OMD 661 Professional Seminar
Section K - Keene Site

- SATURDAYS AND SUNDAYS •
(8:30 AM - 4:30 PM)

**SUNDAYS, JANUARY 16 & FEBRUARY 20 AND
SATURDAYS, MARCH 5, APRIL 2 & 30**

OMS 529 Perspectives on Organizational
Theory & Behavior
Section K - Keene Site

- SATURDAYS AND SUNDAYS •
(8:30 AM - 5:30 PM)

**SATURDAYS, JANUARY 15 & FEBRUARY 19 AND
SUNDAY, MARCH 6**

OMR 618 Managing Knowledge and IT Resources
Section K - Keene Site

SECOND YEAR PROGRAM

- FRIDAYS •
(6:30 - 9:00 PM)

JANUARY 14, FEBRUARY 18, MARCH 4, APRIL 1 & 29

OMC 691 Practicum
Sections K1 - K4 - Keene Site

- SATURDAYS AND SUNDAYS •
(8:30 AM - 5:30 PM)

**SATURDAY, JANUARY 15 AND
SUNDAYS, FEBRUARY 20 & MARCH 6**

OMS 517 Elements of Strategy
Section K - Keene Site

**SATURDAYS, FEBRUARY 19 & MARCH 5,
SUNDAY, APRIL 3 AND SATURDAY, APRIL 30**

OMC 672 Organization Development
Section K - Keene Site

**SATURDAY & SUNDAY, MARCH 12 & 13 AND
SUNDAY, MAY 1**

OMS 501 Program & Project Evaluation
Section K - Keene Site

SATURDAY, APRIL 2 AND SUNDAY, MAY 1

OMR 614 Technology & Knowledge Management
Section K - Keene Site

PORTSMOUTH SITE

SECOND YEAR PROGRAM

- FRIDAYS •
(6:30 - 9:00 PM)

JANUARY 14, FEBRUARY 18, MARCH 4, APRIL 1 & 29

OMC 694 Practicum
Sections P1 - P2 - Portsmouth Site

- SATURDAYS AND SUNDAYS •
(8:30 AM - 5:30 PM)

**SATURDAYS, JANUARY 15, FEBRUARY 19,
MARCH 5 & APRIL 2**

OMC 672 Organization Development
Section P - Portsmouth Site

SUNDAYS, JANUARY 16, FEBRUARY 20 & MARCH 6

OMS 517 Elements of Strategy
Section P - Portsmouth Site

SUNDAY, APRIL 3 AND SATURDAY, APRIL 30

OMR 614 Technology & Knowledge Management
Section P - Portsmouth Site

DEPARTMENT WORKSHOPS

- KEENE SITE •

- FRIDAY, SATURDAY & SUNDAY •
(8:30 AM - 5:30 PM)

FEBRUARY 4, 5 & 6

OMD 648 Career Development
Section K - Keene Site

- SATURDAY & SUNDAY •
(9:00 AM - 4:30 PM)

FEBRUARY 12 & 13

OMS 503 Board/Staff Relations
Section K - Keene Site

APRIL 9 & 10

OMD 638 Entrepreneurial Leadership
Section K - Keene Site

- PORTSMOUTH SITE •

- SATURDAY & SUNDAY •
(9:00 AM - 4:30 PM)

APRIL 16 & 17

OMH 585 Coaching for Excellence
Section P - Portsmouth Site

Antioch New England Graduate School

SPRING 2005 COURSE DESCRIPTIONS

Department of Organization & Management - First Year Program

OMG 535

Group Dynamics & Leadership I

COMPETENCY AREA: Collaboration & Group Dynamics
REQUIRED OF 1st year O&M Spring Enters.

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: Peter Smith
Time: Friday, Saturday & Sunday, January 28, 29 & 30,
8:30 am - 5:30 pm
Maximum: 24
Credits: 2

OMS 520

Leadership and Management Theory and Practice

COURSE ADDED (11/19/04)

COMPETENCY AREA: Self Development
REQUIRED: First year O&M students.

This course will explore and evaluate models of leadership and management. Using a theoretical and developmental approach the principal learning objective is to construct personal models of leading and managing in complex environments. Through a variety of readings, experiential activities, self assessment tools and cases, students will have the opportunity to increase their knowledge and skill base and better determine the most effective ways to influence and sustain their organizations.

Keene Site
Section K: TBA
TBA Changed 01/31/05: Deborah Brown
Time: Sundays, April 3 & May 1, 9:00 am - 4:30 pm
Maximum: 24
Credits: 1

OMR 618

Managing Knowledge and IT Resources

COMPETENCY AREA: Research & Information Design (Required)
PREREQUISITE: Basic computer and Internet skills.

The Communications Revolution demands that contemporary managers embrace and exploit Internet technologies that will forever alter their roles and the very structure of organizations. Managers must learn to wed both technological and human skills to succeed in the organization of the future. They must also develop a working model of, and experience with, the fundamentals of knowledge management. 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 the issues of managing IT resources and knowledge management, and outline the critical capabilities necessary to operate in this volatile period of organizational change. Students will participate in online assignments, make oral and written presentations, engage in role-plays, and use the Internet as an information resource. Students may do additional readings and discussions, field or research projects, or case study analysis on-line.

Keene Site
Section K: William Griffith
Time: Saturdays, January 15 & February 19 and
Sunday, March 6, 8:30 am - 5:30 pm
Maximum: 24
Credits: 3

OMS 529

Perspectives on Organizational Theory & Behavior

COMPETENCY AREA: Systems & Strategic Thinking (Required)

This course presents multiple perspectives of organizational systems and the influence these various theories have on our understanding of human behavior, leadership, organizational effectiveness and sustainability. The interdisciplinary models and theories used in the course will provide a framework to broaden our knowledge and skills in understanding the complexities of organizational life. Among the key perspectives we will consider are how structure, human systems, power, influence and culture all shape the nature of the organization. Perspective taking expands our ability to look beyond the predictable limitations of our experience to develop new personal theories of management and leadership. From this vantage point the course will help students build a greater awareness of the impact of their own behavior in organizational settings and to continually improve the quality of their professional

practice. The class will utilize on-line resources and participation to augment the classroom experience. Students should check the *FirstClass* course folder three weeks before the initial class meeting for pre-course reading assignments. Students may do additional readings and discussions, field or research projects, or case study analysis on-line.

Keene Site
Section K: Steve Guerriero
Time: Sundays, January 16 & February 20, and
Saturdays, March 5, April 2 & 30, 8:30 am - 4:30 pm
Maximum: 24
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 meet as a community, working together with faculty to develop a productive and inclusive learning group. Students will focus specific attention to issues concerning adult learning and development, through a process of assigned reading, reflective writing, dialogue and guided activities. Students may do additional readings and discussions, field or research projects, or case study analysis on-line.

Keene Site
Section K: Kathryn Dunn and Steve Guerriero
Time: Fridays, January 14, February 18,
March 4, April 1 & 29, 6:30 - 9:00 pm
Maximum: 24
Credits: 1

OM 690

SIS: Supervised Independent Study

If you are planning an independent study, please register for an SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **April 20, 2005**, in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **April 20th** 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 - Health Care Management

OMS 518

Organizational Systems

COMPETENCY AREA: Systems & Strategic Thinking

Understanding the interdependence of organizational systems is vital to managing and leading in today's health care setting. Skillful managers recognize that a change in one part of the organization can have both planned and unintended consequences in other areas. They also value creative thinking and strategy to diagnose problems and create viable solutions. This course explores the relationships of organizational tasks, processes, and the external environment utilizing concepts

from organizational analysis, development, and formulating strategy. Students will do additional readings and discussions, field or research projects, or case study analysis on-line.

Section HC: Steve Guerriero
Times: Wednesdays, April 6 & 27, 5:30 - 8:00 pm and
Saturdays, April 16 and May 14, 8:30 am - 4:30 pm
• Saturday, May 14 Class Changed (03/15/05) to: Saturday, May 7 •
Maximum: 25
Credits: 1

Courses are listed in each section alphabetically by course title.

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 15 and Sundays,
February 20 & March 6,
8:30 am - 5:30 pm
Portsmouth Site
Section P: Shannon Banks
Time: Sundays, January 16,
February 20 & March 6,
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.

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.

Keene Site
Section K: Marsha Greenberg
Time: Friday, Saturday & Sunday,
January 28, 29 & 30,
8:30 am - 5:30 pm
Maximum: 24
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: Donna Mellen
Time: Saturdays, February 19 & March 5, Sunday,
April 3 and Saturday, April 30,
8:30 am - 5:30 pm
Portsmouth Site
Section P: Peter Smith
Time: Saturdays, January 15, February 19,
March 5 & April 2,
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: Donna Mellen
Section K3: Tad Dwyer
Section K4: John Carr
Time: Fridays, January 14, February 18,
March 4, April 1 & 29,
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: Gerald Daley
Section P2: Marsha Greenberg
Time: Fridays, January 14, February 18,
March 4, April 1 & 29,
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,
March 12 & 13 and Sunday, May 1,
8:30 am - 5:30 pm
Maximum: 12
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, 2005**, in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **April 20th** 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

Antioch New England Graduate School

SPRING 2005 COURSE DESCRIPTIONS

Department of Organization & Management Second Year Program (Continued)

Department of Organization & Management Department Workshops - Keene

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 20. An anthology of course readings will be available in hard copy on Friday night, February 18, at the O&M Department sites at both Keene and in Portsmouth. The reading list will also include a text and articles from online databases.

Keene Site
Section K: William Griffith
Time: Saturday, April 2 and
Sunday, May 1, 8:30 am - 5:30 pm

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

Department Workshop - Portsmouth

OMH 585 Coaching for Excellence

COMPETENCY AREA: Human Resource Development

This course is designed for supervisors, managers, team leaders, and people in any organizational role who find they have the opportunity and/or responsibility for coaching subordinates or team members. Students will learn what the coaching role entails and how it engenders commitment and motivates employees toward excellence. They will also learn (1) the distinctions between different types of coaching, such as on-the-job coaching, performance improvement coaching, mentor coaching; (2) situations in which coaching is applicable; (3) steps of the coaching process; and (4) the skills required to make coaching a positive and collaborative experience for both parties. Students will learn a coaching model and fine-tune their coaching skills through in-class practice and constructive feedback from the instructor and participants. Students may do additional readings and discussions, field or research projects, or case study analysis on-line. Students should check the course conference on *FirstClass* 18-21 days before the course begins for on-line assignments that must be completed prior to the first class meeting.

Portsmouth Site
Section P: Sunny Bradford
Time: Saturday & Sunday, April 16 & 17,
9:00 am - 4:30 pm
Maximum: 24
Credits: 1

OMS 503 Board/Staff Relations

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

Volunteer governing boards are a critical source of influence in community and nonprofit organizations, and good leadership from both board and staff is essential to their success. The best executives and their boards can provide vision, synergy, and leadership - yet the board-staff relationship is often inefficient or counterproductive due to inexperience, blurred roles, frequent turnover, inconsistent volunteer energy, crisis management mentality, and poor leadership development. 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 staff and volunteers working with nonprofit governing or 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.

Keene Site
Section K: Lizann Peyton
Time: Saturday & Sunday, February 12 & 13,
9:00 am - 4:30 pm
Maximum: 24
Credits: 1

OMD 648 Career Development

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

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

Keene Site
Section K: Ed Tomey
Time: Friday, Saturday & Sunday, February 4, 5 & 6,
8:30 am - 5:30 pm
Maximum: 16
Credits: 2

OMD 638 Entrepreneurial Leadership

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

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

Keene Site
Section K: Peter Smith
Time: Saturday & Sunday, April 9 & 10,
9:00 am - 4:30 pm
Maximum: 14
Credits: 1

Courses are listed in each section alphabetically by course title.

Department of Applied Psychology Registration Instructions

ALL APPLIED PSYCHOLOGY STUDENTS

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

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

In considering whether to register for an elective workshop, students need to be mindful of the semester credit limits. Fall 2004 entering Counseling Psychology/Substance Abuse/Addictions students have a 7-credit maximum. Spring 2005 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 2005 semester-long courses is Friday, February 4, 2005.

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 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 2005 ENTERING COUNSELING PSYCHOLOGY STUDENTS

Please register for Social and Cultural Diversity (PYS 604, Section B, C or D), Fundamentals of Therapeutic Interaction (PY 590A, Section A or B) and Human Development and Diversity (PYB 505, Section A or B). Spring enterers may enroll for a maximum of 9 credits in the Spring 2005 semester.

CONTINUING COUNSELING PSYCHOLOGY & SUBSTANCE ABUSE/ADDICTIONS COUNSELING STUDENTS (2003 AMD 2004 ENTRANTS)

Fall 2004 entrants register for Career/Lifestyle Development (PYC 652, Section A or B), 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 2005.

Fall 2003 and Spring 2004 entrants (CP I, SA/AC I) register for Counseling Theories: Models and Approaches (PYI 512), Professional Seminar II (PY 687), Internship (PY 695D), and Methods of Testing and Assessment (PYI 514).

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 2003 and Spring 2004 may enroll may enroll for a maximum of 14 credits in the Spring 2005 semester. Students who wish to register for more than 14 credits must have the written approval of the Program Director attached to or on their registration form.

DANCE MOVEMENT THERAPY I

CONTINUING DANCE/MOVEMENT THERAPY STUDENTS
(FALL 2004 ENTRANTS)

Please register for Practicum II in DMT (PYP 692), Psychomotor Assessment of Adults (PYB 514), Professional Seminar in DMT II (PY 681B), Counseling Theories: Models and Approaches (PYI 512), and Group Dance/Movement Therapy (PY 604).

Please note: First-year DMT students may enroll for 15 credits in the Spring 2005 semester. Students who wish to register for more than 15 credits must have written approval of the Program Director attached to or on their registration form.

MARRIAGE & FAMILY THERAPY I

CONTINUING MARRIAGE & FAMILY THERAPY STUDENTS
(SUMMER 2004 ENTRANTS)

Please register for Psychopathology & the Assessment of Social Systems (PY 656), Professional Seminar in MFT II (PY 687A), Practicum in MFT (PY 697) and Social and Cultural Diversity (PYS 604) and one credit of elective if desired. Please note: First-year MFT students may enroll for 14 credits in the Spring 2005 semester.

Please note: Students who wish to register for more than 14 credits must have written approval of the program Director attached to or on their registration form.

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 direct service hours and 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 & Course Schedule

COUNSELING PSYCHOLOGY II STUDENTS

Please register for Research & Evaluation (PYC 654), 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. 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 Research & Evaluation (PYC 654), Family Therapy Approaches to Addictions Treatment (PYC 666), Professional Seminar IV (PY 689) & Internship (PY 696).

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.

Please note: CP II and SA/AC II students may enroll for 14 credits in the Spring 2005 semester. Students who wish to register for more than 14 credits must have written approval of the Program Director attached to or on the registration form.

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 of electives 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.

Please note: DMT II students may register for 15 credits in the Spring 2005 semester. Students who wish to register for more than 15 credits must have written approval of the Program Director attached to or on registration form.

MARRIAGE & FAMILY THERAPY II

Marriage & Family Therapy II students should sign up for Professional Seminar in MFT V (PY 689A), Internship in MFT (PY 698), Special Issues: Family Violence & Substance Abuse (PY 678), Research & Evaluation in Family Studies (PYC 674A), and one credit of elective if desired.

Please note: MFT II students may enroll for 14 credits in the Spring 2005 semester. MFT II students who wish to register for more than 14 credits must have written approval of the Program Director attached to or on the registration form.

SPRING 2005 ENTERING CP AND SA/AC STUDENTS

WEDNESDAYS

9:00 – 11:30 AM

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

1:00 – 3:30

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

4:00 - 6:30 PM

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

FALL 2004 ENTERING CP AND SA/AC STUDENTS

WEDNESDAYS

9:00 – 11:30 AM

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

1:00 – 3:30 PM

PYC 652 Career/Lifestyle Development (Sections A & B)

4:00 – 5:30 PM

PYI 522 Counseling Skills Lab (Sections A-C)

CP I AND SA/AC I STUDENTS FALL 2003, SPRING 2004 ENTERING CP AND SA/AC STUDENTS

TUESDAYS

9:00 – 11:30 AM

PYI 512 Counseling Theories: Models and Approaches (Sections A - C)

12:45 – 3:15 PM

PYI 514 Methods of Testing and Assessment (Sections A - C)

4:00 – 6:30

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

Department of Applied Psychology Course Schedule

DMT I STUDENTS

TUESDAYS

9:00 – 11:30 AM

PYI 512 Counseling Theories: Models and Approaches (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 Family Therapy Approaches to Counseling Adolescents (Section A)

PYC 654 Research & Evaluation (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 675 Crisis Intervention: Cognitive Behavioral Approaches (Section A)

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

PYC 654 Research & Evaluation (Section B)

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 654 Research & Evaluation (Section B)

DMT II STUDENTS

TUESDAYS

9:00 – 11:30 AM

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

12:45 – 3:15 PM

PY 687 Professional Seminar in Counseling Psychology II (Sections A & B)

4:00 – 6:30 PM

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

WEDNESDAYS

1:00 – 3:30 PM

PYC 652 Career/Lifestyle Development (Section A & B) (Elective option)

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 - C)

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 22 & 23

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

FEBRUARY 12 & 13

PY 572 Theories of Addiction (Section A)

FEBRUARY 26 & 27

PYB 513 Psychopathology: Eating Disorders (Section A)
 PYI 525 When Religion and Clinical Care of Intersexuals and Other Sexual Minorities Meet (Section A)

MARCH 5 & 6

PY 510 Writing Skills for Counselors (Section A)

MARCH 12 & 13

PYB 518 Body-Mind Centering Approaches to Developmental Movement (Section A)

MARCH 14 – 18

PYS 607 Multicultural Counseling Field Studies (Section A)

APRIL 2 & 3

PYI 526 Using Play in Therapy (Section A)

Department of Applied Psychology Course Descriptions

PYB 518 **Body-Mind Centering Approaches to Developmental Movement**

COMPETENCY AREA: Behavioral Science Foundation
PRIORITY TO DMT students.

This course will explore the developmental principles of Body-Mind Centering as identified and described by Bonnie Bainbridge Cohen. Our earliest body experiences, how we move, how we are touched and carried, influence our subsequent physical, perceptual and psychological organization. The developmental movement patterns and themes which unfold during the first year of life provide the foundation for our relationships with self, other, and the environment. By examining and experiencing these patterns and related body systems we will gain insight into our own psycho-physical organization as well as gain a better understanding of the body-mind connection.

Section A: Amelia Ender
Time: Saturday & Sunday, March 12 & 13,
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 & B: PRIORITY TO Fall 2004 CP/SA/AC entrants, 6 spaces each section reserved for DMT II students.
PREREQUISITES: PY 590A, Fundamentals of Therapeutic Interaction and PYB 505, Human Development and Diversity, or equivalent

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

Section A: Carlotta Willis
Section B: Meg Connor
Time: Wednesdays, 1:00 - 3:30 pm
Maximum: 22 per section
Credits: 3

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
Changed 01/31/05 to: Ann McCloskey
Section B: Thomas Barker
Section C: Alice Scudder
Time: Wednesdays, 4:00 - 5:30 pm
Maximum: 12 per section
Credits: 1

PYI 512 **Counseling Theories: Models and Approaches**

(formerly Theories of Personality & 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 an understanding of the major counseling theories and their application with clients, and their family/cultural/systems contexts. An overview of the evolution and development of the core tenets of counseling and psychotherapy will provide a context for a more extensive examination of the current approaches utilized by mental health counselors in practice settings. These approaches include psychodynamic, cognitive-behavioral, interpersonal, and solution-focused models. The course will focus on the theories and practices through didactic presentations, demonstrations and experiential work with the goal of giving class members the tools to function effectively in practica and internships.

Section A: Betsy Taylor
Section B: Barbara Andrews
Section C: Ken Bacon
Time: Tuesdays, 9:00 - 11:30 am
Maximum: 18 per section
Credits: 3

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 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

PYI 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, 4:00 - 6:30 pm
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 which require broad-based as well as dynamic interventions.

Section A: Diane Kurinsky
Time: Tuesdays, 9:00 - 11:30 am
Maximum: 15
Credits: 3

PYC 668 **Family Therapy Approaches to Counseling Adolescents**

(formerly Adolescent & 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 systemic assessment and family interventions strategies for adolescent 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

Department of Applied Psychology - Course Descriptions

PY 590A
Fundamentals of Therapeutic Interaction

COMPETENCY AREA: Individual Assessment & Intervention Strategies
REQUIRED OF AND PRIORITY TO Spring 2005 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
Changed 01/31/05 to: Meg Connor
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 explore methods in group Dance/Movement Therapy (DMT) useful in the treatment of clients in a variety of clinical settings. Special attention will be given to providing a theoretical and experiential understanding of group purpose, development and dynamics. 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 2005 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 which are also affected by such factors as biology/genetics, gender, race, ethnicity, acculturation, religion, etc. The development of the individual will be traced chronologically through a survey of a select number of

major theoretical approaches. The family and other factors influencing and generated by the individual's developmental tasks will be explored concurrently.

Section A: Ann McCloskey
Section B: William Griffith
Time: Wednesdays, 1:00 - 3:30 -pm
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 2004 semester, through the Spring 2005 semester.

Section A: Phyllis Jeswald
Credits: uncredited

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: Robert Chalif
Section B: Sandra-Leigh Sprecker
Section C: Andrew Prokopis
Changed 12/22/04 to: Dottie Morris
Time: Tuesdays, 12:45 - 3:15 pm
Maximum: 20 per section
Corrected/Changed 11/19/04 to:
Maximum 12 per section
Credits: 3

PYS 607
Multicultural Counseling Field Studies

COMPETENCY AREA: Social Systems Assessment & Intervention Strategies

This course is a field study trip to the University of Puerto Rico to participate in multicultural seminars with counseling students and professionals. Students will visit sites where mental health counseling is practiced and cultural studies are included. Some conversational Spanish language is helpful but not required. Students will be responsible for their own travel and personal expenses for the trip.

Section A: Carlotta Willis
Time: March 14 - 18
Maximum: 10
Credits: 1

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: 17
Credits: 2

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

PY 695A
Internship, Counseling Psychology (DMT II)

RESTRICTED TO DMT II students.

Please Note: Students will continue with the same instructor from Fall 2004 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: Kim Burden
Time: Tuesdays,
12:45 - 3:15 pm
Maximum: 8 per section
Credits: ProSem: 3; Internship: 3

Department of Applied Psychology - Course Descriptions

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 686, Professional Seminar in Counseling Psychology I and PY 695, Practicum 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 2004 and Spring 2005 semesters at an approved site. It is expected that the remainder of the 600 hours will be completed this semester.

Sections A & B: for DMT II students only,
Sections D - J: Restricted to CP and SA/AC I students.

Section D: Molly Scott

Section E: Dana Mann

Section F: Barbara Andrews

Section G: Ann McCloskey

Section H: Betsy Taylor

Section I: Ramona Anderson

Section J: 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. An integration of ethics and issues of ethical practice will be emphasized. 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 2004 and Spring 2005 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: Curtis Graf

Section B - CANCELLED (01/11/05)

Section C: Dana Mann

Section D: Ann McCloskey

Section E: Betsy Taylor

Section F: Heri Tryba

Section G - ADDED (01/11/05)

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: 17

Credits: 3

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 2004 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: Anne Prouty Lyness

Section B: Judy Davis

Section C: Tim Lowry

Section D: Larry McFarland

Time: Tuesdays, 12:45 - 3:15

Added 11/19/04: Maximum 12 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 2004 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: Janie Long

Section B: Mark Bromley

Section C: Steve Price

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 assessments 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: PY 602A, Fundamentals of Systems Therapy, PY 642B, Introduction to Systems Theory, and PY 576, Survey of Family Theory.

This course will instruct students in the theory, methods and research of clinical systems assessment of psychopathology and multiaxial diagnosis. This course will review interventions, including relational psychotherapeutic and chemical, for several of the major diagnostic categories. Students will learn to perform individual, relational, and larger systems assessments, including but not limited to a mental status exam, a medical genogram, and diagnosis using the DSM-IV TR. As part of the larger systems focus, students will be introduced to basic medical family therapy literature and research.

Section A: Anne Prouty Lyness

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

Maximum: 24

Credits: 3

Department of Applied Psychology - Course Descriptions

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: Jennifer Summers
Time: Saturday & Sunday, February 26 & 27,
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 22 & 23,
9:00 am - 5:00 pm
Maximum: 24
Credits: 1

PYC 654
Research and Evaluation

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

This course will familiarize students with clinically relevant research methods including surveys, experimental, quasi-experimental, and single case replication designs, clinical outcome, research and program evaluation. The research on empirically validated treatments will be examined. Students will present research or research designs supporting their approach to treatment within a selected client population. In addition, this course will include an examination of the ACA/APA ethical guidelines for conducting research, and issues of diversity in research and evaluation. An overview of statistical concepts and terminology related to research methods will be included.

Section A: Rachel Becker-Klein
Section B: Sandra-Leigh Sprecker
Time Section A: Tuesdays, 9:00 - 11:30 am
Section B: Tuesdays, 4:00 - 6:30 pm
Maximum: 24 per section
Credits: 3

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: Ellen Landis
Time: Tuesdays, 9:00 - 11:30 am
Maximum: 20
Credits: 3

PYC 674A
Research and Evaluation in Family Studies

REQUIRED OF AND PRIORITY TO MFT II students. Open to CP II 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 Marriage and Family Therapy field. 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: Kevin Lyness
Time: Tuesdays, 9:00 - 11:30 am
Maximum: 24
Credits: 3

PYS 604
Social and Cultural Diversity

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

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 2005, Fall 2004 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: Janie Long
Section B: Dottie Morris
Section C: Carlotta Willis
Section D: Alice Scudder
Time: Section A: Tuesdays, 4:00 - 6:30 pm
Sections B, C & D: Wednesdays, 9:00 - 11:30 am
Maximum: 20 per section
(10 seats reserved in sections B - D for CP Spring 2005 entrants)
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. Time will be allotted for students to research and 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. Thus, the students will be better equipped to explore their use of self in the relationship with the family in treatment.

Section A: Kevin Lyness
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, 2005**, in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **April 20th** 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

Department of Applied Psychology - Course Descriptions

PYC 663

Spirituality and Counseling

CLASS CANCELLED (01/11/05)

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

Section A: Diane Kurinsky
Time: Saturday & Sunday, February 12 & 13,
9:00 am - 5:00 pm
Maximum: 24
Credits: 1

PYI 526

Using Play in Therapy

COMPETENCY AREA: Individual Assessment & Intervention Strategies

This course is designed to introduce students to specific applications of play in therapy. Play is an essential component when working with children, to create a comfortable and open environment for self-expression. Students will explore making dolls, art, games and sandtray to access a playful means of engaging clients. These therapeutic tools and approach will be explored as interventions, means to enhance communication and address therapeutic goals. The information will be presented in slides, lecture and highlighted through experiential exercises.

Section A: Erika Leeuwenburgh
Time: Saturday & Sunday, April 2 & 3,
9:00 am - 5:00 pm
Maximum: 17
Changed (01/11/05): Maximum: 24
Credits: 1

PYI 525

When Religion and Clinical Care of Intersexuals and Other Sexual Minorities Meet

COMPETENCY AREAS: Individual Assessment & Intervention Strategies

This workshop will center on the intersection of religious beliefs and sexual minorities in therapy. Participants will gain knowledge related to the variety of persons who classify as sexual minorities including those persons who identify as gay, lesbian, bisexual, intersexual, transsexual, and transgendered. They will also consider a variety of treatment challenges faced when working with these individuals, couples, and families including the use of language, growing beyond stereotypes, addressing personal bias, gaining skill and knowledge, and learning to address the specific challenges of oppression. Particular emphasis will be given to religious struggles both within the therapist and within the client that may be present when working with these populations.

Section A: Janie Long
Time: Saturday & Sunday, February 26 & 27,
9:00 am - 5:00 pm
Maximum: 24
Credits: 1

PY 510

Writing Skills for Counselors

COMPETENCY AREA: Elective

This course focuses on the development of professional writing skills. It begins with a discussion of successful writing habits, continues with an overview of basic writing skills and ends with more advanced skills, such as writing logical, well-organized papers. The course also covers APA writing standards for professional reports and papers. Students will immediately apply new skills using hands-on exercises.

Section A: Greg Blair
Time: Saturday & Sunday, March 5 & 6,
9:00 am - 5:00 pm
Maximum: 24
Credits: 1

Antioch New England Graduate School

SPRING 2005 COURSE DESCRIPTIONS

Department of Clinical Psychology - Registration Instructions

• Please note: Doctoral program classes will begin Monday, January 24 and run through Tuesday, May 10, 2005 •

No classes March 14 - 18 (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 (Section assignments to be made by department)
- PYR 876 Doctoral Research Seminar II (5 weeks) (Section assignments to be made by department)
- PYR 893 Practicum
- PYS 775 Public Policy, Advocacy, and Health Service Delivery (10 weeks)
- An elective Weekend Course, if desired

YEAR IV STUDENTS

Please register for:

- An Advanced Seminar offered in the morning (see Year IV course schedule for options)
- An Advanced Seminar offered in the late afternoon (see Year IV course schedule for options)
- PYR 878 Doctoral Research Seminar IV (10 weeks) (Section assignments to be made by department)
- PY 800 Organizational Issues (5 weeks)
- PY 896 Internship (uncredited)
 - or Special Electives
 - PY 894C Special Proficiency Practicum (Section A)(1 credit)
 - or PY 898 Advanced Practicum (Section A)(3 credits)
 - or PY 890C SIS: Dissertation Research (1 - 3 credits)
 - or An Elective Weekend Course (Total Special Elective Credits must equal 3)

YEAR V+ STUDENTS

(DEGREE CANDIDATES NO LONGER IN RESIDENCE)

If you have not yet begun or 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 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.

Antioch New England Graduate School

SPRING 2005 COURSE DESCRIPTIONS

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 B)

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 A)

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 - D)

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 and Treatment of Trauma (Section A)

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

PYB 711 Advanced Seminar: Clinical Neuropsychology (Section A)

PY 719 Advanced Seminar: Health Psychology (Section A)

PY 816F Advanced Seminar: Psychological Assessment: Evaluations for Clinics, Schools and Courts (Section A)

PYC 710 Advanced Seminar: Substance Abuse Theory and Practice (Section A)

YEAR IV STUDENTS

MONDAYS

9:00 - 11:30 AM

PYC 717 Advanced Seminar: Assessment and Treatment of Couples (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) (10 weeks)

PY 800 Organizational Issues (Section A) (5 weeks)

4:30 - 7:00 PM

PY 856A Advanced Seminar: Aftermath and Treatment of Trauma (Section A)

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

PYB 711 Advanced Seminar: Clinical Neuropsychology (Section A)

PY 719 Advanced Seminar: Health Psychology (Section A)

PY 816F Advanced Seminar: Psychological Assessment: Evaluations for Clinics, Schools and Courts (Section A)

PYC 710 Advanced Seminar: Substance Abuse Theory

WEEKEND COURSES

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

JANUARY 29 & 30

PY 863 Writing Workshop (Section A)

FEBRUARY 12 & 13

PY 859C Fundamental Clinical Skills II (Section A)

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

FEBRUARY 19 & 20

PY 703 A Social History of Popular Psychological Discourses (Section A)

FEBRUARY 26 & 27

PYC 730 The Dream in Clinical Practice (Section A)

PY 859C Fundamental Clinical Skills II (Section B)

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

APRIL 2 & 3

PY 718A Human Sexuality and Sex Therapy (Section A)

APRIL 9 & 10

PY 868 Writing Workshop II (Section A)

PY 714 Clinical Psychopharmacology (Section A)

APRIL 16 & 17

PYC 727 Substance Abuse and Dependence (Section A)

APRIL 30 & MAY 1

PY 812B Consultation: Theory and Practice II (Section A)

Department of Clinical Psychology - Course Descriptions

PY 898 **Advanced Practicum**

An optional Practicum for fourth year 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 & Treatment of Trauma**

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

The psychological sequelae of traumatic events and their resolution will be the focus of this course. This will be illustrated using a four-stage model: victimization, aftermath, integration, and full recovery. Specific trauma-related disorders will be covered, including simple and complex PTSD. The trauma literature will be examined through a psychohistorical lens.

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

PYC 717 **Advanced Seminar:** **Assessment and Treatment of Couples**

COMPETENCY AREA: Clinical Techniques and Methods/Interventions
RESTRICTED TO Year IV students.

This course surveys the predominant approaches to couple/marital therapy as well as the body of empirical findings on successful relationships that have implications for treatment. Modifications of couple therapy to address specific problems such as depression, alcoholism, and sexual dysfunction will be considered. In addition, special issues relevant to couple therapy, including assessment, parenting, infidelity and forgiveness, separation/divorce, domestic violence, and working with diversity will be covered.

Section A: David Arbeitman
Time: Mondays,
9:00 - 11:00 am
Maximum: 12
Credits: 3

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

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

Pragmatic and humanitarian rationales for brief treatment are provided by reviews of psychotherapy utilization, outcome, and process research as well as consideration of its relationship to national health care. Approaches derived from a variety of theoretical orientations are surveyed. The elements common to these are identified and presented as a transtheoretical

approach to therapy which can be used from all orientations. Cases are used to illustrate strategy and techniques.

Section A: Jim Fauth
Time: Mondays, 4:30 - 7:00 pm
Maximum: 12
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 Students may be accommodated, by written permission of the Director of Student Affairs, if space is available.

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 Toye
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.

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: 12
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 Students may be accommodated, by written permission of the Director of Student Affairs, if space is available.

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 will be 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 Pantescio
Time: Mondays, 4:30 - 7:00 pm
Maximum: 12
Credits: 3

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

COMPETENCY AREA: Clinical Techniques and 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 Students may be accommodated, by written permission of the Director of Student Affairs, if space is available.

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

Department of Clinical Psychology - Course Descriptions

PYI 702

Advanced Seminar: The Psychology of Performance

COMPETENCY AREA: Effective Interventions
RESTRICTED TO Year IV students.

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: 12
Credits: 3

PYC 710

Advanced Seminar: Substance Abuse Theory and Practice

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

Substance abuse treatment is a critical and common clinical issue, with increasing numbers seeking inpatient and outpatient treatment. Even those entering psychological treatment for other presenting problems often have substance abuse issues that complicate their clinical presentation. This course goes into greater detail on topics overviewed in the one-credit substance abuse workshop. The course will help students expand their knowledge of current research and effective assessment strategies. Biological effects and neuropsychological syndromes and disorders related to substance abuse will be included. 12-step, psychoanalytic, cognitive/behavioral; marital family, pharmacologic, and motivational conceptualizations and models of treatment will be covered, with an emphasis on evidence-based intervention strategies. Students will develop the clinical knowledge and skills for effective work with this population.

Section A: TBA
TBA Changed 12/22/04 to: Robert Chalif
Time: Mondays, 4:30 - 7:30 pm
Changed 11/19/04 to: Time: Monday, 4:30 - 7:30pm
Maximum: 12
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 oppor-

tunity to work on conceptual and personal issues stimulated by the Qualifying Exam.

Section A: Barbara Belcher-Timme

Section B: David Junno

Section C: Jim Fauth

Section D: Mick Foot

Section E: Lorraine Mangione

Section F: Martha B. Straus

(Section assignments will be made by the department)

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

Maximum: 8 per section

Credits: 3 and 3

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, April 9 & 10,

9:00 am - 5:00 pm

Maximum: 20

Credits: 1

PY 812B

Consultation: Theory and Practice II

COMPETENCY AREA: Clinical Techniques and Methods/Interventions
REQUIRED OF AND RESTRICTED TO Year III students who took PY 812A Theory and Practice of Mental Health Consultation I.

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 contacting, data gathering, diagnosis, intervention, evaluation and follow-up. Implications of the consultant's role in education, training and organizational development are addressed. Participants have the opportunity to apply consultation skills in experiential exercises and also examine the possible consultancy aspect of their practicum role. This course is a continuation of Theory and Practice of Mental Health Consultation I.

Section A: Ted Ellenhom

Time: Saturday & Sunday, April 30 & May 1,

9:00 am - 5:00 pm

Maximum: 23

Credits: 1

PY 899

Doctoral Dissertation

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

Section A: Kathi Borden

Section B: Ted Ellenhom

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: Martha B. Straus

Section J: George Tremblay

(Section assignments will be made by the department)

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

(5 weeks: February 14, March 7 & 21, April 11 & 18)

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 course is a continuation of Doctoral Research Seminar III.

Section A: Kathi Borden

Section B: Ted Ellenhom

Section C: Jim Fauth

Section D: Susan Hawes

Section E: Vic Pantescio

Section F: Roger Peterson

Section G: Gargi Roysircar

Section H: Colby Smith

Section I: Martha B. Straus

Section J: George Tremblay

(Section assignments will be made by the department)

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

(10 weeks: January 24 & 31;

February 7, 21 & 28; March 28;

April 4 & 25; May 2 & 9)

Maximum: 5 per section

Credits: 2

Department of Clinical Psychology - Course Descriptions**PYC 730****The Dream in Clinical Practice**

COMPETENCY AREA: Clinical Techniques and Methods/Interventions
PRIORITY TO Year II students.

This weekend course explores the use of dreams in clinical work from a variety of perspectives. Cultural and historical perspectives on dreams, dreamers, and dream interpreters will be discussed. Empirical human and animal dream studies and contemporary neurophysiological research will be reviewed. From a psychodynamic view, we will consider dreams as diagnostic indicators of psychic structure and content, facilitators of deeper and more authentic communication, as objects of mutual exploration, as retreats and advances, as well as serving as the "royal road to the unconscious." Participants will be asked to bring in dream specimens from a variety of sources: literature, film and television, clients, and their own.

Section A: Ted Ellenhom
Time: Saturday & Sunday, February 26 & 27,
9:00 am - 5:00 pm
Changed 12/01/04 to:
Time: Saturday & Sunday, January 29 & 30,
9:00 - 4:30 pm
Maximum: 20
Credits: 1

PY 859C**Fundamental Clinical Skills II**

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

This weekend 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), lethality assessment, and crisis intervention. This course involves practice in interviewing and practicing in specific clinical contexts.

Section A: David Junno
Time: Saturday & Sunday, February 12 & 13,
9:00 am - 5:00 pm
Section B: David Junno
Time: Saturday & Sunday, February 26 & 27,
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 and 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 of this weekend course 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 primarily takes 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 2 & 3, 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 Association of Psychology and Postdoctoral Internship Centers (APPIC) as well as the Council for the National Register of Health Service Providers in Psychology. Internship may be pursued in several formats: half-time during the fourth and fifth years; full-time during the fifth year, etc. Fourth Year students should register for PY 896, Internship, and Fifth Year + students should register for PY 897, Internship.

Section A: Colborn Smith
Credits: uncredited

PY 816**Methods of Psychological Assessment II**

COMPETENCY AREA: Clinical Techniques and 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 learned in the fall.

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

PY 800**Organizational Issues**

COMPETENCY AREA: Management and Supervision
REQUIRED OF AND RESTRICTED TO 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, 1:00 - 3:30 pm
(5 weeks: February 14, March 7 & 21, April 11 & 18)
Maximum: 20
Changed 11/19/04 to: Maximum 29
Credits: 27
Corrected 11/19/04 to: 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: 28
Credits: 3

Department of Clinical Psychology - Course Descriptions

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: Barbara Belcher-Timme

Section B: Steve Gross

Section C: Jim Graves

Section D: David Junno

(Section assignments will be made by the department)

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

Maximum: 8 per section

Credits: 3

PY 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: David Arbeitman

Section B: Mick Foot

Section C: Bill Halikias

Section D: Elaine Campbell

(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: 23

Credits: 3

PYC 701

Psychotherapeutic Intervention II: Individual and Family

COMPETENCY AREA: Clinical Techniques and 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 psychother-

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

Section A: Elaine Campbell

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, 1:00 - 3:30 pm

(10 weeks: January 24 & 31; February 7, 21 & 28;

March 28; April 4 & 25; May 2 & 9)

Maximum: 23

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: 23

Credits: 3

PY 703

A Social History of Popular Psychological Discourses

COMPETENCY AREA: History and Systems of Psychology
RESTRICTED TO Year III & Year IV students.

This weekend course 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 19 & 20,

9:00 am - 5:00 pm

Maximum: 20

Credits: 1

PY 894C

Special Proficiency Practicum

Restricted to Year IV students.

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

Section A: Lorraine Mangione

Credits: 1

PYC 727

Substance Abuse and Dependence

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

This weekend course will provide an overview of one of the most common conditions encountered by clinicians: substance use disorders. Failure to identify and provide treatment and/or referral for substance use disorders plagues health care providers and undermines their credibility. Successful recognition and treatment on the other hand improves treatment outcomes and provides numerous additional professional opportunities for the practicing psychologist. After an overview and brief history of the field this course will consider the following topics: definitions of terms, epidemiology, screening and assessment, three evidence based treatment approaches, the outcome literature, the neurophysiology of abuse and dependence, pharmacologic treatment, "dual diagnosis", intervention, coerced treatment, employee assistance, non-drug addictions and health care policy issues.

Section A: John McPeake

Time: Saturday & Sunday, April 16 & 17,

9:00 am - 5:00 pm

Maximum: 20

Credits: 1

Department of Clinical Psychology - Course Descriptions**PY 867
Supervised Experience
in the Teaching of Clinical Psychology**

(For Teaching Assistants of Fundamental Clinical Skills II)
COMPETENCY AREA: Consultation and Education

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

Section A: David Junno
Time: Saturday & Sunday, February 12 & 13,
9:00 am - 5:00 pm

Section B: David Junno
Time: Saturday & Sunday, February 26 & 27,
9:00 am - 5:00 pm
Maximum: 5
Credits: 1

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

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

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

**SIS: Applied Experience in
Clinical Psychology**

Often students in third and fourth year elect an SIS in an Applied Experience in Clinical Psychology organized according to the NCSPP competency areas:

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**

**SIS: Advanced Supervised Study in
Clinical Psychology**

Often students in third and fourth year elect an Advanced Supervised Study in the core knowledge bases of psychology:

PYB 890
**SIS: Advanced Supervised Study
in Biological Bases of Behavior**
PY 890A**SIS: Advanced Supervised Study
in Cognitive-Affective Bases
of Behavior**
PY 890R**SIS: Advanced Supervised Study
in Dysfunctional Behavior and
Psychopathology**
PY 890M**SIS: Advanced Supervised Study
in Historical and Philosophical
Context of Psychology**
PYS 890**SIS: Advanced Supervised Study
in Social Bases of Behavior**

Other suggested SIS: Advanced Supervised Study topics include:

PY 890
**SIS: Advanced Supervised Study
in Cultural Bases of Behavior**
PY 890**SIS: Advanced Supervised Study
in Life-span Development**
PY 890**SIS: Advanced Supervised Study
in Professional Ethics and Standards**
PY 890**SIS: Advanced Supervised Study
in Psychological Measurement**
PY 890**SIS: Advanced Supervised Study
in Theories of Individual and
Systems Functioning and Change**

The list of SIS: 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 NCSPP educational model requirements and are designed to more clearly reflect advanced study for transcript, licensure, and internship application information.

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, 2005**, in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **April 20th** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

**PY 863
Writing Workshop**

COMPETENCY AREA: Elective

This weekend 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, January 29 & 30,
9:00 am - 5:00 pm
Maximum: 8
Credits: 1

**PY 868
Writing Workshop II**

COMPETENCY AREA: Elective

PREREQUISITE: Completion of Writing Workshop

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

Section A: Greg Blair
Time: Saturday & Sunday, April 9 & 10,
9:00 am - 5:00 pm
Maximum: 8
Credits: 1