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

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

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



TERMS AND CODES

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

FINANCIAL AID INFORMATION

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

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

The right to request the amendment of the student's education records that the student believes are factually inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to university officials needing access to perform their jobs, and others specified in the law;

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202 - 5901.

For a full statement of the policies and procedures concerning FERPA, please contact the Registrar's Office.

Department of Education

Experienced Educators Program- Course Schedule with Meeting Dates & Sites

EXPERIENCED EDUCATORS PROGRAM

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

FALL 2006 ENTERING STUDENTS

All Entering Experienced Educator General Program students should register for:

EDT 611 Learning Theory
ED 693C Practicum - Practicum Seminar

All entering Experienced Educator Critical Skills Concentration students should register for:

EDT 611 Learning Theory
ED 693C Practicum - Practicum Seminar

All Entering Experienced Educator Autism Spectrum Disorder concentration students should register for:

EDT 611 Learning Theory
**PYB 530 Introduction to Autism Spectrum Disorders
**PYB 532 Sensory Issues of Individuals on the Autism Spectrum
**PYI 540 Clinical and Education Assessment of Individuals with Autism Spectrum Disorders
**PYI 542 Training in the Social Use of Language
**PYI 544 Educational Interventions for Autism Spectrum Disorders:
Pre-school and Elementary School

**See Applied Psychology section for course descriptions
Added 08/31/06: Fall 2006 Entering Experienced Educator Autism Spectrum Disorder concentration students: must also register for: PYI 535, Introduction to Counseling Interventions for ASD

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

Please note: All Experienced Educator students entering in Fall 2006 may enroll for a maximum of 8 credits in the Fall 2006 semester. Students must have written permission of the Program Director attached to or on the registration form to exceed 8 credits.

KINGSTON NH 2006 CLUSTER, (SECTION D)

Fridays, 4:30 - 8:30 pm

September 29, October 20, November 10, and December 8
EDT 611 Learning Theory

Saturdays, 9:00 am - 5:00 pm

September 30, October 21, November 11, and December 9
EDT 611 Learning Theory

SPRINGFIELD VT 2006 CLUSTER (SECTION E)

Fridays, 4:30 - 8:30 pm

September 29, October 20, November 10, and December 8
EDT 611 Learning Theory

Saturdays, 9:00 am - 5:00 pm

September 30, October 21, November 11, and December 9
EDT 611 Learning Theory

SACO ME 2006 CLUSTER (SECTION F)

Fridays, 4:30 - 8:30 pm

September 29, October 20, November 10, and December 8
EDT 611 Learning Theory

Saturdays, 9:00 am - 5:00 pm

September 30, October 21, November 11, and December 9
EDT 611 Learning Theory

CONTINUING STUDENTS Experienced Educator Students who Entered Fall 2005

All Continuing Experienced Educator General Program students (Fall 2005 enterers) should register for:

EDT 533 Philosophy of Education
EDP 643 Data Collection and Analysis

All Continuing Experienced Educator Autism Spectrum Disorder students (Fall 2005 enterers) should register for:

EDT 533 Philosophy of Education
EDP 643 Data Collection and Analysis
ED 693F Practicum - Autism Spectrum Disorders

All Continuing Experienced Educator Critical Skills Concentration students (Fall 2005 enterers) should register for:

EDT 533 Philosophy of Education
EDP 643 Data Collection and Analysis

All Continuing Experienced Educator Principal Certification students (Fall 2005 enterers) should register for:

EDT 533 Philosophy of Education
EDP 643 Data Collection and Analysis
**OMC 678 Change Models & Application

**See Organization & Management section for course description.

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

Please note: All Experienced Educator students who entered in Fall 2005 may enroll for a maximum of 8 credits in the Fall 2006 semester. Students must have written permission of their advisor attached to or on the registration form to exceed 8 credits.

PEMBROKE NH 2005 CLUSTER (SECTION A)

Fridays, 4:30 - 8:30 pm

September 15, October 13, November 3, and December 1
EDT 533 Philosophy of Education

Saturdays, 9:00 am - 5:00 pm

September 16, October 14, November 4, and December 2
EDT 533 Philosophy of Education

* EDP 643 Data Collection and Analysis
* See course description

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

Department of Education

Experienced Educators Program - Course Schedule with Meeting Dates & Sites & Course Descriptions

SPRINGFIELD VT 2005 CLUSTER

(SECTION B)

Fridays, 4:30 - 8:30 pm

September 15, October 13, November 3, and December 1
EDT 533 Philosophy of Education

Saturdays, 9:00 am - 5:00 pm

September 16, October 14, November 4, and December 2
EDT 533 Philosophy of Education
* EDP 643 Data Collection & Analysis

CONTINUING STUDENTS

Experienced Educator Students who Entered Spring 2006

All Continuing Experienced Educator School Choice students (Spring 2006 enterers) should register for:

EDT 533 Philosophy of Education

ED 693A Practicum - Data Collecting & Analysis

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

SCHOOL CHOICE 2006 CLUSTER

(SECTION C)

Fridays, 4:30 - 8:30 pm

September 15, October 13, November 3, and December 1
EDT 533 Philosophy of Education

Saturdays, 9:00 am - 5:00 pm

September 16, October 14, November 4, and December 2
EDT 533 Philosophy of Education

* ED 693A Practicum - Data Collection & Analysis

Please note: All Experienced Educator students who entered in Spring 2006 may enroll for a maximum of 8 credits in the Fall 2006 semester. Students must have written permission of their advisor attached to or on the registration form to exceed 8 credits.

* See course description

FINISHING & EXTENDING STUDENTS

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

COURSE DESCRIPTIONS

EDP 643

Data Collection and Analysis

COMPETENCY AREA: Education & Social Policy
RESTRICTED TO Continuing Experienced Educator students (Fall 2005 enterers).

The goal of the Data Collection & Analysis course is to provide a forum in which the process and results of research can be examined by a supportive community of learners. Students actively engage in collecting and analyzing data as outlined in their research proposals developed in the Action Research and Educational Change course. Advisors work with students to analyze data they have collected. A reflective research journal is required for course verification. Some time during each cluster weekend will be devoted to research - related issues. The work in this course will contribute to the completion of the student's Master's Project.

NOTE: Data Collection and Analysis does not meet as a course. The student engages in this research independently and in consultation with his/her advisor.

Section A: Pembroke NH 2005 Cluster: Staff

Section B: Springfield VT 2005 Cluster: Staff

Credits: 1

EDT 611

Learning Theory

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

RESTRICTED TO Fall 2006 entering Experienced Educator students; others by written permission of the Program Director attached to or on registration form.

How do people 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? This course will explore human development and learning theory as a way of understanding both ourselves and the students we work with. We will consider the thinking and influence of various theories, including those on cognitive and moral development, brain-based learning and multiple intelligences. Specifically, the objective of this course is to explore how we can best understand and support our students as they develop, as they gain skills, and as they search for understanding.

Section D: Kingston NH 2006: Thomas Julius

Section E: Springfield VT 2006: Judy Coven

Section F: Saco ME 2006: TBA

Section F cancelled 10/16/2006

Time: Fridays, September 29, October 20,

November 10, and December 8,

4:30 - 8:30 pm, and

Saturdays, September 30, October 21,

November 11, and December 9,

9:00 am - 5:00 pm

Maximum: 20 per section

Credits: 3

ED 699C

Master's Project Continuation

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

Students must register for Master's Project Continuation every semester until the project has been completed and signed off by your Master's Project reader. Enrollment in Master's Project Continuation confers half-time status for loan deferment purposes through December 22, 2006.

**Section A: Education Faculty
Credits: uncredited**

EDT 533

Philosophy of Education

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

RESTRICTED TO continuing Experienced Educator students (Fall 2005 & Spring 2006 enterers); others by written permission of the Program Director attached to or on registration form.

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

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

Section A: Pembroke NH 2006 Cluster: Thomas Julius

Section B: Springfield VT 2006 Cluster: Arthur Auer

Section C: School Choice 2006 Cluster: Peter Eppig

Time: Fridays, September 15, October 13,

November 3, and December 1,

4:30 - 8:30 pm, and

Saturdays, September 16, October 14,

November 4, and December 2,

9:00 am - 5:00 pm

Maximum: 18 per section

Credits: 3

Department of Education
Experienced Educators Program - Course Descriptions

ED 693A

Practicum -

Data Collection and Analysis

RESTRICTED TO Continuing Experienced Educator (School Choice Spring 2006) students.

The purpose of the Practicum is to assist students in data collection and analysis for their master's project. The emphasis in the Practicum is upon conducting action research. Students may call on faculty consultants for assistance. A research journal is required of all students. Some time during each weekend meeting will be devoted to practicum-related issues.

Section C: School Choice 2006 Cluster: Staff
Credits: 2

ED 693C

Practicum - Practicum Seminar

RESTRICTED TO Experienced Educator students entering in Fall 2006.

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

Section D: Kingston NH 2006 Cluster: Staff
Section E: Springfield VT 2006 Cluster: Staff
Section F: Saco ME 2006 Cluster: Staff
Section F cancelled 10/16/2006
Credits: 2

ED 693F

Practicum -

Autism Spectrum Disorders

RESTRICTED TO Experienced Educator Autism Spectrum Disorders students who entered in Fall 2005.

The purpose of the Practicum is to assist students in integrating theoretical knowledge gained through Autism Spectrum Disorders reading and courses with their experience as teachers. The emphasis in the Practicum is upon setting professional goals, 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.

Credits: 2

ED 690

Supervised Independent Study

If you are planning an independent study, please register for an SIS on your registration form; however, an SIS contract must be submitted to the Registrar's Office by **December 1, 2006** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **December 1st** deadline will be returned for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Department of Education - Waldorf Program - Maine Site

Registration Instructions & Course Schedule

REGISTRATION INSTRUCTIONS

All Waldorf Fall 2006 Entering Maine Waldorf Program Students (certificate and M.Ed., without NH state certification) are required to register for the following courses:

- EDP 604A Research for Personal and Social Change
- EDC 676 Music
- EDC 543 Eurythmy
- EDT 584 Human Development

Non-credited required courses:

- Spatial Dynamics

CLASS SCHEDULE

**September 8 & 9, October 6 & 7,
November 11, December 8 & 9**

- EDP 604A Research for Personal and Social Change
(Meeting times vary;
refer to course description)

September 9 & 23

- Spatial Dynamics
(Meeting times vary;
refer to course description)

September 23 & October 21

- EDT 584 Human Development
(9:30 am - 5:30 pm)

October 7 & 28 and November 18

- EDC 676 Music
(Meeting times vary;
refer to course description)

**October 21 & 28;
November 10, 11 & 18; December 9**

- EDC 543 Eurythmy I
(Meeting times vary;
refer to course description)

Department of Education - Waldorf Program - Maine Site

Course Descriptions

EDC 543

Eurythmy I

COMPETENCY AREA: Curriculum & Instruction
Restricted to entering Maine Waldorf Program students.

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

Section M: Barbara Richardson

Time: October 21, 8:30 - 9:30 am, October 28,

9:30 - 11:00 am & 4:00 - 5:30 pm,

November 10, 7:30 - 9:00 pm,

November 11, 8:30 - 10:30 am,

November 18, 9:30 - 11:00 am, and

December 9, 8:30 - 10:30 am & 4:00 - 5:30 pm

Location: Merriconeag Waldorf School, Freeport, ME

Maximum: 15

Credits: 1

EDT 584

Human Development

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

Partially fulfills Human Development requirement.

RESTRICTED TO entering Maine Waldorf Program students.

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

Section M: Arthur Auer

Time: September 23 & October 21,

9:30 am - 5:30 pm

Location: Merriconeag Waldorf School, Freeport, ME

Maximum: 15

Credits: 1

EDC 676

Music

COMPETENCY AREA: Curriculum & Instruction

RESTRICTED TO entering Maine Waldorf Program students.

In this course we will explore and discover our voices through singing and moving together. We will begin to explore methods for awakening the ear to tone and facilitating group cohesion. In addition, we will explore music notation as a skill and become acquainted with the pentatonic flute.

Section M: Helena Niiva - Sawyer

Time: October 7, 11:00 am - 5:30 pm, October 28,

11:00 am - 4:30 pm, and

November 18, 11:00 am - 4:30 pm

Location: Merriconeag Waldorf School, Freeport, ME

Maximum: 15

Credits: 1

EDP 604A

Research for Personal and Social Change

COMPETENCY AREA: Education & Social Policy

RESTRICTED TO entering Maine Waldorf Program students.

This course will work with research methods based upon the essential view of the human being and the basic exercises outlined in *Esoteric Science* by Rudolf Steiner. We will design and discuss research projects to be completed by students during the following year, and explore suitable research methods. Discussions will include aspects of evolving consciousness and how personal change can influence social change in school communities.

Required reading before the first session: chapters 1, & 2 of *Esoteric Science*. Students are also expected to bring a 2 - 3 page typed review of the second chapter to the first class.

In addition to the course times listed below, students should expect to spend approximately 15 - 20 hours online via *FirstClass* during the fall semester. *FirstClass* access is required.

Section M: Torin Finser

Time: September 8, 7:30 - 9:00 pm,

September 9, 9:30 am - 4:30 pm,

October 6, 7:30 - 9:00 pm,

October 7, 8:30 - 11:00 am,

November 11, 10:30 am - 5:30 pm,

December 8, 7:30 - 9:00 pm, and

December 9, 10:30 am - 4:00 pm

Location: Merriconeag Waldorf School, Freeport, ME

Maximum: 15

Credits: 3

Spatial Dynamics

RESTRICTED TO entering Maine Waldorf Program student. It is not necessary to write this course on your registration form. Students will be assigned by the department.

This course will allow students to explore space, their own personal space and that of others, primarily through Bothmer Gymnastics, a series of exercises created by Count von Bothmer from indications given by Rudolf Steiner. Students will also have the opportunity to learn games and activities for use in and out of the classroom that help build children's social skills, physical coordination and confidence.

Section M: Cynthia Taliaferro

Time: September 9, 8:30 - 9:30 am & 4:30 - 5:30 pm,

and September 23, 8:30 - 9:30 am

Location: Merriconeag Waldorf School, Freeport, ME

Maximum: 15

Credits: uncredited

Department of Education - Integrated Learning and Waldorf Programs

Registration Instructions

INTEGRATED LEARNING PROGRAM

All **Integrated Learning** students who entered in Fall 2005 are required to register for:

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

All **Integrated Learning (including Science Education focus)** students who enter in Fall 2006 are required to register for:

- EDT 572 Human Development:
Focus on Childhood
- EDC 551A Integrated Learning:
Theory Into Practice
- EDC 553A Math Methods:
Concrete Approaches to Math Curriculum
- or**
- EDC 554 Math Methods:
Focus on Intermediate Grades
- or**
- EDC 555 Methods of Teaching
Reading & Other Language Arts

In addition, all **Science Education students** who enter in Fall 2006 are required to register for:

- EDC 549 Place-Based Education

This course fulfills the environmental education requirement for students in the Science and Environmental Science Concentration.

Please note: Integrated Learning students who entered Fall 2005 or after may register for a maximum of 14 credits during the fall semester. Students must have written permission of Program Director or advisor attached to or on registration form to enroll for more than 14 credits.

WALDORF PROGRAM

All **Waldorf M.Ed. with New Hampshire State Certification** Students (year-round) who entered in Summer 2005 are required to register for:

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

All **Waldorf M.Ed. without State Certification Students** (year-round) who entered in Summer 2005 are required to register for:

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

All **Waldorf Certificate Students (summer sequence)** who entered in Summer 2006 are not expected to register for the Fall 2006 term.

All **Waldorf M.Ed. Students (summer sequence)** who entered in Summer 2006 are expected to register for:

- EDT 690 4 - credit SIS (Supervised Independent Study) in Theoretical and Philosophical Foundations of Education.

All **Waldorf Certificate Students (year-round)** who entered in Summer 2006 are required to register for:

- EDC 571A Classroom Drawing
- EDT 586 Evolving Consciousness II
- EDC 544 Painting I
- EDC 544B Painting II
- EDC 559 Waldorf Curriculum Preparation I
- EDP 630 Waldorf School Administration and Leadership

Non-credited required courses:

- Movement Education in the Waldorf Classroom
- Number, Rhyme, and Handcraft
- Oberufer Plays
- Workshop in Middle School Drawing

All **Waldorf M.Ed. without State Certification Students** (year-round) who entered in Summer 2006 are required to register for:

- EDC 571A Classroom Drawing
- EDT 586 Evolving Consciousness II
- EDC 544 Painting I
- EDC 544B Painting II
- EDC 559 Waldorf Curriculum Preparation I
- EDP 630 Waldorf School Administration and Leadership

Non-credited required courses:

- Movement Education in the Waldorf Classroom
- Number, Rhyme, and Handcraft
- Oberufer Plays
- Workshop in Middle School Drawing

All **Waldorf M.Ed. with State Certification Students** (year-round) who entered in Summer 2006 are required to register for:

- EDC 571A Classroom Drawing
- EDT 586 Evolving Consciousness II
- EDC 551A Integrated Learning: Theory Into Practice
- EDC 555 Methods of Teaching Reading & Other Language Arts
- or**
- EDC 553A Math Methods: Concrete Approaches to Math Curriculum
- EDC 544 Painting I
- EDC 544B Painting II
- EDC 559 Waldorf Curriculum Preparation I
- EDP 630 Waldorf School Administration and Leadership

Non-credited required courses:

- Movement Education in the Waldorf Classroom
- Number, Rhyme, and Handcraft
- Oberufer Plays
- Workshop in Middle School Drawing

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

Department of Education - Integrated Learning and Waldorf Programs

Course Schedule

THURSDAYS

9:00 - 11:30 am

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

1:00 - 3:30 pm

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

4:00 - 6:00 pm

- EDC 544 Painting I (Section A)
(September 7 - October 5) &
(October 12, 4:00 - 6:30 pm)
- EDC 544B Painting II (Section A)
(October 19 - November 16) &
(November 30, 4:00 - 6:30 pm)

5:00 - 7:30 pm

- EDC 554 Math Methods:
Focus on Intermediate Grades (Section A)

6:30 - 8:30 pm

- Oberufer Plays (Section A)
(September 14 - October 5, 6:30 - 8:30 pm)
(October 19 - November 16, 6:30 - 8:30 pm)
(October 12 & November 30, 7:00 - 9:00 pm)
(December 7 & December 14, 4:00 - 8:30 pm)
Dress Rehearsal,
(Saturday, December 16, 9:00 am - 3:00 pm)
Performances (Tuesday & Wednesday,
December 19 & 20, 10:00 am - 3:00 pm)

6:30 - 8:30 pm

- EDC 574 Using Online Resources to Enhance Teaching (Section A) (October 26 & December 14)

FRIDAYS

8:30 - 11:00 am

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

9:00 - 11:00 am

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

11:30 am - 12:30 pm

- ED 697 Professional Practice Seminar (Sections A & B) Entering Students

11:30 am - 1:00 pm

- ED 697 Professional Practice Seminar (Sections C & D) Finishing Students
- ED 697 Professional Practice Seminar (Section E) Waldorf Summer Entrants

1:00 - 3:00 pm

- EDC 549 Place-Based Education (Section A)

1:30 - 4:00 pm

- EDT 574 Philosophy of Education (Section A)
- EDC 559 Waldorf Curriculum Preparation I (Section A) (September 8 - December 15)

4:00 - 6:00 pm

- EDC 675 Animals in the Classroom (Section A) (Location: Wells Memorial School) (September 8 - October 20)
- EDC 550 Integrated Arts I (Section A)

4:30 - 6:30 pm

- EDC 577 Problem Solving Science:
Focus on Primary & Intermediate Grades (Section B)
- Number, Rhyme, and Handcraft (Section A) (September 8 - October 13)
 - Movement Education in the Waldorf Classroom (Section A) (October 20 & 27)

WEEKEND COURSES

September 9 & 10

- EDP 623 Social Inclusion (Section A)

September 16 & October 14

- EDC 571A Classroom Drawing (Section A)
- EDC 556A Music Every Day (Section A)

September 23 & 24

- EDC 659 Living Arts I (Section A)

September 23 & October 28

- EDC 668 Introduction to Learning Styles:
4MAT System (Section A)

September 30 & October 7

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

October 7 & 28

- EDC 629 Building Learning Communities (Section A)

November 4 & 5

- EDP 630 Waldorf School Administration & Leadership (Section A)

November 11

- Workshop in Middle School Drawing (Section A)

November 18 & 19

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

December 9 & 10

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

ONLINE COURSES

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

Department of Education - Integrated Learning and Waldorf Programs

Course Descriptions

EDC 675

Animals In the Classroom: Building Community, Inspiring Compassion, Developing Advocacy!

CLASS CANCELLED 08/31/06

COMPETENCY AREA: Curriculum & Instruction

Follow my elementary students and I as we work together to build a humane and compassionate classroom community by connecting the children's heartfelt love of domestic and wild animals to literacy, social studies, science, math and art curricula. Explore the ethics and responsibilities of caring for animals, and witness the academic and social transformations that animals bring to children's lives in the classroom and beyond!

Section A: Christine Payack

**Time: Fridays, September 8 - October 20,
4:00 - 6:00 pm**

**Location: Wells Memorial School &
Antioch University New England**

Maximum: 18

Credits: 1

EDC 622

Assessment: A Focus on Learning

COMPETENCY AREA: Curriculum & Instruction
(Critical Skills designated course)

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

Section A: Laura Thomas

**Time: Saturday & Sunday, November 18 & 19,
9:00 am - 4:30 pm**

Maximum: 18

Changed 10/06/06 to: Maximum 22

(1 seat reserved for ES student)

Credits: 1

EDC 629

Building Learning Communities

COMPETENCY AREA: Curriculum & Instruction
(Critical Skills based course)

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

Section A: Maura Hart

**Time: Saturdays, October 7 & 28
9:00 am - 4:30 pm**

Maximum: 18

Changed 10/06/06 to: Maximum 20

(1 seat reserved for ES student)

Credits: 1

EDC 571A

Classroom Drawing

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

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

Section A: Elizabeth Auer

**Time: Saturdays, September 16 & October 14,
9:00 am - 4:30 pm**

Maximum: 18

Credits: 1

EDP 627

Changed 10/06/06 to: EDT 614

Education for Social Renewal

COMPETENCY AREA: Education & Social Policy
New competency area 10/06/06:

Theoretical & Philosophical Foundations of Education

RESTRICTED TO Distant Summer Sequence Waldorf Students.

This course will give students an opportunity to examine the social and pedagogical basis for Waldorf education. How do children interact in a Waldorf classroom? How can a teacher prepare to meet the emotional as well as academic needs of students? What is the philosophic framework for teacher preparation? How can a teacher remain inspired, enthusiastic? Students will share their research on topics chosen the previous summer, reflect on readings assigned, and submit journal entries to an online partner. Final documentation will include a 20-page paper, quotations selected from the readings, and a review submitted by the journal partner. All work will need to be completed by December 15. *FirstClass* access is required.

Section A: Torin Finser

Time: Online via *FirstClass*

Maximum: 12

Credits: 4

**Note 10/06/06: Students previously enrolled in EDP
627 have been re-registered in EDT n614A**

EDT 586

Evolving Consciousness II

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

REQUIRED OF WALDORF STUDENTS; others by written permission of Program Director attached to or on registration form.

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

Section A: Torin Finser

Time: Fridays, 8:30 - 11:00 am

Maximum: 24

Credits: 3

Department of Education - Integrated Learning and Waldorf Programs

Course Descriptions

EDT 572

Human Development: Focus on Childhood

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

REQUIRED OF AND PRIORITY TO Elementary and Early Childhood certification students.

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

Section A: Jane Miller

Section B: Susan Dreyer Leon

Time: Fridays, 8:30 - 11:00 am

Maximum: 18 per section

(1 seat reserved in each section for ES student)

Credits: 3

EDC 634

Image-Making Within The Writing Process

COMPETENCY AREA: Curriculum & Instruction

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

Section A: Kathy Shanks

Time: Saturdays, September 30 & October 7,

9:00 am - 4:30 pm

Maximum: 18

(1 seat reserved for ES student)

Credits: 1

EDC 550

Integrated Arts I

COMPETENCY AREA: Curriculum & Instruction

PRIORITY TO Elementary and Early Childhood certification students.

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

Section A: Ron LaBrusciano

Time: Fridays, 4:00 - 6:00 pm

Maximum: 18

(1 seat reserved for ES student)

Credits: 2

EDC 551A

Integrated Learning: Theory into Practice

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF Integrated Learning and Waldorf (NH State) Certification students

PRIORITY TO Elementary and Early Childhood certification students.

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

Section A: Ron LaBrusciano

Section B: Jane Miller

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

Maximum: 18 per section

(1 seat per section reserved for ES students)

Credits: 3

EDC 668

Introduction to Learning Styles: 4MAT System

CLASS CANCELLED 09/20/06

COMPETENCY AREA: Curriculum & Instruction

This course introduces participants to the concept of learning as a natural cycle incorporating learning style theory, brain processing research, and the 4MAT System of instructional design. The 4MAT System is a model for instructional design based on research in learning styles, hemisphericity, art, creativity, and effective management training. 4MAT follows a natural cycle of learning, appealing to and capitalizing on the strengths of all learning styles, in a sequenced framework. It includes descriptions of the nature of the changing teacher role from Motivator to Instructor to Coach to Evaluator as learners move through the learning cycle.

Section A: Kim Carter

Time: Saturdays, September 23 & October 28,

9:00 - 4:30 pm

Maximum: 18

(1 seat reserved for ES student)

Credits: 1

ED 691

Internship, Elementary Education

ED 692

Internship, Early Childhood Education

ED 694

Internship,

Science/Environmental Education

Internships are available in a variety of public and independent elementary schools and early childhood learning centers. Integrated Learning and Waldorf students are required to do a minimum of two semesters of supervised teaching (8 credits) in an approved Elementary or Early Childhood setting. Science and Environmental Education students must do one Elementary internship and one Science/Environmental Education internship. Note: Please be sure to write the correct course number, as well as the number of credits, and the site of your internship in the spaces provided on your registration form.

Section A: Education Faculty

Credits: variable

See Professional Practice Seminar, Page 12.

Department of Education - Integrated Learning and Waldorf Programs

Course Descriptions

ED 697

Professional Practice Seminar

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

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

Entering Students:

Section A: David Sobel

Section B: Judy Coven

Time: Fridays, 11:30 am - 12:30 pm

Finishing Students

Section C: Ron LaBrusciano

Section D: Peter Eppig

Time: Fridays, 11:30 am - 1:00 pm

Waldorf Students

Section E: Arthur Auer

Time: Fridays, 11:30 am - 1:00 pm

Maximum: 12 per section

Credits: uncredited

EDC 659

Living Arts I

COMPETENCY AREA: Curriculum & Instruction

This course is for the personal and artistic development of the educator and for learning techniques to integrate the arts in the classroom. As counter effort to the powerful presence of the media in our schools, a living environment where the arts support our sense of beauty and our sense of who we are and who we strive to be, is essential for authentic growth. When we paint or draw, we open pathways to greater communication with ourselves and the students we teach. Through explorations with color, painting and drawing, as well as through lectures and discussions, participants will consider the role of art for people of various learning styles and dispositions. Guest presenter for storytelling : Nancy Mellon.

Section A: Karine Munk Finser

Time: Saturday & Sunday, September 23 & 24,

9:00 am - 4:00 pm

Maximum: 18

(1 seat reserved for ES student)

Credits: 1

ED 699

Master's Project

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

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

Section W: Staff

Credits: 5

ED 699C

Master's Project Continuation

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

Students must register for a Master's Project Continuation every semester until the project has been completed and signed off by your Master's Project reader. Enrollment in Master's Project Continuation confers half-time status for loan deferment purposes through December 22.

Section W: Education Faculty

Credits: uncredited

EDC 553A

Math Methods:

Concrete Approaches to

Math Curriculum

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND PRIORITY TO Elementary and Early Childhood Education certification students.

Young children develop their own informal mathematics knowledge before entering school. In this course students will learn how teachers can continue to allow them to build on their experiences, both practical and teacher-constructed, to extend their mathematical understandings and skills. Using concrete materials and hands on experiences, students will become actively involved with problems from a range of mathematical strands (number sense, geometry, measurement, pattern, probability) to illustrate how children can

explore mathematics, including arithmetic, through problem solving and inquiry. Classroom management and methods of assessing children's understanding will also be addressed.

Section A: Judy Coven

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

Maximum: 18

(1 seat reserved for ES student)

Credits: 3

EDC 554

Math Methods:

Focus on Intermediate Grades

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND PRIORITY TO Elementary Education certification students.

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

Section A: Dot Gorenflo

Time: Thursdays, 5:00 - 7:30 pm

Maximum: 18

(1 seat reserved for ES Certification student)

Credits: 3

EDC 555

Methods of Teaching Reading &

Other Language Arts

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND PRIORITY TO Elementary and Early Childhood certification students.

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

Section A: Lindy Hanninen

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

Maximum: 18

Credits: 3

Department of Education - Integrated Learning and Waldorf Programs

Course Descriptions

Movement Education in the Waldorf Classroom

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

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

Section A: Monica Marshall
Time: Fridays, October 20 & 27,
4:30 - 6:30 pm
Maximum: 20
Credits: uncredited

EDC 556A Music Every Day

COMPETENCY AREA: Curriculum & Instruction

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

Section A: Kari Smith
Time: Saturdays, September 16 & October 14,
9:00 am - 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDC 587 New England Mammals: Lessons for Teachers

COMPETENCY AREA: Curriculum & Instruction

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

Section A: Janet Altobello & Susie Spikol
Time: Saturday & Sunday, December 9 & 10,
9:00 am - 4:30 pm
Location: Harris Center
Maximum: 16
(1 seat reserved for ES student)
Credits: 1

Number, Rhyme and Handcraft

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

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

Section A: Monica Marshall
Time: Fridays, September 8 - October 13,
4:30 - 6:30 pm
Maximum: 20
Credits: uncredited

The Oberufer Plays: Transformation through Drama

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

This course focuses on the value and transformative power of acting for the teaching profession.

Students will learn skills in the artistic use of voice, gesturing and interpersonal interaction that are valuable on stage, in public speaking and storytelling and in many ways in the classroom. It will be tied in with the themes of the Waldorf curriculum. A major part of the course will be devoted to the rehearsal of a folk play from the Danube River village of Oberufer which will be performed by students at the end of the semester in the outside community. Participation in this course is required for all Waldorf students.

Section A: Karine Munk Finser with Arthur Auer
(assistant producer)
Time: Thursdays, September 14 - October 5,
6:30 - 8:30,
October 19 - November 16, 6:30 - 8:30 pm,
October 12 & November 30, 7:00 - 9:00 pm,
December 7 & 14, 4:00 - 8:30 pm,
Dress Rehearsal, Saturday, December 16,
9:00 am - 3:00 pm,
Play Performances: Tuesday & Wednesday,
December 19 & 20,
10:00 am - 3:00 pm
Maximum: 20
Credits: uncredited

EDC 544 Painting I

COMPETENCY AREA: Curriculum & Instruction
REQUIRED OF Waldorf students; others by written permission of the instructor attached to or on registration form.

Students in this course will learn to work with Goethean color theory and experience color free from the restrictions of outer form. The watercolor process, as used in Waldorf schools, provides a key to the artistic process that is an integral and necessary part of human development. In addition, this course will explore stages of the evolution of consciousness by painting out of various soul moods. While not a curriculum study, this course is intended to provide the background for the personal and artistic development of the teacher.

Section A: Karine Munk Finser
Time: Thursdays, September 7 - October 5,
4:00 pm - 6:00 pm, and
October 12, 4:00 - 6:30 pm
Maximum: 20
Credits: 1

EDC 544B Painting II

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

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

Section A: Karine Munk Finser
Time: Thursdays, October 19 - November 16,
4:00 - 6:00 pm, and
November 30, 4:00 - 6:30 pm
Maximum: 20
Credits: 1

Department of Education - Integrated Learning and Waldorf Programs

Course Descriptions

EDT 574

Philosophy of Education

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

REQUIRED OF AND PRIORITY TO Integrated Learning Elementary and Early Childhood certification students.

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

Section A: Susan Dreyer Leon
Time: Fridays, 1:30 - 4:00 pm
Maximum: 24

(1 seat reserved for ES Teacher Certification student)
Credits: 3

EDC 549

Place-Based Education

(Formerly Environmental Education)

COMPETENCY AREA: Curriculum & Instruction

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

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

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

ED 693

Practicum

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

Section W: Education Faculty
Credits: 4

EDC 577

Problem Solving Science: Focus on Primary & Intermediate Grades

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND PRIORITY TO Integrated Learning students.

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

Section A: David Sobel
Time: Fridays, 9:00 - 11:00 am
Section B: Pauline Chandler
Time: Fridays, 4:30 - 6:30 pm
Maximum: 15 per section
(1 seat per section reserved for ES student)
Credits: 2

EDP 623

Social Inclusion: Teasing, Bullying & Peer Abuse

COMPETENCY AREA: Education & Social Policy

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

Section A: Kim Payne
Time: Saturday & Sunday, September 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 **December 1, 2006** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or an elective. Contracts received after the **December 1st** deadline will be returned for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

Department of Education - Integrated Learning and Waldorf Programs

Course Descriptions

EDC 574

Using Online Resources to Enhance Teaching

COMPETENCY AREA: Curriculum & Instruction

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

Section A: Wendy McGrath
Time: Thursdays, October 26 & December 14,
6:30 - 8:30 pm
The remainder of the course is
delivered online via FirstClass
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDC 559

Waldorf Curriculum Preparation I

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

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

Section A: Arthur Auer
Time: Fridays, September 8 - December 15,
1:30 - 4:00 pm
Maximum: 20
Credits: 2

EDP 630

Waldorf School Administration and Leadership

CLASS CANCELLED 09/20/06

COMPETENCY AREA: Education & Social Policy
REQUIRED OF AND RESTRICTED TO second 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. Read both texts prior to the start of the course.

Section A: Torin Finser
Time: Saturday & Sunday, November 4 & 5,
9:00 am - 4:30 pm
Maximum: 20
Credits: 1

Workshop in Middle School Drawing

COMPETENCY AREA: Curriculum & Instruction
REQUIRED OF Waldorf students with an elementary focus; other by permission of the instructor.
It is not necessary to write this course on your registration form. Students will be assigned by the department.

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

Section A: Elizabeth Auer
Time: Saturday, November 11,
9:00 am - 4:30 pm
Maximum: 18
Credits: uncredited

Department of Environmental Studies - Master's Programs

Registration Instructions

ALL ENVIRONMENTAL STUDIES STUDENTS

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

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

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

STUDENTS WHO ENTERED FALL 2005

Please Note: The academic credit maximum for Fall 2006 is 12 credits. If your program plan warrants exceeding this maximum, you must obtain written permission from your program advisor attached to or on your registration form. Additional credits will be added to your schedule on a space available basis.

Conservation Biology

Please register from the following:

- Advanced Statistics (ES 520) - (elective; strongly recommended)
- Natural Communities (ESF) and/or other elective credits
- Practicum (ES 693) (Sections A - D) or Research Practicum (ES 695) (Sections A - H)
- Wildlife and Forest Management (ESS 568) (Section A) (Req Alt)

Environmental Advocacy and Organizing

Please register from the following:

- Advocacy Clinic I (ES 518) (Section A)
- Natural Communities (ESF) and/or other elective credits
- Practicum (ES 693) (Sections A - D)

Environmental Education

Please register from the following:

- Choice of Environmental Education Methods
- Curriculum Design: Non-Formal (ESE 514) (Section A or B)
- Natural Communities (ESF) and/or other elective credits
- Practicum (ES 693) (Sections A - D)

General Science and Biology Certification

Please register from the following:

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

Individualized Programs

Please speak with advisor for completing degree requirements.

Resource Management & Administration

Please register from the following:

- Dispute Resolution (ESXO 503) (Section A) (Req Alt) or *Group Dynamics (ESX 601) offered in Summer*
- Proposal Writing and the Grants Process (ESACO 503) (Sec A) (Req Alt) or *GIS (ES 510) offered in Spring*
- Practicum (ES 693) (Sections A - D)
- Additional electives with ESF, ESP and/or ESS prefixes

STUDENTS ENTERING IN FALL 2006

Please Note: The academic credit maximum for Fall 2006 is 12 credits. **Please register for courses and when indicated, preferred sections (*) listed for your program.**

Conservation Biology

Please register for:

- Community Ecology of the New England Landscape (ESF 550) (Sections A - F)
- Conservation Biology (ESS 563) (Section A or B)
- Earth Systems Science (ESS 572) (Sections A*, B* or C*)
- Geographic Information System for Conservation Biologists (GIS) (ESP 561) (Section A or B)

Environmental Advocacy and Organizing

Please register for:

- Community Ecology of the New England Landscape (ESF 550) (Sections A - F)

- Earth Systems Science (ESS 572) (Sections B - F)
- Organizing Social Movements (ES 515) (Section A)
- Choose one Civic Ecology course from the following:
 - ESP 601 Ecological Economics and Public Policy (Section A)
 - ESP 551A Environmental Law (Section A)
 - ESP 530 The Language of Nature (Section A)
 - ESP 524 Patterns of Environmental Activism (Section A) (strongly recommended)

Environmental Education

Please register for:

- Community Ecology of the New England Landscape (ESF 550) (Sections A* - F)
- Earth Systems Science (ESS 572) (Sections B*, C*, D - F)
- Foundations of Environmental Education (ESE 502) (Section A or B)
- Choose one Civic Ecology course from the following:
 - ESP 601 Ecological Economics and Public Policy (Section A)
 - ESP 551A Environmental Law (Section A)
 - ESP 530 The Language of Nature (Section A)
 - ESP 524 Patterns of Environmental Activism (Section A)

General Science and Biology Certification

Please register for:

- Community Ecology of the New England Landscape (ESF 550) (Sections A - E)
- Earth Systems Science (ESS 572) (Sections D - F)
- Problem-Solving & Inquiry-Based Science Teaching (ESE 521) (Section A)
- Choose one Civic Ecology course from the following:
 - ESP 601 Ecological Economics and Public Policy (Section A)
 - ESP 551A Environmental Law (Section A)
 - ESP 530 The Language of Nature (Section A)
 - ESP 524 Patterns of Environmental Activism (Section A)

Individualized Programs

Please register for:

- Community Ecology of the New England Landscape (ESF 550) (Sections A - F)
- Earth Systems Science (ESS 572) (Sections B - F)
- Selection of core course from your individualized program: Contact Program Director
- Choose one Civic Ecology course from the following:
 - ESP 601 Ecological Economics and Public Policy (Section A)
 - ESP 551A Environmental Law (Section A)
 - ESP 530 The Language of Nature (Section A)
 - ESP 524 Patterns of Environmental Activism (Section A)

Department of Environmental Studies - Master's Programs

Registration Instructions & Course Schedule

Resource Management & Conservation

(formerly Resource Management & Administration)

Please register for:

- Building Sustainable Organizations (Section A)
- Community Ecology of the New England Landscape (ESF 550) (Section A - F)
- Earth Systems Science (ESS 572) (Section D - F)
- Choose one Civic Ecology course from the following:
 - ESP 601 Ecological Economics and Public Policy (Section A) (strongly recommended)
 - ESP 551A Environmental Law (Section A)
 - ESP 530 The Language of Nature (Section A)
 - ESP 524 Patterns of Environmental Activism (Section A)

COURSE SCHEDULE

WEDNESDAYS

9:00 am - 12:00 pm

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

1:00 - 4:00 pm

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

*ESE 537 Exploring Possibilities in Education (Section A)

ESE 502 Foundations of Environmental Ed (Section A)

THURSDAYS

8:00 - 11:00 am

ESS 563 Conservation Biology (Section A)

ESS 572 Earth Systems Science (Section A)

ESF 514 New England Flora (Section A)

ESF 515 Ornithology (Section A)

8:30 - 11:00 am

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

ESP 601 Ecological Economics and Public Policy (Section A)

ESP 530 The Language of Nature (Section A)

ESP 524 Patterns of Environmental Activism (Section A)

9:00 - 11:30 am

ESP 551A Environmental Law (Section A)

11:15 am - 12:45 pm

* Practicum Seminar (Sections A & B)
(September 7, November 30 and December 7)

* Program Meetings (dates & programs TBA)
(2nd year Cert students every other Thurs TBA)

1:00 - 4:00 pm

ES 520 Advanced Statistics (Section A)

ES 518 Advocacy Clinic I (Section A)

ESAM 516 Building Sustainable Organizations (Section A)

ESS 563 Conservation Biology (Section B)

ESXO 503 Dispute Resolution (Section A)

ESS 572 Earth Systems Science (Sections B & C))

*ESE 513 Environmental Education Methods:
Principles of Educating for Sustainability
(Section A)

ESE 502 Foundations of Environmental Ed (Section B)

ES 515 Organizing Social Movements (Section A)

ESE 521 Problem Solving Science (Section A)

ESE 520 Science Teaching Methods (Section A)

2:00 - 4:00 pm

*ESCE 628 Environmental Education Methods:
Interpretation (Section A)

5:00 - 8:00 pm

ESP 561 GIS for Conservation Biologists (Section A)

ESE 522 Teaching Exceptional Children (Section A)

6:00 - 9:00 pm

*ESF 554 Ecology and Management of
the Adirondack Mountains
(Section A) (Pre-trip September 14)

6:30 - 9:00 pm

*ESF 546 Conservation Challenges at the
Wildland/Suburban Interface
(Section A) (Pre-trip September 7)

FRIDAYS

8:00 - 11:00

ESF 557 Aquatic Invertebrates (Section A)

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

ESS 572 Earth Systems Science (Section D)

*ESACO503 Proposal Writing & the Grants Process
(Section A)

8:30 - 11:00 am

ESE 514 Curriculum Design: Non-formal (Section B)

*ESCO 527 Environmental Writing (Section A)

*ESP 560 Materials and Energy Sustainability (Section A)

11:15 am - 12:45 pm

* Practicum Seminar (Sections C & D)
(September 8 and December 1 & 8)

* Program Meetings (dates & programs TBA)

1:00 - 4:00 pm

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

ESE 535 Conceptual & Human Development
(Section A)

ESS 572 Earth Systems Science (Sections E & F)

ESF 511 Herpetology (Section A)

ESS 568 Wildlife Forest Management (Section A)

5:00 - 8:00 pm

ESP 561 GIS for Conservation Biologists (Section B)

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

Department of Environmental Studies - Master's Programs

Course Schedule & Course Descriptions

WEEKENDS & IRREGULAR

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

September 16 - 20

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

September 30 - October 4

*ESF 554 Ecology of the Adirondack Mts (Section A) (Study Trip)

October 21

*ESCE 628 Environmental Education Methods: Interpretation (Section A)

November 4

*ESP 51A Environmental Law (Section A)

November 11

*ESP 530 Materials and Energy Sustainability (Section A)

November 12

*ESP 601 Ecological Economics and Public Policy (Section A)

TBA WEEKENDS

*ESXO 503 Dispute Resolution (Section A)

*ESP 51A Environmental Law (Section A)

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

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

COURSE DESCRIPTIONS

ES 520

Advanced Statistics

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

PREREQUISITE: Ecological Research Design or, by instructor's written consent (must have a strong background in basic statistics).

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

Section A: Steve Johnson

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

Maximum: 16

Credits 3

ES 518

Advocacy Clinic I

COMPETENCY AREA: EAO - Required; CB, EE, Cert, IND & RMA/RMC - Elective

REQUIRED OF Environmental Advocacy & Organizing students.

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

Section A: Abigail Abrash Walton

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

Maximum 10

Credits: 3

ESF 557

Aquatic Invertebrates

COMPETENCY AREA: Natural Communities elective

This class is an investigation of the diversity of aquatic macro-invertebrates through the study of their taxonomy, morphology, development, ecology and evolution of selected aquatic invertebrates. Emphasis will be placed on freshwater aquatic macro-invertebrates of the glaciated northeast United States. This course will also touch upon rapid assessment techniques targeting aquatic macro-invertebrates to assess stream health

Section A: TBA

Changed 08/02/06 to: Maria Aliberti

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

Changed 08/02/06 to: Time: Fridays, 1:00 - 4:00 pm

(no class September 15 & November 17), and

Saturday, October 14,

8:30 am - 4:30 pm (location TBA)

Maximum: 16

Credits: 3

ESAM 516

Building Sustainable Organizations

COMPETENCY AREAS: RMA/RMC - Required; IND - Strongly Recommended; CB, EAO, EE & Cert - Elective

PRIORITY TO RMA/RMC & IND students.

BSO surveys the landscape of sustainability theory and literature by considering organizational purpose, design and behavior through the lenses of ecology, management, economics and social justice. This course prepares students to analyze organizations from the perspective of sustainable practices, and to develop an understanding of the importance of self-knowledge and personal sustainability. BSO is designed to serve as a gateway for further study. The course relies on heavily active participation by all class members, drawing from each participant's previous organizational and managerial experiences.

Section A: Pete Throop

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

Maximum: 16

Credits: 3

ESF 550

Community Ecology of the New England Landscape

COMPETENCY AREA: Natural Communities - Required

REQUIRED OF AND PRIORITY TO ALL ES students entering in Fall 06.

PREREQUISITE: Being able to identify by bark the two dozen most common species of central New England trees (study guide available through Antioch's web site and *FirstClass*. Registration for training modules available August 30 and Sept 5).

This course examines the diversity of plant communities found in central New England with special attention to the impact of topography, substrate, and disturbance regimes on community composition and structure. As a largely field-

Department of Environmental Studies - Master's Programs

Course Descriptions

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

Sections A & B: Tom Wessels
Sections C & E: Peter Palmiotto
Sections D & F: John Gunn
Time: Section A: Wednesdays,
9:00 am - 12:00 pm
(Priority to Env Ed students who take ESE 502,
Foundations of Env Ed Section A)
Section B: Wednesdays, 1:00 - 4:00 pm
Section C & D: Fridays, 8:00 - 11:00 am
Sections E & F: Fridays, 1:00 - 4:00 pm
Maximum: 16 per section
Changed 08/02/06 to: Maximum: Sections B - F: 14
Credits: 3

ESE 535

Conceptual and Human Development

COMPETENCY AREAS: Cert - Required; EE - Required alternate; EAO, CB, IND & RMA/RMC - Elective
REQUIRED OF AND PRIORITY TO Fall 05 ES Certification entrants.

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

Section A: Sue Ward
Time: Fridays, 1:00 - 4:00 pm
Maximum: 16
(1 seat reserved for Education student)
Credits: 3

ESS 563

Conservation Biology

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

This course examines the biology underlying our attempts to

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

Sections A & B: Rob Baldwin
Time: Section A: Thursdays, 8:00 - 11:00 am
Section B: Thursdays, 1:00 - 4:00 pm
Maximum: 12 per section
Credits: 3

ESF 546

Conservation Challenges at the Wildland/Suburban Interface

COMPETENCY AREA: Natural Communities elective
PRIORITY TO Fall 05 ES entrants.

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

Suburban sprawl represents a major conservation challenge throughout the U.S. Not only are natural habitats directly lost through development pressures, but a variety of edge effects and issues of connectivity impact habitat quality in whatever fragments are allowed to remain. Furthermore, elevated human population density increases recreational demands on remaining natural areas, potentially threatening their long-term biological viability. The mixture of habitat protection and species conservation options is often especially complex at the wildland/suburban interface. This 5-day field study trip to Cape Cod and the Islands will address elements of ecology, land-use planning, socioeconomic pressures, and governmental regulatory processes. Field activities will focus on the biology and ecology of local natural communities (emphasizing birds), and meetings with local experts will explore the "nuts-and-bolts" of ongoing conservation efforts. Processes used to identify critical areas for conservation, the role of focal umbrella species in providing legal context, and the importance of restoring broad ecosystem-scale functions such as fire will all be explored. *Cost: \$425 includes transportation, camping and food.*

Section A: Pete Throop
Time: Thursdays, September 7,
6:30 - 9:00 pm, (pre-trip meeting) and
Saturday - Wednesday,
September 16 - 20 (Study trip)
Maximum: 12
Credits: 2

ESE 514

Curriculum Design: Non-Formal

COMPETENCY AREAS: EE - Required; Cert, EAO, CB, IND & RMA/RMC - Elective
REQUIRED OF AND PRIORITY TO Fall 05 ES Environmental Education entrants.

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

Section A: Cindy Thomashow
Section B: Sue Ward
Time: Section A: Thursdays, 8:30 - 11:00 am
Changed 07/24/06:
Time: Section A: Thursday, 4:30 - 7:30 pm
Changed 08/02/06 to: Time: Thursdays, 4:30 - 7:30 pm
NOTE: Students on waiting list for Section A
will be moved into this Section.
Section B: Fridays, 8:30 - 11:00 am
Maximum: 15 per section
Credits: 3

ESXO 503

Dispute Resolution

COMPETENCY AREAS: RMA/RMC - Required alternate; IND - Strongly Recommended; EAO, EE, CB & Cert - Elective
PRIORITY TO Fall 05 Resource Management & Administration entrants.

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

Note: All students are required to read *Getting to Yes* by Fisher, Ury and Patton and *Difficult Conversations* by Stone, Patton & Heen prior to the first class meeting. *There is also a \$32 materials fee that will be collected by the instructor.*

Section A: Rebecca Todd
Time: Thursdays, September 7 - October 19,
1:00 - 4:00 pm, and
TBA Saturday, 9:00 am - 4:30 pm
Added 10/16/2006: Also meets Sunday,
October 15, 9:00 am - 4:30 pm
Maximum: 12
Credits: 2

Department of Environmental Studies - Master's Programs

Course Descriptions

ESS 572

Earth Systems Science: Planetary Dynamics

COMPETENCY AREAS: Biosphere Science - Required
REQUIRED OF AND PRIORITY TO ES students entering in Fall 06
(see specifics below).

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

Sections A & B (Kaste) will emphasize the intimate linkages between our atmosphere, biosphere, lithosphere and hydrosphere. We will study the processes by which earth's materials are constantly transferred between these living and non-living reservoirs, and how these natural cycles have been profoundly influenced by human activities.

Sections C & E (Thiet) will emphasize earth systems processes on a global scale and their synthesis in light of contemporary global change issues, particularly as changes in global biogeochemistry and land use patterns impact biological systems.

Sections D & F (Jordan) will emphasize the manifestation of global-scale earth system processes in New England. Climate change dynamics will form a central theme, with particular emphasis on the Holocene and historic time periods.

Sections A & B: Jim Kaste
Sections C & E: Rachel Thiet

Sections D & F: Jim Jordan

Time: Section A: Thursdays 8:00 - 11:00

(Priority to CB)

Section B & C: Thursdays 1:00 - 4:00 pm

**(Priority to EE who take ESE 502 Foundations of EE
Sec A and CB who take ESS 563 Con Bio Sec A)**

Sections D Fridays, 8:00 - 11:00 am

Sections E & F Fridays, 1:00 - 4:00 pm

Maximum: 14 per section

Credits: 3

ESP 601

Ecological Economics and Public Policy

COMPETENCY AREAS: Civic Ecology
PRIORITY TO ES students entering in Fall 06: First Priority to Resource Management & Conservation students.

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

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

Section A: Michael Simpson

Time: Thursdays, September 7 - December 7,

8:30 - 11:00 am,

and Sunday, November 12,

9:00 am - 4:30 pm

Maximum: 16

Added 08/15/06 :

Section B: Jim Gruber

Time: Thursdays, 8:30 - 11:00 am

Maximum: 12

**Note: Students waitlisted for Section "A" have
1st priority & will automatically be added to Section B
(2 seats reserved for 2nd year ES students)**

Credits: 3

ESF 554

Ecology and Management of the Adirondack Mountains

COMPETENCY AREA: Natural Communities or Policy elective

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

This course focuses on the natural and human factors that have shaped the forested ecosystems of the Adirondack Mountains. Situated within the Adirondack State Park in northern New York State the mountains have been molded by ancient geologic and climatic forces. Understanding how these forces influence the plant communities and how humans have impacted the communities will provide students with a unique perspective on the ecology and conservation challenges of this wild region. *Course fee: \$240.00 for food and camping arrangements.*

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

Section A: Peter Palmiotto

Time: Thursday, September 14,

6:00 - 9:00 pm (pre-trip meeting), and

Saturday - Wednesday,

September 30 - October 4 (Study trip)

Maximum: 12

Credits: 2

ESE 513

Environmental Education Methods: Principles of Educating for Sustainability

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

PRIORITY TO ES Environmental Education students who are entering their second year.

Pamela Mang writes that sustainability is "the ability of the human species to stay around for the long haul." What does this mean? How do you define sustainability? What does it require? How can it be? What is the role of education in that process? What would people know and be able to do if they were educated for a sustainable future? What can we as educators do to cultivate the necessary knowledge, skills, and habits of mind in our students so that they may enact sustainable lifestyles? This course provides an introduction to educating for sustainability (EFS). We will explore the concept of sustainability and the meanings of EFS as we identify and clarify how these may be incorporated into our work as environmental educators. With the goal of increasing awareness, knowledge, and understanding of the core content, competencies, and habits of mind which characterize EFS, we will consider its philosophical foundations and historical context and engage in activities focused on integrating core content in our work, including systems thinking, sustainable economics, the role of social equity in sustainable communities, place as curriculum, and the science of sustainability. From habits of mind to regenerative resource management, we will study the emerging field of EFS to broaden our expertise as environmental educators.

Section A: Sue Ward

Times: Thursdays, September 7 - November 2,

1:00 - 4:00 pm

Maximum: 16

(1 seat reserved for Science Education student)

Credits: 2

ESCE 628

Environmental Education Methods: Interpretation

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

PRIORITY TO ES Environmental Education students who are entering their second year.

Interpreters are a blend of teachers, naturalists, historians, performers and artists, exciting hearts and souls through a number of media, while making the natural and cultural world relevant to all. Stimulated by our readings, discussions, exercises and visits to existing interpretive facilities and programs, we will each craft something we want to interpret, in a medium and a setting that inspire us. This might be creating an interpretive program, developing an interpretive walk, designing a series of interpretive signs for a nature trail, doing a brochure. If we're both educational and artistic in our efforts, both informative and provocative, we just might influence behaviors and beliefs.

Department of Environmental Studies - Master's Programs

Course Descriptions

Section A: Judy Silverberg
Time: Thursdays, September 28 - December 14 ,
2:00 - 4:00 pm &
Saturday, October 21, 9:00 am - 4:30 pm
Maximum: 16
(1 seat reserved for Science Education student)
Credits: 2

ESP 551A

Environmental Law

COMPETENCY AREA: Civic Ecology
PRIORITY TO ES students entering in Fall 06.

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, and
TBA Saturday, 9:00 am - 4:30 pm
Maximum: 16
Changed 05/05/06 to: Maximum : 12
Changed 08/31/06 to: Maximum : 14
(2 seats reserved for 2nd year ES students)
Credits: 3

ESCO 527

Environmental Writing

COMPETENCY AREA: EE - EE Methods Required alternate; CB, Cert, EAO, RMA/RMC, IND - Elective
PRIORITY TO Fall 05 ES entrants.

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

Section A: Fred Taylor
Time: Fridays, 8:30 - 11:00 am
(Optional field trip to Cape Cod - TBA)
Maximum: 14
Credits: 3

CLASS CANCELLED 07/14/06

ESE 537

Exploring Possibilities in Education

COMPETENCY AREAS: Cert, EE, EAO, CB, IND & RMA/RMC - Elective
PRIORITY TO ES Biology and General Science Certification students.

What makes great schools? And what makes great teachers? We will visit 4 - 5 progressive middle and high schools in a variety of settings, each for a full day, to explore these guiding questions. Along the way we'll struggle with an assortment of related questions like: What kinds of school reform are worthwhile? How defensible is progressive education? What can democracy look like at great schools? What kinds of homework and grading policies and practices should good schools and teachers use? How are progressive educators and schools responding to new federal educational policies, standards and standardized testing? In what kinds of public school systems and with what kinds of teachers do students like and thrive?

Section A: Jimmy Karlan
Time: Wednesdays, 1:00 - 4:00 pm,
1-2 TBA seminars, 9:00 - 11:00 am and
4 - 5 TBA full-day field trips (hopefully Wednesdays)
Maximum: 10
Credits: 3

ESE 502

Foundations of Environmental Education

COMPETENCY AREAS: EE - Required; Cert - Required alternate with written permission; EAO, CB, IND, & RMA/RMC - Elective
REQUIRED OF AND PRIORITY TO ES Environmental Education students who enter Fall 06.

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

Sections A & B: Cindy Thomashow
Time: Section A: Wednesdays, 1:00 - 4:00 pm
Section B: Thursdays, 1:00 - 4:00 pm
Section B Cancelled 08/15/06
Maximum: 15 per section
(1 seat per section reserved for
Science Education student)
Credits: 3

ESP 561

Geographic Information System (GIS) for Conservation Biologists

COMPETENCY AREA: CB - Required Civic Ecology
REQUIRED OF AND RESTRICTED TO First semester 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.

Added 08/02/06: Students will use ArcGIS 9.x software (not ArcView) Pre-class readings will be assigned. Check FirstClass course folder.

Sections A & B: Fash Farashahi
Time: Section A: Thursdays, 5:00 - 8:00 pm
Section B: Fridays, 5:00 - 8:00 pm
Maximum: 12 per section
Credits: 3

CLASS CANCELLED 07/24/06

ESF 511

Herpetology

COMPETENCY AREAS: Natural Communities elective

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

Section A: TBA
Time: Fridays, 1:00 - 4:00 pm
Maximum: 16
(1 seat reserved for Science Ed student)
Credits: 3

Department of Environmental Studies - Master's Programs

Course Descriptions

CLASS ADDED 07/14/06

ES 525

Instructional Delivery: Art & Craft

COMPETENCY AREAS: Cert- Recommended elective, EE- EE Methods elective; EAO, CB, RMA & IND- Elective.

PRIORITY TO Cert students who entered Fall 2005.

Students pursuing teaching certification in the state of NH are expected to understand and demonstrate a variety of instructional strategies for enhancing learning (NH Professional Education Standard Ed. 610.02 [f]).

Successful science teachers develop a toolbox of techniques for delivering effective instruction. They use a variety of provocative classroom start-ups, create enticing agendas, present engaging demonstrations, maximize their students' on-task time, play with momentum, develop sustainable record keeping, make interesting presentations, attend to different learning styles, spiral back on previous knowledge and skills, manage with empathy and respect, move purposefully around their classrooms, facilitate student-to-student discussions, use metaphors and counter-examples, play skeptic, respect wait-time, and design learning-full quizzes. This course will help you become aware of and more proficient with some of these techniques for delivering effective instruction.

This course is designed to complement and enhance your Science Teaching Methods class.

Section A: Jimmy Karlan
Time: Fridays, 8:00-11:00 am
Maximum: 14
Credits: 3

ESP 530

The Language of Nature

COMPETENCY AREA: Civic Ecology

PRIORITY TO ES students entering Fall 06.

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

Section A: Joy Ackerman
Times: Thursdays, 8:30 - 11:00 am
Maximum: 16
(2 seats reserved for 2nd year ES students)
Credits: 3

ES 699C

Master's Thesis

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

PREREQUISITE: Master's Thesis Seminar

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

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

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

Section A: Jon Atwood
Section B: Peter Palmiotto
Section C: Rachel Thiet
Section D: Jim Jordan
Section E: Tom Wessels
Section F: Joy Ackerman
Section G: Michael Simpson
Section H: Meade Cadot
Maximum: 5 per section
Credits: 3

ES 699D

Master's Thesis Continuation

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

Students must register for Master's Thesis Continuation every semester until the thesis has been completed and signed off by the Master's Thesis reader. Submit the Thesis Continuation Progress Report (see Thesis Guidebook) to your Thesis Advisor at the time of registration. Enrollment in Master's Thesis continuation confers half-time status for loan deferment purposes through December 22.

Section A: Jon Atwood
Section B: Peter Palmiotto
Section C: Rachel Thiet
Section D: Jim Jordan
Section E: Tom Wessels
Section F: Joy Ackerman
Section G: Michael Simpson
Section H: Meade Cadot
Maximum: 5 per section
Credits: uncredited

ESP 560

Materials and Energy Sustainability

COMPETENCY AREAS: RMA/RMC - Policy elective; EAO, CB, Cert, EE and IND - Elective

Individuals, either as a consumer, an employee or someone who lives on the landscape, are learning to become more environmentally responsible and realize true savings through adopting sustainability driven policies and practices. In this course we will examine how the emerging field of materials and energy sustainability can help individuals and organizations to become more effective at reducing their ecological footprint. This course is based on the premise that the material and energy flow throughout one's home or business is part of a greater life cycle which stretches from raw material extraction through the manufacturing stages and onto consumer and post-consumer stages. We will discuss concepts in the areas of waste reduction, pollution prevention, energy efficiency, environmental management and life cycle analysis to equip participants with the tools they need to understand and potentially reduce environmental impact within the different domain of their lives. Course participants will produce a Cap Stone Project of an actual organization and document their application of the concepts discussed in class.

Section A: Michael Simpson,
Peter Cooke and Tony Sarkis
Time: Fridays, 8:30 - 11:00, and
Saturday, November 11,
9:00 am - 4:30 pm
Changed 07/14/06 to:
Time: Fridays, 8:00 - 11:00 am and
Saturday, November 11, 9:00 - 4:30
Maximum: 16
Changed 08/02/06 to: Maximum 18
Credits: 3

ESF 514

New England Flora

COMPETENCY AREA: Natural Communities

PRIORITY TO Fall 05 ES entrants.

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

Section A: Melissa Harty
Time: Thursdays, 8:00 - 11:00 am
Maximum: 16
(1 seat reserved for
Science Education student)
Credits: 3

Department of Environmental Studies - Master's Programs

Course Descriptions

ES 515

Organizing Social Movements & Campaigns

COMPETENCY AREAS EAO - Required; CB, EE, Cert, IND, & RMA/RMC - Elective
REQUIRED OF AND PRIORITY TO Environmental Advocacy & Organizing students.

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

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

ESF 515

Ornithology

COMPETENCY AREA: Natural Communities elective
PRIORITY TO Fall 05 ES entrants.

This course provides an overview of avian evolution, taxonomy, anatomy, behavior and conservation. In addition to occasional local field trips during the regular class time, there will be 1 - 2 all-day weekend trips to be scheduled during the first class meeting. Selections from the PBS series, *"The Life of Birds"* will supplement in-class lecture material.

Section A: Steve Johnson
Time: Thursdays, 8:00 - 11:00 am
Maximum: 16
Credits: 3

ESP 524

Patterns of Environmental Activism

COMPETENCY AREA: Civic Ecology
PRIORITY TO ES students who are entering Fall 06: First Priority to Environmental Advocacy & Organizing students.

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

Section A: Steve Chase
Time: Thursdays, 8:30 - 11:00 am
Maximum: 16
(2 seats reserved for 2nd year ES students)
Credits: 3

ES 693

Practicum, General Practicum Seminar

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

A total of 8 General Practicum credits are required for Environmental Advocacy & Organizing, Conservation Biology, Environmental Education, Resource Management and Administration and those pursuing Individualized Programs. A total of 2 General Practicum credits are required for certification majors in addition to 6 credits of Student Teaching. It is strongly recommended that students not register for Practicum until after completing their second semester in the program.

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

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

Section A: Kay Delaney
Section B: Sarah Bockus
Section C: Christa Koehler

Section D: Duncan Watson
Section D Cancelled 08/15/06.
Added 08/02/06: Section E: Melissa Diven
Time: Sections A & B: Thursdays,
September 7, November 30 & December 7
11:15 am - 12:45 pm
Sections C & D: Fridays,
September 8, December 1 & 8,
11:15 am - 12:45 pm
Changed 08/02/06 to: Times: Section E: Thursdays,
September 7, November 30 & December 7,
11:15 am - 12:45 pm
MEETING DATES CHANGED:
Practicum Seminar Meetings:
Time: Sections A, B & E will meet
Thursday, September 14, November 30 & December 7,
11:15 am - 12:45 pm
Section C will meet Fridays, September 15,
December 1 and 8, 11:15 am - 12:45 pm
Maximum: 15 per section
Changed 08/02/06 to: Section B: Maximum 7
Changed 08/02/06 to: Section E: Maximum 8
Credits: variable
(Practicum Seminar credited
as part of Practicum)

ESE 521

Problem-Solving & Inquiry-Based Science Teaching

COMPETENCY AREAS: Cert - Required; EE - Methods Required alternate; EAO, CB, IND & RMA/RMC - Elective
FIRST PRIORITY TO Fall 06 ES Certification students.
SECOND PRIORITY TO Fall 05 ES Environmental Education entrants.

Teaching science concepts through problem-solving and inquiry-based approaches in middle schools or at environmental learning centers challenges educators to remove themselves from the podium of answers and to become partners in discovery. In this new position, success is proportional to the frequency a teacher or environmental educator says, "I don't know, how do you think we can find out?" Teaching and learning through these approaches is both cognitively and emotionally stimulating. We will engage with a variety of physical, life, and environmental problems and inquiries. We will reflect on these experiences from the perspectives of learners and teachers and consider the multiple dimensions of these approaches to teaching science concepts in our respective educational environments.

Section A: Jimmy Karlan
Time: Thursdays, 1:00 - 4:00 pm
Maximum: 16
(1 seat reserved for Science Education student)
Credits: 3

Department of Environmental Studies - Master's Programs

Course Descriptions

ESACO 503

Proposal Writing and the Grants Process

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

PRIORITY TO Fall 05 Resource Management & Administration entrants.

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

Section A: Jim Gruber

**Time: Fridays, September 8 - November 3,
8:00 - 11:00 am,**

Maximum: 16

Changed 08/02/06 to: Maximum 18

Credits: 2

CLASS ADDED 07/24/06

ESF 551

Reptile Field Biology

Competency Areas: EAO, CB, EE, Cert, IND & RMA - Natural Communities elective

The conservation of reptiles in the northeast poses several challenges. Essential elements are: understanding of habitat preferences and home range sizes; understanding of life history strategies; assessing population size and viability. In this class, students will be introduced to the varied and complex life histories of northeast reptiles by finding them in the field and observing their habitats. By supplementing field work with in-class lectures and assignments based on the scientific literature, we will delve into the conservation issues and the difficulties of managing and recovering reptile populations. Students will learn how to identify species in the field and how to recognize habitats that are closely associated with particular species.

Sec A: Suzie Fowle Schroeder

Times: Thursdays 8:00 - 11:00

Sept 14, Sept 28 and Oct 5 plus

Saturday field study trips 8:30 am - 4:30 pm

Sept 16 and Sept 30

(TBD field sites in Western Mass)

Maximum: 16

Credits: 2

ES 695

Research Practicum

COMPETENCY AREA: CB, RMA/RMC, and IND - Practicum option RESTRICTED TO CB, RMA/RMC, and IND students doing a masters thesis and who are doing thesis research as their practicum.

Students may register for 2 or 4 credits which will count toward the total of 8 Practicum credits.

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

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

Section A: Jon Atwood

Section B: Peter Palmiotto

Section C: Rachel Thiet

Section D: Jim Jordan

Section E: Tom Wessels

Section F: Joy Ackerman

Section G: Michael Simpson

Section H: Meade Cadot

Maximum: 5 per section

Credits: variable

ESE 520

Science Teaching Methods

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

REQUIRED OF AND PRIORITY TO Fall 05 ES Certification students.

Science Teaching Methods is designed to help prepare students to be able to effectively teach science at the high school or middle school level. The course takes place at Compass School, an independent middle and high school in Westminster, VT (25 minutes from Antioch). Participants will have the opportunity to observe experienced teachers in action and to interact with middle and high school students, using these interactions as a forum for discovery, growth, and practice of teaching methods. We will practice classroom management strategies, communication techniques, curriculum design and lesson planning, assessment, and lab methods and safety.

Section A: Eric Rhomberg

Changed 10/16/2006 to:

Eric Rhomberg, Louise Van Order and Stephen Holmes

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

Location: Compass School, Bellows Falls, VT

Maximum: 16

Credits: 3

ES 690

SIS: Supervised Independent Study

If you are planning an independent study, please register for an SIS on your registration form; however, an SIS contract must be submitted to the Registrar's Office by **December 1, 2006** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **December 1st** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: Variable

ES 690U

SIS: Special Project

COMPETENCY AREAS: RMA/RMC - Required for students not doing a Masters Thesis; EAO, Cert, EE & IND - 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 director, but may be supervised by a qualified person external to the department. Note: RMA/RMC Students are required to complete either a Special Project or a Master's Thesis.

Please register for an SIS on your registration form; however, an SIS contract must be submitted to the Registrar's Office by **December 1, 2006** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **December 1st** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: 3

Department of Environmental Studies - Master's Programs

Course Descriptions

ESE 522

Teaching Exceptional Children:

Focus on Adolescence

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

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

Section A: Maureen Greene

**Time: Thursdays, September 7 & 21, October 5 & 19,
November 2, 16, & 30, and December 7 & 14,
5:00 - 8:00 pm
Maximum: 16
(1 seat reserved for Science Education student)
Credits: 2**

ESS 568

Wildlife and Forest Management

COMPETENCY AREAS: CB - Required alternate; RMA/RMC - Science elective; EAO, Cert, EE, & IND - Elective
PRIORITY CB* & RMA/RMC students.

*CB Priority goes to students who didn't take either Wetlands Ecology or Forest Ecosystem Analysis in the summer

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

Section A: Meade Cadot

**Time: Fridays, 1:00 - 4:00 pm
Added 09/20/06:
No class on October 13 and December 22
Location: Harris Center, Hancock and Antioch
Maximum: 16
Credits: 2**

Department of Education — Experienced Educators Program
Course Descriptions

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Department of Environmental Studies - Ph.D.

Registration Instructions and Course Schedule

*Doctoral program classes will begin Friday, September 8, 12:00 p.m., and run through Sunday, December 3, 12:00 p.m.
Students should check class folders for pre-class reading assignments. *Please note on campus dates below.*

REGISTRATION INSTRUCTIONS

FIRST PHASE PH.D. I	SECOND PHASE PH.D. II	THIRD PHASE PH.D. III	FOURTH PHASE PH.D. IV	FIFTH PHASE PH.D. V+
<p>(Summer 2006 enterers) Ph.D. I students should register for (ES 702) Comparative Ecological Analysis, and (ES 704) Environmental History.</p>	<p>Ph.D. II students should register for (ES 728) Research Strategy: Theory, Method and Design II, and two other 3 credit courses from the following: (ES 720) Reading Seminar I, (ES 721) Reading Seminar II, independent studies (ES 890), or other courses offered at Antioch. Students should discuss their course plans with their advisor before registering.</p>	<p>Ph.D. III students should register for (ES 761) Theory & Practice Seminar II and either (ES 752) \ Service Project, or (ES 771) Integrated Essay. The choice should be made after a conversation with advisor. Ph.D. III students who have completed ES 761 but are still working on their Service Project, Integrated Essay, or Dissertation Proposal must register for (ES 775) Candidacy Continuation.</p>	<p>Ph.D. IV students have completed the Service Project, Integrated Essay and Dissertation Proposal. They should register for (ES 776) Dissertation Seminar and, for the first or second semester of Phase IV, students must register for (ES 899) Doctoral Dissertation.</p>	<p>(Degree Candidates no longer in residence) Ph.D.V+ students should register for (ES 899C) Doctoral Dissertation Continuation.</p>

COURSE SCHEDULE

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

FIRST PHASE - PH.D. I	SECOND PHASE - PH.D. II	THIRD PHASE - PH.D. III	FOURTH PHASE - PH.D. IV
<p>ES 702 Comparative Ecological Analysis ES 704 Environmental History</p> <p>September 8, 9 & 10 October 6, 7 & 8 November 3, 4 & 5 December 1, 2 & 3</p>	<p>ES 728 Research Strategy: Theory, Method and Design II ES 720 Reading Seminar I ES 721 Reading Seminar II</p> <p>September 8, 9 & 10 November 3, 4 & 5 December 1, 2 & 3</p>	<p>ES 771 Integrated Essay ES 752 Service Project ES 761 Theory & Practice Seminar II</p> <p>September 8, 9 & 10 November 3, 4 & 5</p>	<p>ES 776 Dissertation Seminar ES 899 Doctoral Dissertation</p> <p>September 8, 9 & 10 November 3, 4 & 5</p>

**Note: All Doctoral students must register by Friday, July 14 for the Fall 2006 semester.
Failure to adhere to this deadline will result in late payment and/or late registration fees.**

Department of Environmental Studies - Ph.D.

Course Descriptions

ES 775

Candidacy Continuation

COMPETENCY AREA: Dissertation Process

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

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

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

Section A: Alesia Maltz
Maximum: 15
Credits: uncredited

ES 702

Comparative Ecological Analysis

COMPETENCY AREA: Foundation

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

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

Section A: Rob Baldwin
Times: Saturdays, 2:00 - 7:00 pm and
Sundays, 8:00 am - 12:00 pm
September 9 & 10, October 7 & 8,
November 4 & 5, December 2 & 3
(Additional contact hours will be met by specific
coursework designed to be completed on-line.)
Maximum: 15
Credits: 4

ES 776

Dissertation Seminar

COMPETENCY AREA: Dissertation Process

RESTRICTED TO Ph.D. IV students.

PREREQUISITES: Completion of the Integrated Essay, Service Project, and approved Dissertation Proposal. Students should be actively engaged in researching and writing the dissertation.

This seminar is designed to provide support, consultation, and limited instruction for students carrying out their doctoral dissertation research, and is composed of three different workshops: a writing workshop, a qualitative methods workshop, and a quantitative methods workshop, each led by a different instructor. All students will participate in the writing workshop and will select either the quantitative or qualitative workshop to participate in. These latter two workshops are offered concurrently. Students, along with the instructors, are intended to serve as a peer community, providing support, advice, and critique.

Section A: TBA
Changed 08/02/06 to: Daniel S. Smith
Times: Fridays, 1:00 - 7:00 pm and
Saturdays, 8:00 am - 12:00 pm and
2:00 - 6:00 pm and
Sundays, 8:00 am - 12:00 pm
September 8, 9 & 10 and
November 3, 4 & 5

Changed 08/02/06 to: Times: Saturdays & Sundays,
October 7 & 8 and November 4 & 5
Saturdays - 2:00 - 8:00 pm,
Sundays 8:00 am - 12:00 pm
(Additional contact hours will be met by specific
coursework designed to be completed on-line.)
Maximum: 12
Credits: 4

ES 899

Doctoral Dissertation

COMPETENCY AREA: Dissertation Process

RESTRICTED TO Ph.D. IV students.

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

Section A: Doctoral Faculty
Maximum: 15
Credits: 4

ES 899C

Doctoral Dissertation Continuation

COMPETENCY AREA: Dissertation Process

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

Section A: Doctoral Faculty
Maximum: 15
Credits: uncredited

ES 704

Environmental History

COMPETENCY AREA: Foundation

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

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

Section A: Alesia Maltz
Times: Fridays, 1:00 - 7:00 pm and
Saturdays, 8:00 am - 12:00 pm
September 8 & 9, October 6 & 7,
November 3 & 4, December 1 & 2
(Additional contact hours will be met by specific
coursework designed to be completed on-line.)
Maximum: 15
Credits: 4

ES 771

Integrated Essay

COMPETENCY AREA: Integrated Projects

RESTRICTED TO Ph.D. III students.

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

Note: The Integrated Essay does not meet as a course. The project is discussed in the Theory and Practice Seminar. The student receives credit upon satisfactory completion of the integrated essay. Like the Service Project course, students should sign up for this course in the term they will do the bulk of the IE writing.

Section A: Alesia Maltz
Section B: Joy Ackerman
Section C: Heidi Watts
Section D: Tom Webler
Section E: Beth Kaplin
Section F: Mitch Thomashow
Section G: Jon Atwood
Maximum: 5 per section
Credits: 4

Department of Environmental Studies - Ph.D.

Course Descriptions

ES 720

Reading Seminar I

COMPETENCY AREA: Foundation

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

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

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

Section A: TBA

Times: TBA

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

Maximum: 15

Credits: 3

ES 721

Reading Seminar II

COMPETENCY AREA: Foundation

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

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

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

Section A: TBA

Times: TBA

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

Maximum: 15

Credits: 3

ES 728

Research Strategy: Theory, Method and Design II

COMPETENCY AREA: Research Strategies and Learning Domains

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

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

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

Section A: TBA

Changed 08/02/06 to: Daniel S. Smith

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

Saturdays, 8:00 am - 12:00 pm

September 8 & 9,

November 3 & 4 and December 1 & 2

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

Maximum: 15

Credits: 3

ES 752

Service Project

COMPETENCY AREA: Integrated Projects

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

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

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

Section A: Heidi Watts

Maximum: 12

Time: To be arranged with instructor

Credits: 4

ES 890

SIS: Supervised Independent Study

If you are planning an independent study, please register for an SIS on your registration form; however, an SIS contract must be submitted to the Registrar's Office by **December 1, 2006** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **December 1st** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: Variable

ES 761

Theory and Practice Seminar II

COMPETENCY AREA: Integrated Projects

RESTRICTED TO Ph.D. III students.

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

Section A: Alesia Maltz & Heidi Watts

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

Sundays, 8:00 am - 12:00 pm

September 9 & 11 and November 4 & 6

Changed 07/24/06 to:

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

Sundays, 8:00 am, - 12:00 pm,

September 8 & 10 and November 4 & 6

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

Maximum: 15

Credits: 3

Department of Organization & Management

Registration Instructions & Course Schedule

REGISTRATION INSTRUCTIONS

CREDIT LIMITS

O&M fall entering students may register for a maximum of 10 credits in fall semester. O&M spring entering students may register for a maximum of 12 credits in the fall semester. Students must have written permission of Program Administrator attached to or on registration form to exceed these credit maximums.

PRE-COURSE REQUIREMENTS

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

CROSS-DEPARTMENTAL REGISTRATION

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

PREREQUISITES AND COURSES REQUIRING PERMISSION

Special Students and students from other departments who wish to register for O&M courses with prerequisites or courses that require permission must meet prerequisites or provide evidence of equivalent coursework or experience to the instructor. Any courses with prerequisites or requiring the permission of the instructor will be clearly marked as such in the course descriptions. Written permission of the instructor or the Program Administrator must be attached to or on the registration form.

COURSE SCHEDULE

FIRST YEAR PROGRAM

FRIDAYS, 6:30 - 9:00 PM

**September 15, October 6 & 27,
November 17 and December 8**

OMD 651 Professional Seminar
(Section K)

SATURDAYS AND SUNDAYS, 8:30 AM - 5:30 PM

**Saturdays & Sundays, September 16 & 17
and October 7 & 8**

OMG 535 Group Dynamics & Leadership I
(Section K)

Saturdays, October 28 and November 18

OMD 620 Leadership and Management Theory & Practice
(Section K)

**Sundays, October 29 & November 19 and
Saturday, December 9**

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

SECOND YEAR PROGRAM

FRIDAYS, 6:30 - 9:00 PM

**September 15, October 6 & 27, November 17
and December 8**

OMC 691 Practicum - Practicum Seminar
(Sections K1 - K4)

SATURDAYS AND SUNDAYS, 8:30 AM - 5:30 PM

**Saturdays, September 16, October 7 & 28,
November 18 and December 9**

OMC 678 Change Models & Applications
(Section K)

**Sundays, September 17, October 8 & 29,
November 19 and December 10**

OMF 561 Financial Management
(Section K)

**Sundays, September 17, October 8 & 29,
November 19 and December 10**

OMF 572 School Finance
(Section K)

ELECTIVES

FRIDAYS, 4:00 - 6:00 PM

**September 15, October 6 & 27,
November 17 and December 8**

OMF 571 Program Design & Grantwriting
(Section K)

SATURDAYS AND SUNDAYS, 8:30 AM - 5:30 PM

Saturday & Sunday, October 14 & 15

OMD 649 Self Knowledge for Leadership
(Section K)

Saturday & Sunday, November 11 & 12

OMD 642 Managerial Communications:
An Integrated Approach
(Section K)

Department of Organization & Management - First Year Program

Course Descriptions

OMG 535

Group Dynamics & Leadership I

COMPETENCY AREA: Collaboration & Group Dynamics (Required)

This course is designed specifically for first semester O&M students and focuses on group dynamics and leadership in work teams. 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 throughout the course and use course concepts to analyze their experience. Skills emphasized will be useful for both group leaders and members and include: observing group dynamics and providing feedback, diagnosing stage of group development, matching leadership style to stage of development, working effectively with diversity, facilitating collaborative decision-making, and managing conflict. Students are expected to read *The One Minute Manager Builds High Performing Teams*, by Blanchard, Carew, and Parisi-Carew. Students may do additional readings and discussions, field or research projects, or case study analysis on-line.

Section K: Donna Mellen

**Time: Saturdays & Sundays, September 16 & 17 and
October 7 & 8, 8:30 am - 5:30 pm
Maximum: 24
Credits: 2**

OMD 620

Leadership and Management Theory & Practice

COMPETENCY AREA: Self Development (Required)

This course will explore and evaluate models of leadership and management. Using a theoretical and developmental approach, the primary 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. Students should check the course conference on *FirstClass*, for on-line assignments that will begin prior to the first class meeting.

Section K: Robbie Hertneky

**Time: Saturdays, October 28 & November 18,
8:30 am - 5:30 pm
Maximum: 24
Credits: 1**

OMD 651

Professional Seminar

COMPETENCY AREA: Self Development (Required)

Professional Seminar provides a setting in which students and faculty offer consultation and support regarding issues students face in their educational, professional, and personal development. All students enrolled in Professional Seminar meet as a community, working together with faculty to develop a productive and inclusive learning group. Through assigned reading, reflective writing, dialogue and guided activities, students will focus on their professional goals and their learning goals for their master's program. Students may do additional readings and discussions, field or research projects, or case study analysis on-line.

Section K: Bill Griffith and Robbie Hertneky

**Time: Fridays, September 15, October 6 & 27,
November 17 and December 8, 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 **December 1, 2006** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **December 1st** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

OMS 528

Systems Theories & the Organizational Environment

COMPETENCY AREA: Systems & Strategic Thinking (Required)

An historical and contemporary overview of systems theories will be presented. Emphasis will be placed on how these theories can be applied in assessing critical local and global environmental factors including social, scientific, ecological, political and economic trends that have a wide range of impact on our society and organizations. This course will also include material on the importance of individual cognitive development in the understanding and application of systems theories. There will be reading assignments prior to the first class and reading and online assignments between classes.

Section K: Steve Guerriero

**Time: Sundays, October 29, November 19 and
Saturday, December 9, 8:30 am - 5:30 pm
Maximum: 20**

**Changed 08/31/06 to: Maximum: 24
Credits: 2**

Department of Organization & Management - Second Year Program

Course Descriptions

OMC 678

Change Models & Applications

COMPETENCY AREA: Purposeful Systemic Change (Required)

For organizations to thrive in today's complex and dynamic environment, organization leaders and managers increasingly need knowledge on how to engage organizational members in systemic change directed toward the fulfillment of clear and meaningful objectives that are understood and supported by a critical mass of people within the organization. Models for leading and facilitating planned short and long term change efforts at the group and organization level will be introduced, as well as ways of responding to unplanned change. The application of change theory and models will be addressed through a variety of means, including role play, simulation, case studies, class discussion, and through the use of on-line technology. Change strategies and methods will be evaluated for application and fit with the intended change outcomes, organization needs, and organization culture. Emphasis will be made on the emotional/social aspects of change and the use of effective collaborative processes in change, because most change efforts fall short with the human aspects of change and failure to include people in the process of change. Pre-course readings, assignments, and detailed syllabus will be available on *FirstClass* approximately three weeks before the first class meeting.

Section K: Peter Smith

Time: Saturdays, September 16, October 7 & 28, November 18 and December 9, 8:30 am - 5:30 pm

Maximum: 24

Credits: 3

OMF 561

Financial Management I

COMPETENCY AREA: Financial Management (Required)

This course will focus on the uses of financial data within the organization by its managers. Students will examine the type of information that is needed by managers to assist in planning, decision-making and operational controls. Students will acquire skills in topics such as financial statement analysis, statements of cash flow and various budgeting concepts. Students will complete additional problems and work on a group project and presentation involving case-study analysis on-line.

Section K: TBA

Changed 07/14/06 to: [Sandra Colliton](#)

Time: Sundays, September 17, October 8 & 29, November 19 and December 10, 8:30 am - 5:30 pm

Maximum: 24

Credits: 3

OMC 691

Practicum

Practicum Seminar

COMPETENCY AREA: Purposeful Systemic Change (Required)

RESTRICTED TO matriculated O&M students.

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

Section K1: John Carr

Section K2: Wendy Elliott

Section K3: Donna Mellen

Section K4: Peter Smith

Time: Fridays, September 15, October 6 & 27, November 17 and December 8, 6:30 - 9:00 pm

Maximum: 7 per section

Credits: variable

(Practicum Seminar credited as part of Practicum)

OMF 572

School Finance

COMPETENCY AREA: Financial Management

REQUIRED OF AND PRIORITY TO Principal Certification students.

This course is an introduction to school finance and budgeting with a particular concentration on fiscal issues for building-level administrators. The course will cover the basic principles of school finance as well as ethical issues in school financial management. An emphasis will be placed on developing skills in financial analysis that will assist principals in their decision-making. Therefore, the course will focus on practical issues such as writing grants, locating fiscal resources, and using spreadsheets to facilitate building-level budgeting and financial analysis. Students should check the *FirstClass* course folder three weeks prior to the initial class meeting. Pre-course reading assignments and important information regarding the course will be posted.

Section K: Edward McCaul

Time: Sundays, September 17, October 8 & 29, November 19 and December 10, 8:30 am - 5:30 pm

Maximum: 15

Credits: 3

OM 690

SIS: Supervised Independent Study

If you are planning an independent study, please register for an SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **December 1, 2006** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **December 1st** 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 - Electives

Course Descriptions

OMD 642 Managerial Communications: A Integrated Approach

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

Our success as managers and leaders depends in great measure on how well we communicate with others and with ourselves. Our "communicative competence" is based in many domains and depends on many kinds of intelligence, including linguistic, interpersonal, emotional, and technical. This course draws on research in fields of human development, management, technology, and change theory, as well as studies in cognition, emotion, and behavior. Students will focus on both written and oral communication, integrating online and face-to-face modalities. Teleconferencing, online communications, presentation software, and video replay will be employed. Course reading and significant online participation, as well as writing assignments are required prior to the first face-to-face meeting. Students will do additional readings and discussions, field or research projects, or case study analysis on-line and in telephone conferences. **Course begins online on October 1. No registrations will be accepted after that date.**

Section K: Bill Griffith
Time: Saturday & Sunday, November 11 & 12,
8:30 am - 5:30 pm
Maximum: 16
Credits: 2

OMF 571 Program Design & Grantwriting

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

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

Section K: TBA
Changed 07/14/06 to: Donald Woodhouse
Time: Fridays, September 15, October 6 & 27,
November 17 and December 8, 4:00 - 6:00 pm
Maximum: 20
Credits: 2

OMD 649 Self Knowledge for Leadership

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

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

Section K: Donna Mellen
Time: Saturday & Sunday, October 14 & 15,
8:30 am - 5:30 pm
Maximum: 24
Credits: 1

OM 690 SIS: Supervised Independent Study

If you are planning an independent study, please register for an SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **December 1, 2006** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **December 1st** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

Department of Applied Psychology

Registration Instructions

ALL APPLIED PSYCHOLOGY STUDENTS

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

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

In considering whether to register for an elective workshop, students need to be mindful of the semester and/or program credit limits. Fall entering Clinical Mental Health Counseling/Substance/Abuse/Addictions students have a 10 credit maximum. Continuing Counseling Psychology and Substance Abuse/Addictions Counseling students have a 14 credit maximum; fall entering DMT students have a 17 credit maximum for this semester.

COURSES MARKED "RESTRICTED"

Students should also be mindful of the process involved in signing up for courses marked "Restricted". If a student is not a member of the group of people to whom a course is restricted, s/he may access registration to the course by obtaining written permission from the director of the program in which the course is offered. **This written permission must be attached to or on your registration form.**

DROP/ADD

The drop/add deadline for Fall 2006 semester-long courses is Friday, September 22, 2006.

ALL CURRENT 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). Psychopharmacology of Substance Abuse (PY 563) is the required weekend course for SA/AC students that is offered only in the Spring semester. Psychopharmacology for Counselors (PYB 523) is recommended for all students, and is a prerequisite (or equivalent reading or prior study) for Psychopharmacology of Substance Abuse (PY 563).

FALL ENTERING AUTISM SPECTRUM DISORDERS CERTIFICATE PROGRAM STUDENTS

Fall entering (first semester) ASD students should register for Introduction to Autism Spectrum Disorders (PYB 530), Sensory Issues of Individuals on the Autism Spectrum (PYB 532), Clinical and Educational Assessment of Individuals with Autism Spectrum Disorders (PYI 540), Training in the Social Use of Language (PYI 542), Educational Interventions for Autism Spectrum Disorders: Preschool and Elementary School (PYI 544), and Introduction to Counseling Interventions for Autism Spectrum Disorders (PYI 535).

Please Note: Fall entering ASD students may enroll for a maximum of 6 credits in the Fall 2006 semester.

FALL ENTERING CLINICAL MENTAL HEALTH COUNSELING STUDENTS

Please register for Professional Orientation and Ethics (PYD 601), Human Development & Diversity (PYB 505) and Fundamentals of Therapeutic Interactions (PY 590A).

Please Note: Fall entering CMHC students may enroll for a maximum of 10 credits in the Fall 2006 semester.

COUNSELING PSYCHOLOGY STUDENTS WHO ENTERED IN FALL 2005, SPRING 2006 (CP I, SA/AC I)

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

Please Note: Fall 2005 and Spring 2006 enterers may enroll for a maximum of 14 credits in the Fall 2006 semester.

Department of Applied Psychology

Registration Instructions

FALL ENTERING DANCE/MOVEMENT THERAPY STUDENTS

Please register for: Psychomotor Assessment of Children (PYB 502), Practicum in Dance/Movement Therapy I (PYP 691), Professional Seminar in Dance/Movement Therapy I: Emphasis: The Helping Relationship (PY 680A), Social and Cultural Diversity in DMT (PYG 608), Human Development & Diversity (PYB 505) and Fundamentals of Therapeutic Interaction (PY 590A).

Please Note: Fall 2006 enterers may enroll for a maximum of 17 credits in the Fall 2006 semester.

MARRIAGE AND FAMILY THERAPY I

Please register for Survey of Marriage and Family Therapy Models (PY 576), Professional Seminar/Practicum (PY 686A/PY 697), and Family Life Development (PYB 519). Note: MFT I students may take a one credit elective during the Fall semester.

Please Note: MFT students may register for a maximum of 14 credits. They must have the written approval of the program director attached to or on registration form to exceed this maximum.

COUNSELING PSYCHOLOGY II AND SUBSTANCE ABUSE/ADDICTIONS COUNSELING II STUDENTS

It is our belief that students are best served by a broad course of study. A broad foundation provides for more flexible and comprehensive therapeutic knowledge and is also valuable in compiling a vita. CP II students should register for Career Lifestyle Development (PYC 652) and one concentration seminar (PYC or equivalent course in DMT or MFT). SA/AC II students should register for Integrative Approaches to Addictions Counseling (PYC 626) and Career Lifestyle Development (PYC 652). Students who have taken PYC 652 previously may select 2 concentration seminars (PYC). All students on Internship must register for Professional Seminar, and Internship (PY 688 & PY 696). Assignment to Professional Seminar sections will be made by the CP core faculty.

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

Counseling Psychology students are required 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 only in the Spring semester. Psychopharmacology for Counselors (PYB 523), or its equivalent, is a prerequisite for PY 563.

Please Note: CPII and SA/ACII students may enroll for a maximum of 14 credits in the Fall 2006 semester. Students who wish to register for more than 14 credits must have the written approval of the program director attached to or on registration form.

DANCE/MOVEMENT THERAPY II

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

Please Note: DMT II students may enroll for a maximum of 15 credits in the Fall 2006 semester. Students who wish to register for more than 15 credits must have the written approval of the program director attached to or on registration form.

MARRIAGE & FAMILY THERAPY II

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

Note: MFT II students may take a one credit elective during the Fall semester.

Please Note: MFT II students may enroll for a maximum of 14 credits in the Fall 2006 semester. Students who wish to register for more than 14 credits must have the written approval of the program director attached to or on registration form.

Department of Applied Psychology

Course Schedule

FALL ENTERING ASD STUDENTS

(All classes meet 9:00 am - 5:00 pm)

SATURDAY & SUNDAY

PYI 540 Clinical and Educational Assessment of Individuals with Autism Spectrum Disorders (Sections A & B)

SATURDAYS

PYI 544 Educational Interventions for Autism Spectrum Disorders: Preschool and Elementary School (Sections A & B)

PYB 530 Introduction to Autism Spectrum Disorders (Sections A & B)

SUNDAYS

PYI 535 Introduction to Counseling Interventions for Autism Spectrum Disorders (Sections A & B)

PYB 532 Sensory Issues of Individuals on the Autism Spectrum (Sections A & B)

SUNDAY & SATURDAY

PYI 542 Training in the Social Use of Language (Sections A & B)

FALL ENTERING CMHC AND SA/AC STUDENTS

WEDNESDAYS

9:00 - 11:30 am

PYD 601 Professional Orientation and Ethics (Section A)

1:00 - 3:30 pm

PYB 505 Human Development & Diversity (Sections A - C)

4:00 - 6:30 pm

PY 590A Fundamentals of Therapeutic Interaction (Sections A - C)

CP I AND SA/AC I STUDENTS

TUESDAYS

9:00 - 11:30 am

PYB 506 Psychopathology: An Ecological Approach (Sections A - C)

12:45 - 3:15 pm

PYG 603 Group Approaches to Mental Health Counseling (Sections A - C)

4:00 - 6:30 pm

PY 686 Professional Seminar in Counseling Psychology I (Sections D - K)

DMT I STUDENTS

TUESDAYS

9:00 - 11:30 am

PYB 502 Psychomotor Assessment of Children (Section A)

12:45 - 3:15 pm

PY 680A Professional Seminar in Dance/Movement Therapy I (Section A)

4:00 - 6:30 pm

PYG 608 Social and Cultural Diversity in DMT (Section A)

WEDNESDAYS

9:00 am - 1:00 pm

PYP 691 Practicum in Dance/Movement Therapy I (Section A)

1:00 - 3:30 pm

PYB 505 Human Development & Diversity (Sections A - C)

4:00 - 6:30 pm

PY 590A Fundamentals of Therapeutic Interaction (Sections A - C)

MFT I

TUESDAYS

9:00 - 11:30 am

PY 576 Survey of Marriage and Family Therapy Models (Section A)

12:45 - 3:15 pm

PY 686A Professional Seminar in Marriage & Family Therapy I (Sections A - D)

4:00 - 6:30 pm

PYB 519 Family Life Development (Section A)

Department of Applied Psychology

Course Schedule

CP II STUDENTS

TUESDAYS

9:00 - 11:30 am

- PYC 652 Career Lifestyle Development (Section A)
- PY 648A Couples Therapy from a Systemic Perspective (Section A)
- PY 576 Survey of Marriage and Family Therapy Models (Section A)
- PYC 638 Theory and Practice of Mind/Body Psychology (Section A)
- PYS 609 Systemic Approaches to Mental Health Counseling (Section A)

12:45 - 3:15 pm

- PY 688 Professional Seminar in Counseling Psychology III (Sections A - G)

4:00 - 6:30 pm

- PY 580 Expressive Arts Therapy I (Section A)
- PYC 667 Family Approaches to Counseling Children & Adolescents (Section A)
- PYI 518 Human Sexuality and Sex Therapy (Section A)
- PYC 626 Integrative Approaches to Addictions Counseling (Section A)

SA/AC II STUDENTS

TUESDAYS

9:00 - 11:30 am

- PYC 652 Career Lifestyle Development (Section A) (or elective PYC)

12:45 - 3:15 pm

- PY 688 Professional Seminar in Counseling Psychology III (Sections A - G)

4:00 - 6:30 pm

- PYC 626 Integrative Approaches to Addictions Counseling (Section A)

DMT II STUDENTS

TUESDAYS

9:00 - 11:30 am

- PYB 506 Psychopathology: An Ecological Approach (Sections A - C)

12:45 - 3:15 pm

- PY 686 Professional Seminar in Counseling Psychology I (Sections A & B)

4:00 - 6:30 pm

- PY 580 Expressive Arts Therapy I (Section A)

WEDNESDAYS

1:00 - 3:30 pm

- PY 558B Dance/Movement Therapy with Children & Adolescents (Section A)

MFT II STUDENTS

TUESDAYS

9:00 - 11:30 am

- PY 648A Couples Therapy from a Systemic Perspective (Section A)

12:45 - 3:15 pm

- PY 688B Professional Seminar in Marriage & Family Therapy IV (Section A)

4:00 - 6:30 pm

- PYI 518 Human Sexuality and Sex Therapy (Section A)

WEEKEND COURSE SCHEDULE

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

September 16 & 17

- PYI 526 Using Play in Therapy (Section A)

November 4 & 5

- PYB 522 Introduction to Non - Verbal Dynamics (Section A)

November 11 & 12

- PY 572 Theories of Addiction (Section A)

November 18 & 19

- PYI 508 Introduction to Death, Dying and Bereavement (Section A)

December 2 & 3

- PYB 523 Psychopharmacology for Counselors (Section A)
- PY 510 Writing Skills for Counselors (Section A)

Department of Applied Psychology

Course Descriptions

PYC 652

Career/Lifestyle Development

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

PRIORITY TO CP II and SA/AC 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; needs of diverse populations; and definition of the role, ethics and professional identity within the field of career development.

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

PYI 540

Clinical and Educational Assessment of Individuals with Autism Spectrum Disorders

COMPETENCY AREA: Individual Assessment and Intervention Strategies

REQUIRED OF AND RESTRICTED TO ASD Certificate students.

This course will familiarize students with the goals of best practices assessment: specific referral questions; identification of strengths and challenges; identification of factors that enhance or hinder performance; meaningful and functional recommendations.

Section A: Teresa Bolick
Section B: TBA
Changed 07/14/06 to: Terese Pawletko
Time: Saturday, September 30 & Sunday, October 29,
9:00 am - 5:00 pm
Maximum: 24 per section
Credits: 1

PY 648A

Couples Therapy from a Systemic Perspective

COMPETENCY AREA: Social Systems Assessment & Intervention Strategies

REQUIRED OF AND RESTRICTED TO MFT II students.

Special written permission of instructor attached to or on registration form is required for CP II students to enroll as a PYC equivalent.

PREREQUISITE: PY 642B, Theoretical Foundations of Marriage & Family Therapy.

This course will introduce students to a range of models for working with couples, with a focus on empirically validated

therapies. Students will be introduced to theoretical foundations underlying clinical work with couples as well as research on couple dynamics and power. Students will also have the opportunity to explore current issues in couple therapy.

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

PY 558B

Dance/Movement Therapy with Children & Adolescents

COMPETENCY AREA: Behavioral Science Foundations

REQUIRED OF AND RESTRICTED TO DMT II students.

Written permission attached to or on registration form is required for CP II students to enroll as PYC equivalent.

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

Section A: Susan Loman
Time: Wednesdays, 1:00 - 3:30 pm
Maximum: 20
Credits: 3

PYI 544

Educational Interventions for Autism Spectrum Disorders: Preschool and Elementary School

COMPETENCY AREA: Individual Assessment and Intervention Strategies

REQUIRED OF AND RESTRICTED TO ASD Certificate students.

This course is a comprehensive overview of educational methodologies that integrate cognitive and behavioral theory within a developmental framework, to encourage practical application within preschool and elementary classroom settings. Emphasis is placed on direct teaching methods, materials and modifications and the collaboration with allied health providers such as Occupational Therapy, Speech and Language Services and Psychology.

Section A: Kathryn Ransom
Section B: Curran Pope
Changed 07/14/06 to: Elixabeth Ruggieri
Time: Saturdays, November 18 & December 16,
9:00 am - 5:00 pm
Maximum: 24 per section
Credits: 1

PY 580

Expressive Arts Therapy I

COMPETENCY AREA: Individual Assessment & Intervention Strategies

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

PREREQUISITE: Completion of CP I or DMT I courses.

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

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

PYC 667

Family Approaches to Counseling Children & Adolescents

COMPETENCY AREA: Social Systems Assessment & Intervention Strategies

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

PREREQUISITE: Completion of CP I courses and CP I practicum/internship

This course is designed to introduce the student to the theory and practice of marriage/relationship/family counseling with an emphasis on families in which the child or adolescent is the identified client. Marriage/relationship/family therapy approaches and effective models of adolescent and child treatment within the family context will be addressed, integrating models of child and family development and methods for working with larger systems, such as schools and social services.

Section A: David Hamolsky
Time: Tuesdays, 4:00 - 6:30 pm
Maximum: 18
Credits: 3

Department of Applied Psychology

Course Descriptions

PYB 519

Family Life Development

COMPETENCY AREA: Behavioral Science Foundations

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

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

Section A: Kevin Lyness

Changed 08/31/06 to: Doug Smith

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

Maximum: 24

Credits: 3

PY 590A

Fundamentals of Therapeutic Interaction

COMPETENCY AREA: Individual Assessment & Intervention Strategies

REQUIRED OF AND RESTRICTED TO DMT I and Fall 2006 entering CMHC, SA/AC students; others by written permission of Program Director attached to or on registration form.

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

Section A: Ann McCloskey

Changed 08/31/06 to: Meg Connor

This section, briefly replaced by Section D, is now reactivated: students moved from Section D to this section.

Section B: Dana Mann

Section C: Tom Barker

Added 08/18/06: Section D: Meg Connors

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

Maximum: 15 per section

Credits: 3

PYG 603

Group Approaches to Mental Health Counseling

COMPETENCY AREA: Group Assessment & Intervention Strategies

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

PREREQUISITE: PY 590A, Fundamentals of Therapeutic Interaction.

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

Section A: Rob Chalif

Section B: William Griffith

Section C: Larry Ruhf

Changed 08/31/06 to: Section C: Thomas Barker

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

Maximum: 18 per section

Credits: 3

PYB 505

Human Development and Diversity

COMPETENCY AREA: Behavioral Science Foundation

REQUIRED OF AND RESTRICTED TO DMT I and Fall 2006 entering CMHC, SA/AC students; others by written permission of Program Director attached to or on registration form.

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

Section A: TBA

Changed 07/14/06 to: Wendy Elliott

Section B: Ann McCloskey

Changed 08/31/06 to: Section B: Dottie Morris

Section C: Rachel Becker - Klein

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

Maximum: 15 per section

Credits: 3

PYI 518

Human Sexuality and Sex Therapy

COMPETENCY AREA: Individual Assessment and Intervention Strategies

RESTRICTED TO MFT II students. Special written permission of instructor attached to or on registration form is required for CP II students to enroll as a PYC equivalent.

While systems thinking has greatly impacted couples treatment, it has only been given "lip service" in the field of sex therapy until the work of David Schnarch. This 3-credit course is especially designed to help systems-oriented students move beyond a "homework assignment" mentality of traditional sex therapy. The course begins with a review of human sexual development and sexual response. The course covers many different aspects of sexuality including: biological, developmental, medical, cultural, historical, and interpersonal. Students will be encouraged to use the knowledge gained in order to better understand their own feelings and attitudes related to sexuality and how those attitudes and feelings influence their beliefs about and therapeutic work with individuals, couples, and families. Students will also be introduced to Schnarch's approach related to couple's work. No previous training in sex therapy is required. Students will be invited to examine their own attitudinal framework regarding these ideas, but disclosing intimate details about one's own sexuality is not required.

Section A: TBA

Changed 08/31/06 to: Section A: Anne Prouty Lyness

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

Maximum: 22

Credits: 3

PYC 626

Integrative Approaches to Addictions Counseling

PREREQUISITE: Completion of CP I courses and internship

REQUIRED OF AND PRIORITY TO SA/AC II students.

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

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

Section A: Diane Kurinsky

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

Maximum: 20

Credits: 3

Department of Applied Psychology

Course Descriptions

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

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

Section A: Phyllis Jeswald
Credits: 4

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

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

Section A: Phyllis Jeswald
Credits: uncredited

PYB 530 **Introduction to Autism Spectrum Disorders**

COMPETENCY AREA: Behavioral Science Foundation
REQUIRED OF AND RESTRICTED TO ASD Certificate students.

This course will familiarize students with past and current demographics and definitions of autism spectrum disorders. Students will be introduced to the current biomedical finds associated with autism spectrum disorders as well as several theoretical explanations of autism. Course content will include an overview of conventional and alternative treatment approaches as they apply to the learning and behavioral characteristics of children with autism.

Sections A & B: John Moran
Time: Sections A & B:
Saturdays, August 26 & September 9,
Changed 07/14/06 to:
Time: Sundays, August 27 & September 10
9:00 am - 5:00 pm
Maximum: 24 per section
Credits: 1

PYI 535 **Introduction to Counseling Interventions for Autism Spectrum Disorders**

COMPETENCY AREA: Individual Assessment and Intervention Strategies

REQUIRED OF AND RESTRICTED TO ASD Certificate students.

Counseling children and adults with Asperger's presents a unique set of problems due to differences in how these indi-

viduals process information and respond to therapeutic interactions. These courses will review both the theory and practice of psychotherapy interventions that account for these differences. The overarching theme involves taking advantage of ASD individual's unique capabilities, including intellectual analysis, visual thinking, and special interests. Case studies will focus on success stories in psychotherapy.

Section A: Larry Welkowitz
Section B: Celia Oliver
Time: Sundays, November 19 & December 17,
9:00 am - 5:00 pm
Maximum: 24 per section
Credits: 1

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

COMPETENCY AREA: Individual Assessment & Intervention Strategies

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

Section A: Rob Zucker
Time: Saturday & Sunday, November 18 & 19,
9:00 am - 5:00 pm
Maximum: 24
Credits: 1

PYB 522 **Introduction to Non Verbal Dynamics**

COMPETENCY AREA: Behavioral Science Foundation

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

Section A: Susan Loman
Time: Saturday & Sunday, November 4 & 5,
9:00 am - 5:00 pm
Maximum: 24
Credits: 1

PYS 607A **Multicultural Counseling Field Studies**

COMPETENCY AREA: Social Systems Assessment & Intervention Strategies

This course is an intensive study in multicultural counseling in a variety of field settings and is focused on increasing multicultural counseling competencies. Students may select settings and design activities under faculty supervision.

Section A: Core Faculty
Time by arrangement
Maximum: 10
Credits: variable (1 - 3)

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

REQUIRED OF AND RESTRICTED TO DMT I students.

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

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

PYD 601 **Professional Orientation and Ethics**

COMPETENCY AREA: Professional Identity

REQUIRED OF AND RESTRICTED TO CMHC and SA/AC fall entering students.

This course provides an introduction to the field of mental health counseling. It will include topics such as the history and current status of the profession, professional organizations and credentialing, the roles and functions of the mental health counselor, including advocacy for the profession. The role of the counselor as a social change agent and advocate for social justice will be emphasized. A major portion of the course is the study of ethical practice, which will cover AMHCA and ACA codes and standards, as well as legal issues in counseling practice. In addition, use of technology in counseling, and professional writing and communication standards will be covered.

Section A: Core Faculty
Changed 08/31/06 to: Section A: Katherine Clarks,
Diane Kurinsky, Ken Bacon,
Dottie Morris & Carlotta Willis
Time: Wednesdays, 9:00 - 11:30 am
Maximum: 35
Credits: 3

Department of Applied Psychology

Course Descriptions

PY 686

Professional Seminar in Counseling Psychology I (Sections A & B)

Emphasis: Ethics

PYP 695

Practicum in Counseling Psychology I (Sections A & B)

SECTIONS A & B: REQUIRED OF AND RESTRICTED TO DMT II students.

The Professional Seminar will focus on the ethical standards and legal issues related to clinical practice. Students will become familiar with the American Counseling Association Code of Ethical Standards, the ADTA Code of Ethics and the various statutory requirements that impact on the work with clients. The student will be able to recognize the ethical principles and legal issues related to the counselor role and to utilize this knowledge in their work with clients and colleagues. The student will be able to make case formulations and diagnostic statements, to demonstrate skills in treatment planning and to identify strategies for clinical interventions with clients and systems. The seminar also provides a vehicle for integrating internship experiences, conceptual material, and one's personal style and development as a mental health professional.

Concurrently with the Professional Seminar, DMT II students must do a practicum/internship totaling 450 hours over the course of the Fall 2006 and Spring 2007 semesters at an approved site. Please see the Department of Applied Psychology Handbook for guidelines.

Section A: Alice Scudder

Section B: Kim Burden

Section assignments will be made by the Program.

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

Maximum: 8 per section

Credits: Pro Sem: 3; Practicum: 3

PY 686

Professional Seminar in Counseling Psychology I (Sections D - K)

Emphasis: The Helping Relationship

PYP 695

Practicum in Counseling Psychology I (Sections D - K)

SECTIONS D - K: RESTRICTED TO CP I students.

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

Concurrently with the Professional Seminar, students must

do a practicum/internship (totaling 600 hours for CP students) over the course of the Fall 2006 and Spring 2007 semesters at an approved site. Please see the Department of Applied Psychology Handbook for guidelines. Students who are interested in concentrating in substance abuse/addictions counseling may do a SA/AC internship this year. Students are advised to check their state licensure requirements pertaining to practica.

[Change to course description 08/31/06:](#)

The Professional Seminar will focus on the helping relationship. Factors which influence the counseling relationship, such as ethical and legal issues, and the effective use of supervision, will be examined as well as the development of the skills, behaviors and attitudes of a professional counselor. The seminar will also provide a vehicle for integrating practicum experiences with academic learning and for the development of "self-in-role" skills as students begin to develop their personal models of counseling.

Concurrently with the Professional Seminar, students must do a practicum/internship at an approved site totaling 600 hours over the course of the Fall 2006 and Spring 2007 semesters. Please see the Department of Applied Psychology Handbook for specific guidelines. Students who are interested in concentrating in substance abuse counseling may do their practicum and internship in this area this year.

Section D: Molly Scott

Section E: Larry Ruhf

Section F: Meg Connor

Section G: Ann McCloskey

Changed 08/31/06 to: Section G: Dottie Morris

Section H: Betsy Taylor

Section I: Ramona Anderson

Section J: Robert Chalif

Section K: Tom Barker

Section assignments will be made by the Program.

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

Maximum: 8 per section

Credits: Pro Sem: 3; Practicum: 3

PY 688

Professional Seminar in Counseling Psychology III (Sections A - G)

Emphasis: Contextual Dimensions in Mental Health Counseling

PY 696C

Internship (Sections A - G)

RESTRICTED TO CP II and SA/AC II students.

PREREQUISITE: Completion of CP I courses and internship.

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

Concurrently with the Professional Seminar, CP II students must do an internship, totaling 600 hours over the course of the Fall 2006 and Spring 2007 semesters, at an approved site. Students concentrating in SA/AC are reminded that they must complete an internship in an addictions counseling placement if they did not do so during their CP I year. Please see the Department of Applied Psychology Handbook for internship guidelines. Students are advised to check their state licensure regulations pertaining to internship requirements.

Section A: Ken Bacon

Section B: Molly Scott

Section C: John Van Ness

Section D: Diane Kurinsky

Section E: Betsy Taylor

Section F: Heribert Tryba

Section G: Emily DeFrance

Section assignments will be made by the program.

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

Maximum: 7 per section

Credits: Pro Sem: 3; Internship: 4

PY 680A

Professional Seminar in Dance/Movement Therapy I

Emphasis: The Helping Relationship

REQUIRED OF AND RESTRICTED TO DMT I students.

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

Section A: Phyllis Jeswald

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

Maximum: 20

Credits: 3

PY 686A

Professional Seminar in Marriage & Family Therapy I

PY 697

Practicum in

Marriage & Family Therapy I

RESTRICTED TO MFT I students.

The Professional Seminar represents a combination of academically based supervision and a course in which students are aided in the development of their identity as marriage and family therapists by examining issues that arise in relation to the concurrent practicum or internship experience. The purpose of the first Professional Seminar is to aid students in their transition to the graduate program, to help them integrate academic coursework with the practice of systems therapy, to monitor their progress as they begin the practicum experience and to introduce students to the notion of the ongoing process of examining oneself in the

Department of Applied Psychology

Course Descriptions

role of marriage and family therapist. This semester of the Professional Seminar will continue to familiarize students with the AAMFT Code of Ethics as a follow-up to the summer introduction course.

Section A: Tim Lowry

Section B: Judy Davis

Changed 07/14/06 to: TBA

Section C: Anne Prouty Lyness

Section D: TBA

Section assignments will be made by the program.

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

Maximum: 6 per section

Credits: Pro Sem: 2; Practicum: 4

PY 688B

Professional Seminar in Marriage & Family Therapy IV

PY 698

Internship in MFT

REQUIRED OF AND RESTRICTED TO MFT II students.

Students will identify models of family therapy that fit conceptually with their chosen theoretical lens and with how they believe change happens in therapy. They will work on multiple levels to increase their understanding of and implementation of their chosen theories and models so that they may become more proficient in them. This semester's course will also focus on the study of the student's family of origin and its effect on the work of the therapist.

Section A: TBA

Changed 07/14/06 to: Steve Price

Section assignments are the same as Summer 2006.

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

Maximum: 6 per section

Credits: Pro Sem: 3; Internship: 4

PYB 502

Psychomotor Assessment of Children

COMPETENCY AREA: Behavioral Science Foundations

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

This course will provide students with an overview of the theoretical, historical and cultural bases for assessment. Students will become familiar with the basic principles of psychological, nonverbal, and behavioral observation, assessment and analysis for use in diagnosis, treatment planning and intervention applicable with child populations. Ethical standards, issues related to age, gender, ethnicity, culture, language, and disabilities as they pertain to testing and assessment, will be covered. Students will learn procedures for nonverbal assessment, with a focus on the Kestenberg Movement Profile, and will be exposed to other tests and instruments for psychological, environmental and performance assessment. Students will be introduced to reliability, validity and statistical concepts and standards. They will learn the applications of these assessment tools in clinical diagnosis and treatment of children, for individuals and groups.

Section A: Susan Loman

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

Maximum: 20

Credits: 3

PYB 506

Psychopathology:

An Ecological Approach

COMPETENCY AREA: Behavioral Science Foundation

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

PREREQUISITE: PY 590A, Fundamentals of Therapeutic Interaction

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

Section A: Ken Bacon

Section B: Rob Chalif

Section C: Bill Griffith

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

Maximum: 22 per section

Credits: 3

PYB 523

Psychopharmacology for Counselors

COMPETENCY AREA: Behavioral Science Foundation

REQUIRED OF CMHC/SA/AC students entering Fall 2006.

This weekend course will focus on the clinical uses of psychotropic medications in the treatment of affective disorders, psychotic disorders and anxiety disorders. The mechanisms by which abused substances affect the body and drugs used in the treatment of substance abuse disorders will also be covered. The basic biology underlying these disorders will be presented as part of the discussion of the therapeutic mechanisms of drug action. It is strongly recommended that students interested in the (PY 563) Psychopathology: Psychopharmacology of Substance Abuse also take this course (required for students entering Fall 2006 or after).

Section A: Douglas Hoffman

Time: Saturday & Sunday, December 2 & 3,

9:00 am - 5:00 pm

Maximum: 24

Credits: 1

PYB 532

Sensory Issues of Individuals on the Autism Spectrum

COMPETENCY AREA: Behavioral Science Foundation

REQUIRED OF AND RESTRICTED TO ASD Certificate students.

This course will introduce students to the theoretical underpinnings of sensory integration as related to students on the autism spectrum. The course will focus on current research and theoretical application for understanding sensory regulation, integration and praxis. Using a sensory processing

disorder taxonomy, and behavioral typologies students will gain an understanding of how evaluation information can add clarification to behavioral challenges.

Sections A: TBA

Time: Section A: Sundays, August 27 & September 10

Changed 07/14/06 to:

Section A: Mary Elizabeth Etheridge

Time: Sundays, August 27 & September 10,

9:00 am - 5:00 pm

Section B: TBA,

Changed 07/14/06 to:

Section B: Elizabeth McNulty

Time: Saturdays, August 26 & September 9,

9:00 am - 5:00 pm

Maximum: 24 per section

Credits: 1

PYG 608

Social & Cultural Diversity in Dance/Movement Therapy

COMPETENCY AREA: Group Assessment & Intervention Strategies

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

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

Section A: Alice Scudder

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

Maximum: 20

Credits: 3

Department of Applied Psychology

Course Descriptions

PY 690

SIS: Supervised Independent Study

If you are planning an independent study, please register for an SIS on your registration form; however, an SIS contract must be submitted to the Registrar's Office by **December 1, 2006** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **December 1st** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

PY 576

Survey of Marriage and Family Therapy Models

COMPETENCY AREA: Behavioral Science Foundations

REQUIRED OF AND PRIORITY TO MFT I students; open to CP & SA/AC II students as PYC equivalent.

PREREQUISITE: PY 642B, Theoretical Foundations of Marriage and Family Therapy

This course is designed to introduce students to the following MFT models/schools: Experiential, Contextual, Bowenian, Structural, Strategic, Milan-systemic, Solution-focused, Narrative, and Feminist. The history, development, focus, and limitations of each model will be examined. Issues of social justice will be emphasized as a basis for critique of each model.

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

PYS 609

Systemic Approaches to Mental Health Counseling

COMPETENCY AREA: Social Systems Assessment & Intervention Strategies

RESTRICTED TO CP/SA/AC II students; others by written permission of Program Director attached to or on registration form. Added 08/18/06: This course may be taken as PYC equivalent.

This course will introduce the mental health counseling student to the theories and practices of family and relationship counseling. It will include an understanding of the underlying structures and dynamics of systems, major theories and models, systemic assessment, techniques for intervention, and application in the context of individual and family mental health counseling.

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

PY 572

Theories of Addiction

COMPETENCY AREA: Behavioral Science Foundation

REQUIRED OF all CMHC 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: Tom Barker
Time: Saturday & Sunday, November 11 & 12,
9:00 am - 5:00 pm
Maximum: 24
Credits: 1

PYC 638

Theory and Practice of Mind/Body Psychology

PREREQUISITE: Completion of CP I courses and internship.

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

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

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

PYI 542

Training in the Social Use of Language

COMPETENCY AREA: Individual Assessment and Intervention Strategies

REQUIRED OF AND RESTRICTED TO ASD Certificate students.

This course will focus on the needs of persons with ASD who are verbal and are self-initiating language. Participants will learn to teach the skills of social communication or pragmatic language so that students/clients can use language in context more appropriately. The three major deficits that affect language use, Theory of Mind, Central Coherence, and Executive Function, will be explored. The following goals

for treatment will be presented along with implementation strategies: the learning of conversation and listening hierarchies, personal narrative skills, and verbally mediated problem solving using 'self-talk'.

Section A: Elsa Abele
Section B: Pamela Ely Martins
Time: Sunday, October 1 & Saturday, October 28,
9:00 am - 5:00 pm
Maximum: 24 per section
Credits: 1

PYI 526

Using Play in Therapy

COMPETENCY AREA: Individual Assessment and 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 using techniques specific to play therapy, including setting limits and using art, puppets, and sandtray to access a playful means of engaging clients. These therapeutic tools and approaches will be explored as interventions, means to enhance communication and address therapeutic goals. The information will be presented in slides, lecture, videos, and highlighted through experiential exercises.

Section A: Emily DeFrance
Time: Saturday & Sunday, September 16 & 17,
9:00 am - 5:00 pm
Maximum: 17
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, December 2 & 3,
9:00 am - 5:00 pm
Maximum: 8
Credits: 1

Department of Clinical Psychology

Registration Instructions

- Please note: Clinical Psychology program classes will begin September 11, 2006 and run through December 19, 2006 •

ALL PSY.D. STUDENTS

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

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

REGISTRATION MINIMUMS & MAXIMUMS

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

REGISTRATION (PER YEAR)	MIN	MAX
while on practicum (per year)	30	32
while on internship (per year)	24	26

YEAR I STUDENTS

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

YEAR II STUDENTS

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

YEAR III STUDENTS

Please register for:

- An Advanced Seminar offered in the late afternoon (see Year III course schedule for options)
- PY 884A Case Conference I (Section assignments to be made by department)
- PY 812A Consultation: Theory & Practice I (Section A) listed in weekend courses

- PYR 875 Doctoral Research Seminar I (5 weeks) (Section assignments to be made by department) **and**
- PYS 775 Public Policy, Advocacy, and Health Service Delivery (10 weeks) (Section A)
- PY 893 Practicum (Section A)

YEAR IV STUDENTS

Please register for:

- An Advanced Seminar offered in the morning (see Year IV course schedule for options)
- An Advanced Seminar offered in the late afternoon (see Year IV course schedule for options)
- PYR 877 Doctoral Research Seminar III (10 weeks) (Section assignments to be made by department)
- PYR 799 Management (5 weeks) (Section A)
- Special Electives totaling three (3) credits:
 - PY 894C Special Proficiency Practicum (Section A) (1 credit)
 - or**
 - PY 898 Advanced Practicum (Section A) (3 credits)
 - or**
 - PY 890 SIS: Dissertation Research (1 - 3 credits)
 - or**
 - An Elective Weekend course (1 credit each)

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 to register for only PY 899, Doctoral Dissertation, which is uncredited. Your charge will be \$1000.00 for the Fall semester. You should 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 \$400.00 and \$1,000.00 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 master's degree before the course begins may also register.

Department of Clinical Psychology

Course Schedule

YEAR I STUDENTS

MONDAYS

9:00 - 11:30 am

PY 731 Psychopathology and Behavioral Disorders (Section A)

1:00 - 3:30 pm

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

4:30 - 7:00 pm

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

TUESDAYS

9:00 - 11:30 am

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

1:00 - 3:30 pm

PY 870 Tests and Measurements in Psychology (Section A)

SATURDAY & SUNDAY

9:00 am - 5:00 pm

PY 859B Fundamental Clinical Skills I (Sections A & B)
(see course description for dates)

YEAR II STUDENTS

MONDAYS

9:00 - 11:30 am

PY 871 Research Methods and Statistics I (Section A)

1:00 - 3:30 pm

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

4:30 - 7:00 pm

PY 720 Cognitive Aspects of Behavior (Section A)

YEAR III STUDENTS

MONDAYS

9:00 - 11:30 am

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

1:00 - 3:30 pm

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

PYS 775 Public Policy, Advocacy, and Health Service Delivery (Section A) (10 weeks)

4:30 - 7:00 pm

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

PYB 710 Advanced Seminar: Clinical Psychopharmacology (Section A)

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

PYI 704 Advanced Seminar: Integrative Psychotherapy (Section A)

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

SATURDAY & SUNDAY

9:00 am - 5:00 pm

PY 812A Consultation: Theory & Practice I (Section A)
(see course description for dates)

YEAR IV STUDENTS

MONDAYS

9:00 - 11:30 am

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

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

PY 886A Case Conference III (Section A)

1:00 - 3:30 pm

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

PY 799 Management (Section A) (5 weeks)

4:30 - 7:00 pm

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

PYB 710 Advanced Seminar: Clinical Psychopharmacology (Section A)

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

PYI 704 Advanced Seminar: Integrative Psychotherapy (Section A)

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

WEEKEND COURSES

*Meet Saturday and Sunday, 9:00 am - 5:00 pm
(unless otherwise noted)*

September 16 & 17

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

September 30 & October 1

PY 859B Fundamental Clinical Skills I (Section A)

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

PYC 721 Sand Tray Therapy Technique Workshop (Section A)

*(Saturday, 9:00 am - 5:30 pm;
Sunday, 8:00 am - 3:30 pm)*

October 7 & 8

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

October 28 & 29

PY 868 Writing Workshop II (Section A)

November 4 & 5

PY 863 Writing Workshop I (Section A)

November 18 & 19

PY 721A Ericksonian Hypnotherapy (Section A)

PY 859B Fundamental Clinical Skills I (Section B)

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

December 2 & 3

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

Department of Clinical Psychology

Course Descriptions

PY 898

Advanced Practicum

RESTRICTED TO Year IV students.

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

Section A: Barbara Belcher-Timme
Credits: 3

PY 740B

Advanced Seminar: Clinical Child Psychology - Psychopathology and Assessment

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

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

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

PYB 710

Advanced Seminar: Clinical Psychopharmacology

COMPETENCY AREA: Biological Bases of Behavior
RESTRICTED TO Year III and Year IV students.
PRIORITY TO Year IV students.
PREREQUISITE: PY 710, Biological Foundations of Clinical Psychology

This course is designed to provide an in-depth survey of current theory and practice of clinical psychopharmacology. Pharmacotherapy has become increasingly important in the practice of clinical psychology, and all clinicians need to know and understand drug actions and reactions. The growing movement for prescribing privileges for appropriately trained clinical psychologists is a reflection of this trend. We begin in this course with the principles of pharmacology, which consist of pharmacokinetics (the absorption, distribution, metabolism and elimination of drugs) and pharmacodynamics (drug-receptor interactions). After study of the principles of pharmacology, the class will review individual

classes of drugs, including antidepressants, antipsychotics, anti-anxiety agents, drugs for the treatment of movement disorders, and drugs for the treatment of cognitive disorders in the elderly. For each drug class, the basic biology of the disorder and the mechanisms of drug action are discussed, followed by a review of current clinical practice and potential new drugs. Other topics in the drug literature are addressed, including the use of medication with different age groups, sources of drug information, the FDA drug review process, drug-drug interactions, and pharmacoepidemiology.

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

PYC 706

Advanced Seminar: Cognitive-Behavior Therapy

COMPETENCY AREA: Clinical Techniques and Methods/Intervention
RESTRICTED TO Year III and Year IV students.
PRIORITY TO Year IV students.
Up to two Special Student seats available, by written permission of the Director of Student Affairs, if space is available.

This course begins with an overview of conceptual foundations underlying behavioral and cognitive approaches to assessment and treatment. We will proceed to examine several techniques associated with the Cognitive-Behavioral spectrum, including schema analysis and other cognitive formulations, cognitive restructuring, and (toward the more behavioral end of the spectrum), functional analysis, exposure treatment, and contingency management. Students will be introduced to CBT protocols for treatment of depression, various anxiety disorders, and personality disorders. Throughout, we will attend to the conceptualization and role of the therapeutic relationship in CBT. Finally, we will explore some more recent developments that have begun to stretch the boundaries of CBT, to target relational and spiritual themes.

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

PYC 712

Advanced Seminar: Contemporary Psychoanalytic Practice

COMPETENCY AREA: Intervention
RESTRICTED TO Year IV students.

This applied seminar explores the diversity of experiences and professional opportunities available for the psychoanalytic practitioner. Clinical, personal, social, and organizational events will be discussed from a comparative framework that reflects the ferment and vitality of current theories and practices within psychoanalysis. The emphasis will be on the conceptualization and communication of psychoanalytically informed knowledge and process in a wide variety

of practice situations (e.g., evaluation, administration and management, leadership development, supervision, consultation, education, research, and treatment). The goal is to develop and enhance the necessary skills for becoming an effective "local clinical psychoanalyst."

Section A: Ted Ellenhorn
Time: Mondays, 9:00 - 11:30 am
Maximum: 12
Credits: 3

PYI 704

Advanced Seminar: Integrative Psychotherapy

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

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

Section A: TBA
Changed 08/02/06 to: Lee Faver
Time: Mondays, 4:30 - 7:00 pm
Maximum: 12
Credits: 3

PY 821

Advanced Seminar: Intervention with Children and Adolescents

COMPETENCY AREA: Intervention
RESTRICTED TO Year IV students.

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

Section A: Kathi Borden
Time: Mondays, 9:00 - 11:30 am
Maximum: 12
Credits: 3

Department of Clinical Psychology

Course Descriptions

PY 737A

Advanced Seminar: Object Relations Theory

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

This seminar provides an overview of the theoretical foundation and critical concepts of object relations theory. It is designed to give the student a significant grasp of personality structure, dynamics and development within an object relational framework. The seminar is intended to provide students with a lens through which they can consider case conceptualization and treatment issues applicable to various clinical problems, settings, and populations. It offers students a personal opportunity to bring dimension and understanding to their clinical work as they explore, in depth, the application of Object Relations theory to clinical practice.

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

PY 884A

Case Conference I

PY 893

Practicum

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

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

Section A: Barbara Belcher-Timme
Section B: David Junno
Section C: James Fauth
Section D: Michael Foot
Section E: Martha B. Straus
(Section assignments will be made by the department)
Time: Mondays: 9:00 - 11:30 am
Maximum: 6 per section
Credits: 3 and 3

PY 886A

Case Conference III

COMPETENCY AREA: Relationship & Intervention
RESTRICTED TO Year IV students.

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

Section A: TBA
Changed 08/31/06 to: Section A: Vic Pantesco
Time: Mondays, 9:00 - 11:30 am
Maximum: 12
Credits: 3

PY 720

Cognitive Aspects of Behavior

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

This course examines current cognitive, social cognitive, and cognitive constructivist/constructionist theories both with regard to their particular implications and as metatheories. Topics in cognitive psychology include history of the cognitive position; social cognition; cognitive science and its application to the clinical enterprise; the mainstream cognitive positions; cognitivism and constructionism; development; memory; emotion; dynamic psychology and cognition; cognitive self processes, and constructionist views of diversity. (This course is not a course on cognitive therapy.)

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

PY 812A

Consultation: Theory and Practice I

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

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

Section A: Ted Ellenhorn
Time: Saturday & Sunday, December 2 & 3,
9:00 am - 5:00 pm
Maximum: 26
Credits: 1

PY 789

Dialogue & Difference: Beyond Polarization, Marginalization & Identity Politics

COMPETENCY AREA: Diversity & Multiculturalism

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

Section A: Susan Hawes
Time: Saturday & Sunday, October 7 & 8,
Changed 10/06/06 to:
Saturday & Sunday, November 11 & 12
9:00 am - 5:00 pm
Maximum: 20
Credits: 1

PYR 875

Doctoral Research Seminar I

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

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

Section A: Kathi Borden
Section B: Ted Ellenhorn
Section C: James Fauth
Section D: Susan Hawes
Section E: Vic Pantesco
Section F: Roger Peterson
Section G: Gargi Roysircar
Section H: Colborn Smith
Section I: Marti Straus
Section J: George Tremblay
(Section assignments will be made by the department)
Time: Mondays, 1:00 - 3:30 pm
(5 weeks: October 2, 23 & 30;
November 27; December 4)
Maximum: 5 per section
Credits: 1

PYR 877

Doctoral Research Seminar III

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

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

Section A: Kathi Borden
Section B: Ted Ellenhorn
Section C: James Fauth
Section D: Susan Hawes
Section E: Vic Pantesco
Section F: Roger Peterson
Section G: Gargi Roysircar
Section H: Colborn Smith
Section I: Marti Straus
Section J: George Tremblay
(Section assignments will be made by the department)
Time: Mondays, 1:00 - 3:30 pm
(10 weeks: September 11, 18 & 25; October 9 & 16;
November 6, 13 & 20; December 11 & 18)
Maximum: 5 per section
Credits: 2

Department of Clinical Psychology

Course Descriptions

PY 721A

Ericksonian Hypnotherapy

COMPETENCY AREA: Intervention

Incorporation of Ericksonian-style hypnosis in the process of psychotherapy is featured throughout the weekend of instruction, demonstration, and practice. Special emphasis will be placed on utilization of ego-states resources in effecting trauma depotentiation and reframing.

Section A: Peter Baldwin
Time: Saturday & Sunday, November 18 & 19,
9:00 am - 5:00 pm
Maximum: 20
Credits: 1

PY 859B

Fundamental Clinical Skills I

COMPETENCY AREA: Relationship

REQUIRED OF AND RESTRICTED TO Year I students.

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

Section A: David Arbeitman
Time: Saturday & Sunday, September 30 & October 1,
9:00 am - 5:00 pm
Section B: David Arbeitman
Time: Saturday & Sunday, November 18 & 19,
9:00 am - 5:00 pm
Maximum: 15 per section
Credits: 1

PY 896 (Year IV students)

PY 897 (Year V+ students)

Internship

RESTRICTED TO Clinical Psychology students.

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

Section A: Colborn Smith
Credits: uncredited

PY 799

Management

COMPETENCY AREA: Management & Supervision

REQUIRED OF AND RESTRICTED TO Year IV students.

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

Section A: David Hamolsky
Time: Mondays, 1:00 - 3:30 pm
(5 weeks: October 2, 23 & 30;
November 27; December 4)
Maximum: 20
Credits: 1

PY 815C

Methods of Psychological Assessment I

COMPETENCY AREA: Assessment

REQUIRED OF AND RESTRICTED TO Year I students.

This year-long sequence provides an introduction to the psychological assessment of individuals with a major focus on the role of psychological tests in personality assessment, but with attention also paid to psychoeducational and neuropsychological assessment. Students develop beginning competence in the administration, scoring, and interpretation of a standard battery of psychodiagnostic techniques (WAIS-III/WISC-IV/WPPSI-III, Bender Gestalt test, MMPI-2).

Section A: Emily DeFrance
Section B: William Slammon
(Section assignments will be made by the department)
Time: Mondays, 4:30 - 7:00 pm
Maximum: 15 per section
Credits: 3

PYC 726

Positive Psychology: Research & Practice

COMPETENCY AREA: Intervention

PRIORITY TO Year IV students.

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

work. In addition we will look at some of the exciting opportunities for research in positive psychology.

Section A: David Junno
Time: Saturday & Sunday, September 16 & 17,
9:00 am - 5:00 pm
Maximum: 20
Credits: 1

PY 880B

Professional Seminar I: Roles of Psychologists and Ethical Issues

COMPETENCY AREA: Relationship & Intervention

REQUIRED OF AND RESTRICTED TO Year I students.

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

Section A: Barbara Belcher-Timme
Section B: Elaine Campbell
Section B changed 09/20/06 to: Susan Quigley
Section C: William Slammon
Section D: David Junno
(Section assignments will be made by the department)
Time: Mondays, 1:00 - 3:30 pm
Maximum: 8 per section
Credits: 3

PY 882B

Professional Seminar III: Case Conceptualization and Demonstrations

PY 892

Practicum

COMPETENCY AREA: Relationship & Intervention

REQUIRED OF AND RESTRICTED TO Year II students.

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

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

Department of Clinical Psychology

Course Descriptions

PY 731

Psychopathology and Behavioral Disorders

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

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

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

PYC 700

Psychotherapeutic Intervention I: Individual and Family

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

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

Section A: 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: September 11, 18 & 25; October 9 & 16;
November 6, 13 & 20; December 11 & 18)
Maximum: 26
Credits: 2

PY 871

Research Methods and Statistics I

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

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

Section A: Susan Hawes
Time: Mondays, 9:00 - 11:30 am
Maximum: 30
Credits: 3

PYC 721

Sandtray Therapy Technique Workshop

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

This course provides didactic and experiential training in the use of sandtray therapy in assessment and intervention. Underlying theory and empirical research on the use of sandtray technique in psychotherapy will be discussed. The development of sandtray materials, effective introduction to the client, and incorporation of the technique into ongoing psychotherapy will be covered. In addition, interpretive issues and approaches will be introduced as students experience their own process in the sand during this intensive course.

Section A: Emily DeFrance
Time: Saturday, September 30, 9:00 am - 5:30 pm &
Sunday, October 1, 8:00 am - 3:30 pm
Maximum: 20
Credits: 1

PY 894C

Special Proficiency Practicum

RESTRICTED TO Year IV students.

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

Section A: Barbara Belcher-Timme
Credits: 1

PY 867

Supervised Experience in the Teaching of Clinical Psychology

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

(For course assistants of Fundamental Clinical Skills)

This course is restricted to Second, Third, and Fourth Year students and involves supervised teaching within the program. Students conduct background research, prepare material to teach, present the material, supervise small group activities, and grade course assignments, all under the supervision of the primary faculty person. NOTE: Students who have previously received credit for this course must register for PYE 890E, SIS: Applied Experience in Consultation & Education.

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



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