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

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

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

Department of Education — Experienced Educators Program

Registration Instructions & Course Schedule

EXPERIENCED EDUCATORS PROGRAM

Please be sure to include the section letter for your cluster on the registration form. The section assignments are as follows:

- Section A: Pembroke NH Cluster 2005
- Section B: Springfield VT Cluster 2005
- Section C: School Choice Cluster 2006
- Section F: Keene Cluster 2004
- Section G: School Choice Cluster 2005

FINISHING STUDENTS

- Section F: Keene Cluster 2004

All Finishing students in the Keene Cluster 2004 who entered in Fall 2004 are required to register for:

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

CONTINUING STUDENTS

- Section G: School Choice Cluster 2005

Continuing **Experienced Educator** students in the School Choice Cluster 2005 who entered in Spring 2005 are required to register for:

- EDC 520 Curriculum Theory & Application (Section G)
- ED 693E Practicum (Section G)

- Section A: Pembroke NH Cluster 2005
- Section B: Springfield VT Cluster 2005

Continuing **Experienced Educator General Program** students in the Pembroke NH Cluster 2005, and the Springfield VT Cluster 2005, who entered in Fall 2005 are required to register for:

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

All Continuing **Experienced Educator Principal Certification** students should register for:

- EDP 599 Action Research & Educational Change (Section A or B)
- EDP 600 Contemporary Social & Political Issues in Education (Section A or B)

* OMS 529 Perspectives on Organizational Theory & Behavior (Section K)

*(See Organization & Management section for course description.)

All Continuing **Experienced Educator Autism Spectrum Disorder Concentration** students should register for:

- EDP 599 Action Research & Educational Change (Section A or B)
- EDP 600 Contemporary Social & Political Issues in Education (Section A or B)
- * PYI 546 Advanced Educational Interventions for Autism Spectrum Disorders (Section A)
- * PYI 539 Educational Interventions Middle School, High School, and College (Section A)
- * PYI 537 Working with Teens and Adults on the Spectrum (Section A)
- * PYI 535 Introduction to Counseling Interventions for Autism Spectrum Disorders (Section A)

*(See Applied Psychology section for complete course descriptions.)

SPRING 2006 ENTERING STUDENTS

- Section C: School Choice Cluster 2006

Experienced Educator students in the School Choice Cluster 2006 entering in Spring 2006 are required to register for:

- EDP 632 Action Research & Educational Change (Section C)
- EDT 611 Learning Theory (Section C)
- ED 693D Practicum/Practicum Seminar - Organizational Case Study (Section C)

COURSE SCHEDULE

KEENE CLUSTER 2004 (SECTION F)

Saturdays, 9:00 am - 5:00 pm

January 28, March 25 and April 29

- ED 699S Master's Project Seminar (Section F)

SCHOOL CHOICE CLUSTER 2005 (SECTION G)

Fridays, 4:30 - 8:30 pm

January 27, February 24, March 24, April 28, and May 19

- EDC 520 Curriculum Theory & Application (Section G)

Saturdays, 9:00 am - 5:00 pm

January 28, February 25, March 25, April 29, and May 20

- EDC 520 Curriculum Theory & Application (Section G)

PEMBROKE CLUSTER (SECTION A)

SPRINGFIELD CLUSTER (SECTION B)

Fridays, 4:30 - 8:30 pm

January 13, February 10 and March 10

- EDP 599 Action Research & Educational Change (Section A or B)

April 7, April 21 and May 19

- EDP 600 Contemporary Social & Political Issues (Section A or B)

Saturdays, 9:00 am - 5:00 pm

January 14, February 11 and March 11

- EDP 599 Action Research & Educational Change (Section A or B)

April 8, April 22 and May 20

- EDP 600 Contemporary Social & Political Issues (Section A or B)

SCHOOL CHOICE CLUSTER 2006 (SECTION C)

Fridays, 4:30 - 8:30 pm

January 20, February 10 & March 10

- EDT 611 Learning Theory (Section C)

April 7, April 28 and May 19

- EDP 632 Action Research & Educational Change (Section C)

Saturdays, 9:00 am - 5:00 pm

January 21, February 11 & March 11

- EDT 611 Learning Theory (Section C)

April 8, April 29 & May 20

- EDP 632 Action Research & Educational Change (Section C)

ELECTIVES

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

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

Students are encouraged to review other departments' course listings for saved seats and/or electives. Courses are listed in each section alphabetically by course title.

Department of Education — Experienced Educators Program

Course Descriptions

EDP 599

Action Research & Educational Change

COMPETENCY AREA: Education & Social Policy

Section A: Pembroke NH Cluster 2005

Section B: Springfield VT Cluster 2005

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

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

Section A: Pembroke NH Cluster 2005: Peter Eppig

Section B: Springfield VT Cluster 2005: Tom Julius

Time: Fridays, January 13, February 10, and March 10, 4:30 - 8:30 pm and

Saturdays, January 14, February 11, and March 11, 9:00 - 5:00 pm

**Maximum: 18 per section
Credits: 2**

EDP 632

Action Research & Educational Change

COMPETENCY AREA: Education & Social Policy

RESTRICTED TO Experienced Educators School Choice 2006 Cluster; others by written permission of Program Director attached to or on registration form.

This course will introduce students to the theory and strategies behind action research. Students will work on selecting an appropriate topic related to their Master's Projects and will develop a research proposal. We will discuss strategies for framing a question and for designing a research plan - examining the relationships between method and purpose. Emphasis will be on the dynamic nature of qualitative research and the role it can play in the educational change process.

Section C: School Choice Cluster 2006:

Susan Dreyer Leon

Time: Fridays, April 7 & 28, and May 19, 4:30 - 8:30 pm, and

Saturdays, April 8 & 29, and May 20, 9:00 am - 5:00 pm

**Maximum: 18
Credits: 2**

EDP 600

Contemporary Social & Political Issues in Education

COMPETENCY AREA: Education & Social Policy

Section A: Pembroke NH Cluster 2005

Section B: Springfield VT Cluster 2005

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

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

Section A: Pembroke NH Cluster 2005: Laura Thomas

Section B: Springfield VT Cluster 2005: Judy Coven

Time: Fridays, April 7 & 21, and May 19, 4:30 - 8:30 pm and

Saturdays, April 8 & 22, and May 20, 9:00 - 5:00 pm

**Maximum: 18 per section
Credits: 2**

EDC 520

Curriculum Theory and Application

COMPETENCY AREA: Curriculum and Instruction

RESTRICTED TO Experienced Educators School Choice Cluster 2005. Others by written permission of the Program Director attached to or on the registration form.

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

Section G: School Choice Cluster 2005: Tom Julius

Time: Fridays, January 27, February 24, March 24, April 28, and May 19, 4:30 - 8:30 and

Saturdays, January 28, February 25, March 25, April 29, and May 20, 9:00 am - 5:00 pm

Changed 12/01/05 to:

Dates: Fridays, January 27, February 24,

March 24 & April 28,

4:30 - 8:30 pm; and

Saturdays, January 28, February 25,

March 25 & April 29,

9:00 am - 5:00 pm

**Maximum: 18
Credits: 3**

EDT 611

Learning Theory

COMPETENCY AREA: Theoretical and Philosophical Foundations of Education

RESTRICTED TO Experienced Educators School Choice Cluster 2006; others by written permission of Program Director attached to or on registration form.

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

Section C: School Choice Cluster 2006:

Susan Dreyer Leon

Time: Fridays, January 20, February 10, and March 10, 4:30 - 8:30 pm and

Saturdays, January 21, February 11, and March 11, 9:00 am - 5:00 pm

**Maximum: 18
Credits: 2**

ED 699B

Master's Project I

REQUIRED OF all finishing students in the Keene Cluster 2004. RESTRICTED TO students who have completed EDP 599 Educational Research.

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

Section F: Keene Cluster 2004

Credits: 2

Department of Education — Experienced Educators Program

Course Descriptions

ED 699C

Master's Project Continuation

Students who have completed coursework must register for a Master's Project continuation every semester until the project has been completed and signed off by the Master's Project reader. Enrollment in Master's Project continuation confers half-time status for Financial Aid and loan deferment purposes through May 12, 2006.

Section A: Education Faculty
Credits: uncredited

ED 699S

Master's Project Seminar

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

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

Section F: Keene Cluster 2004: Peter Eppig
Time: Saturdays, January 28, March 25, and April 29,
9:00 am - 5:00 pm
Maximum: 15
Credits: 1

ED 693C

Practicum

Practicum Seminar

The purpose of the Practicum is to assist students in integrating theoretical knowledge gained through reading and seminars with their experience as teachers. During this Practicum semester students will be completing their Practicum portfolios. The emphasis in the Practicum is upon self-evaluation, reflection, and articulation of experience. Students may call on faculty consultants for particular assistance with classroom practices. A reflective journal is required of all students, and at least one visit to another classroom; an annotated bibliography and a sustained observation of a student are also required. One hour of the monthly core course meetings will be devoted to practicum-related issues, such as discussion of classroom practice, reflective journal writing, and theoretical applications to teaching.

Section A: Pembroke NH Cluster 2005: Staff
Section B: Springfield VT Cluster 2005: Staff
Time: TBA
Credits: 2

ED 693E

Practicum

Practicum Seminar - Leadership for Change

RESTRICTED TO Experienced Educators School Choice Cluster 2005.

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

Section G: School Choice Cluster 2005: Staff
Time: TBA
Credits: 3

ED 693D

Practicum

Practicum Seminar - Organizational Case Study

RESTRICTED TO Experienced Educators School Choice Cluster 2006

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

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

EDC 641A

Professional Standards Portfolio II

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF all finishing students in the Keene Cluster 2004.

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

Section F: Keene Cluster 2004: Peter Eppig
Time: TBA
Maximum: 15
Credits: 1

ED 690

SIS: Supervised Independent Study

If you are planning an independent study, please register for an SIS on your registration form; however, an SIS contract may be submitted to the Registrar's Office by **April 20, 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 **April 20th** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

Department of Education — Integrated Learning and Waldorf Programs

Registration Instructions

INTEGRATED LEARNING PROGRAM

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

- EDT 532 Conceptual Development & Learning Theory: Focus on Middle Childhood
- EDC 553A Math Methods:
Concrete Approaches to Math Curriculum
or
- EDC 555 Methods of Teaching Reading & Other Language Arts
- EDC 665 Movement and Storytelling in the Early Childhood Classroom
(required of Early Childhood students)
- EDC 648 Teaching and Learning in the Early Childhood Classroom
(required of Early Childhood students)
- EDP 598 School Law
- ED 691 Internship, Elementary Education
and
- ED 697 Professional Practice Seminar
(required with any internship)
or
- ED 692 Internship, Early Childhood Education
and
- ED 697 Professional Practice Seminar
(required with any internship)
or
- ED 694 Internship, Science/ Environmental Education
and
- ED 697 Professional Practice Seminar
(required with any internship)

Note: Integrated Learning students may register for a maximum of 14 credits during the spring semester. Students must have written permission of Program Director attached to or on registration form to exceed 14 credits.

WALDORF PROGRAM

All Waldorf Certificate Students (year-round) who entered in Summer 2005 are required to register for:

- EDC 559A Waldorf Curriculum Preparation II: Grades 5 - 8
or
- EDC 665 Movement and Storytelling in the Early Childhood Classroom
- ED 690 Early Childhood SIS - 1 Credit
(Early Childhood students only)
- EDC 544B Painting II
- EDP 630 Waldorf School Administration & Leadership
- EDC 538 Waldorf Methods in Math and Language Arts
- ED 691 Internship, Elementary Education
and
- ED 697 Professional Practice Seminar
(required with any internship)
Elective

Non-credited required course:
Sculptural Modeling and Action Geometry

All Waldorf M.Ed. (year-round) without state certification students who entered in Summer 2005 are required to register for:

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

Non-credited required course:
Sculptural Modeling and Action Geometry

All Waldorf M.Ed. (year-round) with state certification students who entered in Summer 2005 are required to register for:

- EDC 559A Waldorf Curriculum Preparation II: Grades 5 - 8
or
- EDC 665 Movement and Storytelling in the Early childhood Classroom
- ED 690 Early Childhood SIS - 1 credit
(Early childhood students only)
- EDC 544B Painting II
- EDP 630 Waldorf School Administration & Leadership
- EDC 538 Waldorf Methods in Math and Language Arts
- EDT 532 Conceptual Development & Learning Theory: Focus on Middle Childhood
- EDC 553A Math Methods:
Concrete Approaches to Math Curriculum
- EDP 598 School Law
- EDP 590 Children with Special Needs: Focus on Childhood
- ED 691 Internship, Elementary Education
and
- ED 697 Professional Practice Seminar
(required with any internship)

Non-credited required course:
Sculptural Modeling and Action Geometry

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

- ED 691 Internship
or
- ED 693 Practicum

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

- ED 691 Internship
or
- ED 693 Practicum
or
- ED 699 Master's Project

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

1:00 - 3:30 pm

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

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

4:30 - 6:30 pm

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

6:30 - 8:30 pm

EDC 647 Star Search: A Survey of the Night Sky (Section A)(January 19 - March 9)

EDC 661 Backyard Weather Predicting (Section A)(March 30 - May 11)

FRIDAYS

8:30 - 11:00 am

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

11:30 - 1:00 pm

ED 697 Professional Practice Seminar (Sections A - D)

1:30 - 3:30 pm

EDC 651 Dancing Classroom (Section A) (January 20 - March 10)

EDC 539 Children's Games (Section A) (March 31 - May 12)

1:30 - 4:00 pm

EDC 559A Waldorf Curriculum Preparation II: Grades 5 - 8 (Section A)(February 3 - May 5) (Also May 12, 1:30 - 5:00 pm)

1:30 - 5:00 pm

EDC 559A Waldorf Curriculum Preparation II: Grades 5 - 8 (Section A) (May 12) (also February 3 - May 5, 1:30 - 4:00 pm)

Sculpture Modeling and Action Geometry (Section A) (January 20 & 27) (Also February 3 & 10, 4:30 - 6:30 pm)

4:15 - 6:15 pm

EDC 646 Vernal Pools (A Field Study Model for Teachers) (Section A)(March 31 - May 12)

4:30 - 6:30 pm

EDC 538 Waldorf Methods in Math and Language Arts (Section A) (February 17, March 10 & 31, and April 14) (also Saturdays, February 11 & March 4; see below)

Sculpture Modeling and Action Geometry (Section A) (February 3 & 10) (Also January 20 & 27, 1:30 - 5:00 pm)

WEEKEND COURSES

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

January 21 & 22

EDC 561 Creative Bookbinding (Section A)

January 21, 22, & 23

EDC 544B Painting II (Section A) (January 21 & 23, 12:30 - 5:30 pm, & January 22, 12:30 - 4:30 pm) Snow day: January 24

EDP 630 Waldorf School Administration & Leadership (Section A) (January 21, 22 & 23, 8:30 - 11:30 am, & January 22, 5:30 - 9:00 pm in Temple) Snow day: January 24

January 21 & February 18

EDC 673 Service Learning (Section A)

January 28 & March 11

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

February 4 & 5

EDP 631 Behind the Label (Section A)

February 11 & 12 and April 8 & 9

EDC 648 Teaching and Learning in the Early Childhood Classroom (Section A)(9:00 am - 4:00 pm)

February 11 & March 4

EDC 538 Waldorf Methods in Math and Language Arts (Section A) (9:00 am - 2:00 pm) (also Fridays, 4:30 - 6:30, see course description for dates)

February 18 & March 18

EDP 635 Understanding and Educating Children with Autism Spectrum Disorders (Section A)

February 19 & March 5

EDP 629 Critical Skills for Critical Times (Section A)

March 4 & April 1

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

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

March 11 & April 1

EDP 598 School Law (Section A)

March 12 & April 2

EDP 598 School Law (Section B)

March 25 & April 29

EDP 598 School Law (Section C)

April 8 & 9

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

Students are encouraged to review other departments' course listings for saved seats and/or electives. Courses are listed in each section alphabetically by course title.

Department of Education — Integrated Learning and Waldorf Programs

Course Descriptions

EDC 661

Backyard Weather Predicting

COMPETENCY AREA: Curriculum & Instruction

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

Section A: Molly Flower Eppig
Time: Thursdays, March 30 - May 11,
6:30 - 8:30 pm
Maximum: 18
Credits: 1

EDP 631

Behind the Label:

A Deeper Look at Diagnosis and Toxic Stress in the Lives of Children

COMPETENCY AREA: Education & Social Policy

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

Section A: Kim Payne
Time: Saturday & Sunday, February 4 & 5,
9:00 am - 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDP 590

Children with Special Needs: Focus on Childhood

COMPETENCY AREA: Education & Social Policy

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

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

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

EDC 539

Children's Games

COMPETENCY AREA: Curriculum & Instruction

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

Section A: David Sobel
Time: Fridays, March 31 - May 12,
1:30 - 3:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDT 532

Conceptual Development & Learning Theory: Focus on Middle Childhood

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

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

PRIORITY TO Education Department students.

How do children think and learn? How do children's cognitive and affective skills evolve as they develop? How do we teach in conjunction with children's developmental skills?

What assumptions do teachers and curriculum designers make about how children learn? Are these assumptions well founded? How do our personal learning styles differ? How can we construct "authentic curriculum" that is developmentally appropriate? In attempting to answer these questions, we'll explore recent research in neurophysiology and learning, language development and learning theory. Laboratory sessions will provide opportunities to synthesize our ideas on thinking, learning and teaching. Throughout, we'll be attempting to synthesize rational and intuitive modalities in the learning models we develop. Readings include Duckworth, Labinowicz, Vygotsky, Williams, and Britton.

Section A: David Sobel
Section B: Carol Berner
Time: Fridays, 8:30 - 11:00 AM
Maximum: 20 per section
Credits: 3

EDC 561

Creative Bookbinding

COMPETENCY AREA: Curriculum & Instruction

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

Section A: Ron LaBrusciano
Time: Saturday & Sunday, January 21 & 22,
9:00 am - 4:30 pm
Maximum: 20
(1 seat reserved for ES student)
Credits: 1

EDP 629

Critical Skills for Critical Times

COMPETENCY AREA: Education & Social Policy
(Critical Skills designated course)

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

Section A: Maura Hart
Time: Sundays, February 19 & March 5,
9:00 am - 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

Department of Education — Integrated Learning and Waldorf Programs

Course Descriptions

EDC 651

Dancing Classroom: Dance Education for Grades Pre-K Through 8

COMPETENCY AREA: Curriculum & Instruction

Learn to lead singing games, social and display dances, and creative movement exploration with children. This course provides theory and practice for integrating dance/movement into the education of children, and curriculum frameworks for a comprehensive program of dance education. No dance experience necessary.

Section A: Kari Smith
Time: Fridays, January 20 - March 10,
1:30 - 3:30 pm
Maximum: 18
(1 seat reserved for ES certification student)
Credits: 1

EDT 609A

Experiential Education: Learning in Meaningful Contexts

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education (Critical Skills based course)

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

Section A: Paul Bocko
Time: Saturdays, March 4 & April 1,
8:30 - 4:30
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. Students are required to do supervised teaching in an approved elementary and/or early childhood setting.

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

Section A: Education Faculty
Credits: variable

ED 697

Professional Practice Seminar

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

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

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

ED 699

Master's Project

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

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

Section W: Staff
Credits: 5

ED 699C

Master's Project Continuation

Students must register for a Master's Project Continuation every semester until the project has been completed and signed off by your Master's Project reader. Enrollment in Master's project Continuation confers half-time status for Financial Aid and loan deferment purposes through May 12, 2006.

Section W: Education Faculty
Credits: Uncredited

EDC 553A

Math Methods: Concrete Approaches to Math Curriculum

COMPETENCY AREA: Curriculum & Instruction

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

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

Section A: Judy Coven
Time: Thursdays, 1:00 - 3:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 3

EDC 555

Methods of Teaching Reading & Other Language Arts

COMPETENCY AREA: Curriculum & Instruction

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

Is reading a skill that children naturally develop or is it a process that requires programmatic, constant instruction? Is it better to teach phonics or try a whole language approach? This course will address these questions and consider the following topics:

- an analysis of the reading process and what is involved in decoding and encoding
- different approaches to reading instruction and the use of children's literature
- ways to teach reading that promote fluency and correctness
- the integration of reading, writing and speech activities throughout the curriculum.

Section A (Focus on K-2): Ron LaBrusciano
Section B (Focus on Grades 3 - 6): Lindy Hanninen
Time: Thursdays, 1:00 - 3:30 pm
Maximum: 18 per section
(1 seat reserved in each section for ES student)
Credits: 3

Department of Education — Integrated Learning and Waldorf Programs

Course Descriptions

EDC 665

Movement and Storytelling in the Early Childhood Classroom

(Emphasis on Preschool through Kindergarten)

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND PRIORITY TO Early Childhood Certification Students.

Substitute for Waldorf Curriculum Preparation II.

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

Section A: Betsi McGuigan

Time: Saturdays, January 28 & March 11,

9:00 am - 4:00 pm

Maximum: 16

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. Part of a Weekend Retreat combined with EDP 630 Waldorf School Administration and Leadership.

Section A: Karine Munk Finser

Time: Saturday & Monday, January 21 & 23,

12:30 - 5:30 pm, and

Sunday, January 22,

12:30 - 4:30 pm

Snow day: Tuesday, January 24

Maximum: 20

Credits: 1

ED 693

Practicum

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

Section W: Education Faculty

Credits: 4

EDP 598

School Law

COMPETENCY AREA: Education & Social Policy

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

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

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

Sections A & B: John Carr

Time: Section A: Saturdays, March 11 & April 1,

9:00 am - 4:30 pm

Section B: Sundays, March 12 & April 2,

9:00 am - 4:30 pm

Section C: Bill Wheeler

Time: Saturdays, March 25 & April 29,

9:00 am - 4:30 pm

Maximum: 20 per section

(6 seats per section reserved for ES students)

Credits: 1

Sculptural Modeling and Action Geometry

COMPETENCY AREA: Curriculum & Instruction

In this workshop students will learn how to design exercises and conduct lessons in sculptural modeling and an active type of geometry called Waldorf form drawing. They will model and draw purely abstract geometric forms as well as shapes from nature. Particular emphasis will be placed on experiencing the significance of metamorphosis and of the plasticity of the human hand in the creative process.

Section A: Arthur Auer

Time: Fridays, January 20 & 27,

1:30 - 5:00 pm, and

February 3 & 10,

4:30 - 6:30 pm

Maximum: 20

Credits: uncredited

EDC 673

Service Learning

CLASS CANCELLED (01/18/06)

COMPETENCY AREA: Curriculum & Instruction

Service learning is a type of experiential education that intentionally weaves citizenship and service into the learning. In this course, students will learn how to design a service-learning unit. The first class will focus on designing and identifying a project that meets a community need while meeting curricular requirements. In addition, students will learn strategies for building student ownership and citizenship skills into the service-learning project. Students will plan a group service-learning project with a local community partner between the first and second session of

the course. In the second class, students will spend the morning participating in their service-learning project. The afternoon will focus on interdisciplinary reflection activities and service-learning evaluation strategies.

Section A: Pauline Chandler

Time: Saturdays, January 21 & February 18,

9:00 am - 4:30 pm

Maximum: 18

Credits: 1

EDC 612

Setting Up A Naturalist's Journal

COMPETENCY AREA: Curriculum & Instruction

PRIORITY TO Integrated Learning Students

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

Section A: Clare Walker Leslie

Time: Saturday & Sunday, April 8 & 9,

9:00 am - 4:30 pm

Maximum: 18

(1 seat reserved for ES student)

Credits: 1

Department of Education — Integrated Learning and Waldorf Programs

Course Descriptions

ED 690

SIS: Supervised Independent Study

If you are planning an independent study, please register for an SIS on your registration form; however, an SIS contract must be submitted to the Registrar's Office by **April 20, 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 **April 20th** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

EDC 647

Star Search:

A Survey of the Night Sky

CLASS CANCELLED (01/18/06)

COMPETENCY AREA: Curriculum & Instruction

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

Section A: Molly Flower Eppig
Time: Thursdays, January 19 - March 9,
6:30 - 8:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDC 648

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

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

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

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

Section A: Jodi Paloni
Time: Saturdays & Sundays, February 11 & 12 and
April 8 & 9,
9:00 am - 4:00 pm
Maximum: 16
Credits: 2

EDC 654

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

COMPETENCY AREA: Curriculum & Instruction

As technology becomes more capable of performing more functions more quickly and easily, educators must increasingly address the questions of "whether", "which", "how", and "why", and the issues of appropriateness become more critical. This course will examine appropriate use from a number of perspectives, from school policies to instructional practices and special needs accommodations. Participants will gain practical experience with selected software, as well as insights into principles of integrating technology into

curricula within an inclusion classroom model. A framework and suggested guidelines for creating an Acceptable Use Policy will also be provided and discussed. Students will be expected to create an action plan for their classroom - real or projected - which will demonstrate how they see themselves applying the issues of appropriateness encountered in this course.

Section A: Peter Monether
Time: Saturdays, March 4 & April 1,
9:00 am - 4:30 pm
Maximum: 18
(1 seat reserved for ES student)

EDP 635

Understanding and Educating Children with Autism Spectrum Disorders

COMPETENCY AREA: Education & Social Policy

This course will introduce students to the behavioral and learning characteristics associated with an autism spectrum disorder, as well as strategies for supporting children and adolescents with an autism spectrum disorder in classroom settings. Course content will include a review of autism demographics, an overview of the four theoretical explanations of autism, an overview of conventional and alternative treatments for autism, and the discussion of practical classroom strategies that will accommodate the learning differences of children and adolescents with an autism spectrum disorder.

Section A: John Moran
Time: Saturdays, February 18 & March 18,
9:00 am - 4:30 pm
Maximum: 18
Credits: 1

EDC 646

Vernal Pools:

A Field Study Model for Teachers

CLASS CANCELLED (01/18/06)

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

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

Section A: Christine Payack
Time: Fridays, March 31 - May 12,
4:15 - 6:15 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

Department of Education — Integrated Learning and Waldorf Programs

Course Descriptions

EDC 559A

Waldorf Curriculum Preparation II: Grades 5-8

COMPETENCY AREA: Curriculum & Instruction

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

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

Section A: Arthur Auer
Time: Fridays, February 3 - May 5,
1:30 - 4:00 pm, and May 12,
1:30 - 5:00 pm
Maximum: 18
Credits: 2

EDC 538

Waldorf Methods in Math and Language Arts

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND RESTRICTED TO Waldorf students.

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

Section A: Monica Marshall
Time: Fridays, February 17, March 10 & 31,
April 14, 4:30 - 6:30 pm, and
Saturdays, February 11 & March 4,
9:00 am - 2:00 pm
Maximum: 20
Credits: 1

EDP 630

Waldorf School Administration and Leadership

COMPETENCY AREA: Education & Social Policy

REQUIRED OF AND RESTRICTED TO third semester Waldorf students

This course will provide an overview of Waldorf school administration with emphasis on the parent/teacher partnership, collegiality, 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. This course is part of a Weekend Retreat combined with EDC 544B Painting II.

Section A: Torin Finser
Time: Saturday, Sunday & Monday,
January 21, 22 & 23,
8:30 - 11:30 am, and
Sunday, January 22, 5:30 - 9:00 pm in Temple.
Snow day: Tuesday, January 24.
Maximum: 20
Credits: 1

Department of Education — Integrated Learning and Waldorf Programs
Course Descriptions

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Department of Environmental Studies — Master's Programs

Registration Instructions

ALL ENVIRONMENTAL STUDIES STUDENTS

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

Please Note: If you are going to make alterations to the suggested track for your entry date and program, you should meet with your advisor to discuss these changes and how they may affect your ability to fulfill degree requirements in the future. Careful course planning is necessary to avoid registering and paying for additional semesters, and incurring additional fees.

PLEASE NOTE: The academic credit maximum for the Spring semester 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.**

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.

COMPETENCY AREAS

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

Prefix	Meaning
ES	Environmental Studies - General
ESE	Environmental Science Education
ESF	Natural Communities (2 and 3 credit courses)
ESP	Civic Ecology (3 credit courses only)
ESS	Biosphere Science (3 credit courses only)

STUDENTS WHO ENTERED FALL 2004

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

CONSERVATION BIOLOGY

Please register from the following:

- Master's Thesis (ES 699C) (Sections A - J)
- Practicum (ES 693) (Sections A - D)
- Elective credits

ENVIRONMENTAL ADVOCACY AND ORGANIZING

Please register from the following:

- Advocacy Clinic II (ES 523) (Section A)
- Practicum (ES 693) (Section E only)
- Elective credits

ENVIRONMENTAL EDUCATION

Please register from the following:

- Select Environmental Education Methods courses
- Practicum (ES 693) (Sections A - D)
- Elective credits

GENERAL SCIENCE AND BIOLOGY CERTIFICATION

Please register from the following:

- Practicum Teaching (ES 694) (Section A)

INDIVIDUALIZED PROGRAM

Please speak with your advisor for registration instructions.

RESOURCE MANAGEMENT AND ADMINISTRATION

Please register from the following:

- Advanced Seminar in Resource Management (ES 506) (Section A)
- SIS: Special Project (ES 690U)

or

- Master's Thesis (ES 699C) (Sections A - J)
- Practicum (ES 693) (Sections A - D)
- Additional credits in ESF, ESS or ESP as needed

STUDENTS WHO ENTERED FALL 2005

PLEASE NOTE: The academic credit maximum for the Spring semester 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.**

**Science Teacher Certification students SHOULD register for 13 credits in their First Spring term. They may register for an additional late Spring ESF course due to their reduced credit load during their Student Teaching semester with written permission of program director attached to or on registration form.*

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

CONSERVATION BIOLOGY

Please register from the following:

- Ecological Research Design (ES 519) (Section A)
- Geographic Information Systems (GIS) for Conservation Biologists (ESP 561) (Section A or B)
- Master's Thesis Seminar (ES 505A) (Section A or B)

Please select TWO from the following:

- Biosphere Science II
Any 3-credit course with ESS prefix
- Natural Communities II
Any course with ESF prefix:
(*ESF 514 New England Flora or ESF 512 Field Mammalogy recommended*)
- Natural Resource Inventory: Vegetation (ES 522) (Req Alt) (Section A)

ENVIRONMENTAL ADVOCACY AND ORGANIZING

Please register from the following:

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

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

Department of Environmental Studies — Master's Programs

Registration Instructions & Course Schedule

ENVIRONMENTAL EDUCATION

Please register from the following:

- Biosphere Science II
Any 3-credit course with ESS prefix
- Natural Communities II
Any course with ESF prefix:
- Civic Ecology II
Any 3-credit course with ESP prefix
- Learning Development and Theory (ESE 515)
(Section A or B)

GENERAL SCIENCE AND BIOLOGY CERTIFICATION

Must register for *13 credits. Additionally, may register for a late spring natural communities course (ESF) with written permission of Program Director attached to or on registration form. Courses will be added on a space available basis.

Please register from the following:

- Biosphere Science II
Any 3-credit course with ESS prefix
- Civic Ecology II
Any 3-credit course with ESP prefix
- Curriculum Design (ESE 544) (Section A)
- Foundations of Science and Environmental Education (ESE 536) (Section A)
- School Law (EDP 598) (Section A, B, or C)

*Optional-

- Natural Communities II
Any course with ESF prefix occurring in late May

INDIVIDUALIZED PROGRAM

- Biosphere Science II
Any 3-credit course with ESS prefix
- Natural Communities II
Any course with ESF prefix:
- Civic Ecology II
Any 3-credit course with ESP prefix
- Select course from Individualized Program Plan

RESOURCE MANAGEMENT & ADMINISTRATION

Please register from the following:

- Biosphere Science II
Any 3-credit course with ESS prefix
(ESS 574 Watershed Science - recommended)
- Civic Ecology II
Any 3-credit course with ESP prefix
(ESP 551A Environmental Law - recommended)
- Financial Administration (ESAF 500) (Section A)

Select ONE from the following:

- Proposal Writing and the Grants Process (ESACO 503) (Req Alt) (Sec A)
- Natural Communities II -
Any course with ESF prefix:
- Geographic Information System (GIS) (ES 510) (Req Alt) (Section A)

*Note: Students who are planning on doing a Master's Thesis MUST register for

- Master's Thesis Seminar (ES 505A) (Section A or B)

COURSE SCHEDULE

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

WEDNESDAYS

9:00 AM - 3:00 PM

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

5:00 - 8:00 PM

*ESF 535 Tropical Ecology & Conservation Biology: Costa Rica (Section A)
(See individual course description for pre-trip meeting dates)

*ESF 545 Wolves of Yellowstone (Section A)
(See individual course description for pre-trip meeting dates)

6:00 - 9:00 pm

*ESF 540 Ecosystems of Mount Desert Island (Sections A & B)
(See individual course description for pre-trip meeting dates)

THURSDAYS

8:00 - 11:00am

ESP 603 Corporate Power, Globalization and Democracy (Section A)

ESP 601 Ecological Economics & Public Policy (Section A)

ESP 561 Geographic Information System (GIS) for Conservation Biologists (Section A)

ES 522 Natural Resource Inventory: Vegetation (Section A)

8:30 - 11:00 am

ESP 526 Art, Culture and Nature (Section A)

ESP 531 Literature of the Land (Section A)

11:15 am - 12:45 pm

* Practicum Seminar (Sections A & B)

Department of Environmental Studies — Master's Programs

Course Schedule

1:00 - 4:00 pm

- ES 523 Advocacy Clinic II (Section A)
- *ESE 532 Environmental Education Methods:
Teaching Teachers Skills in
Environmental Education (Section A)
- ESS 576 Evolutionary Ecology (Section A)
- ESS 537 Geomorphology (Section A)
- ESS 573 Soil Ecology (Section A)
- ESS 574 Watershed Science (Section A)
- ESCE 629 Writing for the Real World (Section A)

4:00 - 6:30 pm

- * Practicum Seminar for Student Teaching
(Section A)

4:30 - 6:30 pm

- *ES 505A Master's Thesis Seminar (Sections A & B)

4:30 - 7:00 pm

- ESP 595 Land Use & Community Planning
(Section A)

4:30 - 7:30 pm

- ESAF 500 Financial Administration (Section A)
- ESP 561 Geographic Information System (GIS)
for Conservation Biologists (Section B)

7:00- 9:00 pm

- *ESF 558 Bird Migration (Section A)
- *ESS 577 Geology and Ecosystems
of the Pacific Northwest (Section A)
(See course description for pre-trip
meeting dates)

FRIDAYS

8:00 - 11:00 am

- ESE 544 Curriculum Design (Section A)
- ES 519 Ecological Research Design (Section A)
- ESE 515 Learning Development & Theory
(Sections A & B)
- *ES 516 Organizational Leadership
in the Nonprofit World (Section A)
(Also see weekend schedule)
- *ESF 541A Wetlands Ecology (Section A)

8:15 - 11:00 am

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

11:15 am - 12:45 pm

- * Practicum Seminar (Sections C, D & E)

11:30 am - 1:00 pm

- *ES 506 Advanced Professional Seminar for
Resource Management & Administration
(Note: required Dec 2, 2005 meeting)

1:00 - 4:00 pm

- ESP 551A Environmental Law (Section A)
- *ESP 550A Environmental Site Assessment
(Section A)
- ESS 576 Evolutionary Ecology (Section B)
- ESE 536 Foundations of Science &
Environmental Education (Section A)
- ESF 514 New England Flora (Section A)

1:15 - 4:15 pm

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

4:30 - 7:30 pm

- ES 510 Geographic Information System
(GIS) (Section A)
- ESE 545 Environmental Education Methods:
Blueprint for a Green School;
Assessing School Campuses for
Sustainable Practice (Section A)

7:00 - 9:30 pm

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

WEEKEND COURSE SCHEDULE

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

February 4 & 5 and March 4 & 5

- ES 516 Organizational Leadership in the
Nonprofit World (Section A)
Also meets Fridays, 8:00 - 11:00 am

March 11 & April 1

- EDP 598 School Law (Section A)

March 11 - 26

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

March 12 & April 2

- EDP 598 School Law (Section B)

March 14 - 24

- *ESF 545 Wolves of Yellowstone:
Ecology, Conservation and Challenges
(Section A) (Study Trip)

March 25 & April 29

- EDP 598 School Law (Section C)

April 1 & 2

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

April 1 & 2 and April 29 & 30

- *ESF 558 Bird Migration (Section A)

April 1 & 15

- *ESF 528 Amphibian Field Biology (Section A)
(8:30 am - 4:30 pm on April 1, and
8:30 am - 8:30 pm on April 15)

April 8

ANE Student Research Symposium
(8:00 am - 4:00 pm)

April 8, 9, 10 and May 8 - 12 (Study Trip)

- *ESE 519 Environmental Education Methods:
Residential and Outdoor Programs
(Section A)

April 9, 29 & 30

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

May 13 - 28

- *ESS 577 Geology and Ecosystems of the Pacific
Northwest (Section A) (Study Trip)

May 15 - 21

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

May 22 - 28

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

*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 Descriptions

ES 506

Advanced Professional Seminar for Resource Management & Administration

COMPETENCY AREAS: RMA - Required

REQUIRED OF AND RESTRICTED to second year RMA students.

This seminar provides students with the opportunity to develop a deeper understanding of a current environmental issue that has only been tangentially addressed in previous courses taken within the program. The issue for this year will be an analysis and critique of US Energy Policy. As a capstone seminar for the RMA program, students will choose a topic related to this issue and be prepared to defend their position, while concurrently educating their peers. Students will have the opportunity to conduct scholarly research that will provide the basis for a formal teaching experience. Student-led and conducted seminar sessions will allow the students to practice and refine their communication and presentation skills that they have gained through previous courses.

Changed 12/21/05 to:

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

Before the class, each student will be asked to develop a strategic process flow diagram outlining the steps they feel will be necessary to be completed before being able to accept any job offer. These will be brought to the first class on January 20. Each student will then develop a plan to market their specific skills and knowledge-base to targeted potential employers. This plan will have an attached time line and associated benchmarks to be reached.

Section A: Michael Simpson

Time: Friday, December 2, 2005*, 11:30 - 1:00 pm
(required preparatory meeting) and
Fridays, January 20, February 3, 10 & 17 and
March 3 & 10,

Changed 12/21/05 to:

Time: Fridays, 8:15 - 11:00 am,
January 20; February 3, 10 & 17; March 3 & 31

8:15 - 11:00 am

Maximum: 18

Credits: 1

ES 523

Advocacy Clinic II

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

This hands-on, project-based course offers participants the opportunity to engage in supervised practical fieldwork on behalf of actual "clients" -- organizations at the local, state, national or international level working for environmental protection, corporate accountability, and social justice. Working in small group teams and individually, students

will choose, design, conduct and evaluate advocacy projects from a wide variety of client proposal requests. The goal of the course is to provide students with a strong supervised experiential learning opportunity in the field with more group support, attention to theory, and supervision than an individual practicum placement usually allows. Course elements include focus on corporate campaign strategizing, project planning & management, research & lobbying skills, effective communication (e.g., media releases, briefing papers), and project evaluation.

Section A: Abigail Abrash Walton

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

Maximum: 16

Credits: 3

ESF 528

Amphibian Field Biology: Ecology & Conservation

Competency areas: Natural Communities II

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

Section A: Tom Tynning

Time: Fridays, March 31 and April 14,

7:00 - 9:30 pm, and

Saturdays, April 1, 8:30 am - 4:30 pm and

April 15, 8:30 am - 8:30 pm

Changed 12/01/05 to:

Time: Fridays, March 31 and April 21,

7:00 - 9:30 pm, and

Saturdays, April 1, 8:30 am - 4:30 pm and

April 22, 8:30 am - 8:30

Maximum: 16

Credits: 2

ESP 526

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

COMPETENCY AREA: Civic Ecology II

PRIORITY TO First year ES students.

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

ceptual thought and art-in-practice, students will gain experience in using art to engage a deeper level of understanding about the world around us. Students are expected to complete one studio project.

Section A: Alesia Maltz

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

Maximum: 16

Credits: 3

ESF 558

Bird Migration

COMPETENCY AREA: Natural Communities II

This course introduces the phenomenon of bird migration - one of the great annual spectacles of the natural world. Two 2-day field trips will provide opportunities to observe migrating waterfowl, shorebirds, hawks and songbirds en route between their northern breeding grounds and wintering areas in the southeastern US, the Caribbean, and Central and South America. During class meetings on March 30 and April 27 we will discuss theories about the evolution of migratory behavior, navigation and orientation, and physiology, as well as look at specific examples of how these international travelers serve as focal points for many conservation initiatives. Food, transportation and camping fees are not included.

Section A: Jon Atwood

Time: Thursdays, 7:00 - 9:00 pm,

March 2, March 30 and April 27,

Field classes, Saturdays & Sundays,

April 1 & 2 and April 29 & 30,

6:00 am - 4:00pm

Maximum: 16

Credits: 2

ESP 603

Corporate Power, Globalization and Democracy

COMPETENCY AREA: Civic Ecology II

PRIORITY TO First year ES students.

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

Section A: Abigail Abrash-Walton

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

Maximum: 16

Credits: 3

Department of Environmental Studies — Master's Programs

Course Descriptions

ESE 544

Curriculum Design

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

Designing curriculum is an extremely creative process, filled with controversies and dilemmas. It is a political, philosophical, and theoretical process. In this class, we will analyze, critique, and redesign both the explicit and hidden curriculum of a variety of materials as we attempt to resolve our conflicting conceptions of curriculum and develop our own philosophy of curriculum design. This is primarily a theory-based course with some opportunities for direct application. Consider this course as a way to help you move further along with your own questions and concerns about curriculum design and as an opportunity to twist, stretch, and flip your current understanding of what it means to design curriculum. In particular, we will experience first-hand and theoretically ideas like constructivism, democratic classrooms, coherent curriculum, authentic learning, problem solving and inquiry. This list of educational jargon will be more meaningful in a few months.

Section A: Jimmy Karlan
Time: Fridays, 8:00 - 11:00 am
Maximum: 16
Credits: 3

ESP 601

Ecological Economics and Public Policy

COMPETENCY AREA: Civic Ecology II
PRIORITY TO First year ES 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 such as freedom of choice, scarcity, ownership, equity, sustainability and change.

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

Section A: Jim Gruber
Time: Thursdays, 8:00 - 11:00 am
Maximum: 16
Credits: 3

ES 519

Ecological Research Design

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

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

Section A: Jon Atwood
Changed 11/11/05 to: Fridays, 8:00 am to 11:00 am
Maximum: 24
Credits: 3

ESF 540

Ecosystems of Mount Desert Island

COMPETENCY AREAS: Natural Communities II

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

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

Cost: approximately \$160 for food, camping, and transportation fees.

Sections A & B: Tom Wessels
Time: Section A: (Pre-trip meeting)
Wednesday, March 8, 6:00 - 9:00 pm and
(Study trip) Monday - Sunday, May 15 - 21
Section B: (Pre-trip meeting)
Wednesday, March 8, 6:00 - 9:00 pm and
(Study trip) Monday - Sunday, May 22 - 28
Changed 11/11/05 to:
Time: Section A: Pre-trip meeting:
Wednesday, February 22, 6:00 - 9:00 pm and
Study Trip: Thursday - Wednesday, May 18 - 24
Time: Section B: Pre-trip meeting:
Wednesday, February 22, 6:00 - 9:00 pm and
Study Trip: Thursday - Wednesday, May 25 - 31
Maximum: 16 per section
Credits: 2

ESE 545

Environmental Education Methods: Blueprint for a Green School: Assessing School Campuses for Sustainable Practice

COMPETENCY AREAS: EE - Methods Required Alternate; EAO, CB, Cert, IND & RMA - Elective
PRIORITY TO 2nd year ES Environmental Education students.

This course will explore the conceptual principles and practical application of sustainability on school campuses. Using the Blueprint for a Green School as a guide, students will develop a strategic process for assessing the level of environmental quality and sustainability on a campus and identify the institutional and programmatic opportunities for addressing problems, planning for change and educating with sustainability in mind. The integration of sustainability principles into a school campus means that what is studied is the school itself: the school's impact on the environment and its institutional example of environmental awareness and conservation. Students will gain skills in assessment, curriculum integration and design, addressing sustainability and strategic planning for change.

Section A: Hilary Harris and Cindy Thomashow
Time: Fridays, 4:30 - 7:30 pm
Maximum: 16
(1 seat reserved for Science Education student)
Credits: 2

ESE 528

Environmental Education Methods: Exhibit Research & Development

CLASS ADDED (11/11/05)

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

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

Museums and zoos have changed their exhibit strategies to integrate messages about conservation and environmental literacy. Zoos and museums are regularly visited by over 2 million people a year...reaching more people than most professional sports teams. Although many non-formal 'science' institutions have long inspired an interest in natural history and endangered species, until recently 'environmental' education has not been a strong agenda. Many zoos/museums are pushing the boundaries of the traditional diorama or static exhibit to tackle contemporary social and environmental concerns and by mounting concept rather than object-oriented exhibitions. The new generation of environmental projects tend to contain more political, economic, social and public policy-oriented elements than before. Just how far to push this envelope and still 'entertain' the audience of leisure seekers is a continual concern for these institutions.

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The Brookfield Zoo, just outside of Chicago, has consciously and deliberately set an agenda of educating for conservation and care for the environment. Their exhibits are engaging and provocative, sometimes directly challenging the audience to relate their personal lifestyle choices to the impact on environmental issues, habitat loss and endangered species. The new Hammill Family Play Zoo is setting a model for cultivation of an ethic of care for the environment in children. We will study their process for deciding on and designing, researching and evaluating the effectiveness of these cutting-edge exhibits. *Cost - approximately \$350.*

Section A: Cynthia Thomashow & Carol Saunders
Time: (Pre-trip meetings)
Thursdays, March 9 and April 6,
6:00 ñ 9:00 pm plus
(Study trip) Saturday ñ Wednesday, April 22 ñ 26
Location: Pre-trip meetings and weekend ñ Keene;
Study trip - Chicago
Maximum: 12
Credits: 3

ESE 519

Environmental Education Methods: Residential and Outdoor Programs

CLASS CANCELLED (11/11/05)

COMPETENCY AREAS: EE - Methods Required Alternate; EAO, CB, Cert, IND & RMA - Elective
PRIORITY TO 2nd year ES Environmental Education students.

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

This course will study the effectiveness of residentially based environmental education. We will be using the Teton Science School in Kelly, Wyoming as a study site. This organization offers a range of progressive residential programming opportunities which include two diverse venues, one an outdoor ecologically-oriented research approach and one a sustainable, place-based school setting. We will examine how they have devised a programmatic infrastructure to address the challenges and opportunities of residential environmental education. We will also explore their delivery model, the organization and management of residential facilities, and the explicit and hidden educational elements of 24-hour programming. While the course discussion topics will focus on residential environmental education, we will also focus on other aspects of environmental education, non-profit organizational management, field biology/ecology, conservation, place-based instruction and sustainability topics. One on-campus three day intensive will prepare this class for a 5-day exploration of the Teton Science School and the Journey School campus. *The cost is \$500, which will include: food and lodging, and on-site instruction.* Students will be responsible for arranging their own transportation.

Section A: April Landale

Time: (Pre-trip meetings) Saturday, Sunday & Monday,
April 8, 9, 10, 9:00 am - 3:00 pm, and
May 8 - 12 (Study trip)
Location: Pre Trip meetings - Antioch, Keene;
Study trip - Teton Science School, Kelly, Wyoming
Maximum: 12
(1 seat reserved for Science Education student)
Credits: 2

ESE 532

Environmental Education Methods: Teaching Teachers Skills in Environmental Education

COMPETENCY AREAS: EE - Methods Required Alternate; EAO, CB, Cert, IND & RMA - Elective
PRIORITY TO 2nd year ES Environmental Education Students.

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

Section A: Sue Ward
Time: Thursdays, January 19 - March 9,
1:00 - 4:00 pm
Maximum: 16
(1 seat reserved for Science Education student)
Credits: 2

ESP 551A

Environmental Law

COMPETENCY AREAS: Civic Ecology II
PRIORITY TO First year ES students.

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

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

Section A: Rebecca Todd
Time: Fridays, 1:00 - 4:00 pm
Maximum: 16
Credits: 3

ESP 550A

Environmental Site Assessment

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

This course is useful for anyone who will be working in a field that is related to the preservation, conservation or management of land and water resources. The course content reviews, and allows student to practice, evaluation approaches so as to assess potential or actual impacts from human activities associated with a parcel of land. Such procedures range from the formalized ASTM Phase I site assessment procedures to techniques for rapid site-assessment so as to document and mitigate non-point source pollution. This course would be a required skill for anyone entertaining the possibility of working for a land trust, watershed association, a planning agency or a consultancy that focuses on landowner regulatory compliance and liability issues.

Section A: Michael Simpson
Time: Fridays, January 20 - March 10,
1:00 - 4:00 pm and
Saturday & Sunday, April 1 & 2,
8:00 am - 5:00 pm
Changed 12/21/05 to: Time: Fridays, January 20,
February 3 - March 3, 1:00 - 4:00 pm and
Saturday & Sunday, April 1 & 2, 8:00 am - 5:00 pm
Class added 01/18/06:
Friday, March 31, 1:00 - 4:00 pm
Maximum: 16
Credits: 2

ESS 576

Evolutionary Ecology

COMPETENCY AREA: Biosphere Science II
PRIORITY TO First year ES students.

Starting with the 18th century, we will examine the development of evolutionary theory in Western science culminating in debates currently unfolding in the scientific community.

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

Sections A & B: Tom Wessels
Time: Section A: Thursdays, 1:00 - 4:00 pm
Time: Section B: Fridays, 1:00 - 4:00 pm
Maximum: 16 per section
(1 seat per section reserved for 2nd year ES students)
Credits: 3

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Course Descriptions

ESF 512

Field Mammalogy

COMPETENCY AREAS: Natural Communities II

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

Section A: Meade Cadot

Time: Fridays, 1:15 - 4:15 pm

Location: Harris Center

Maximum: 16

(1 seat reserved for Science Education student)

Credits: 3

ESAF 500

Financial Administration

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

REQUIRED OF AND PRIORITY TO RMA students.

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

Section A: Jim Gruber

Time: Thursdays, 4:30 - 7:30 pm

Maximum: 16

Credits: 3

ESE 536

Foundations of Science and Environmental Education

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

- Elective
REQUIRED OF AND PRIORITY TO ES Teacher Certification students.

The objectives of this course are to explore a range of historical and contemporary methodologies of science and environmental education, to consider the relationship between the social context of science and environmental studies and how they are taught in the classroom, and to examine science as an evolving knowledge system. With consideration of philosophy and theory as well as practice, we will consider questions regarding the nature of science and environmental education and how we distinguish between them. You will reflect on your own personal experiences as a learner as you study trends of the past 150 years and ponder how these trends will apply to your practice as an educator.

Section A: Sue Ward

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

Maximum: 16

(1 seat reserved for Science Education student)

Credits: 3

ES 510

Geographic Information System (GIS): An Integrating Technology

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

PRIORITY TO RMA students.

This is an introductory course in the use of GIS software to create, manage and work with spatially explicit data. This class will explore how to access GIS information available on the WWW, extract and analyze quantitative data using ArcGIS 9.x software, understand limitations associated with various data sources and use software for preparation of maps.

Section A: Fash Farashahi

Time: Fridays, 4:30 - 7:30 pm

Maximum: 12

Credits: 3

ESP 561

Geographic Information System (GIS) for Conservation Biologists

COMPETENCY AREA: CB - Required (also fulfills Civic Ecology II competency area)

REQUIRED OF AND RESTRICTED TO Conservation Biology students.

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

Section A: Jon Atwood

Section B: Fash Farashahi

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

Time Section B: Thursdays, 4:30 - 7:30 pm

Changed 12/01/05 to:

Time: Section B: Thursdays, 4:30 - 7:30 pm,

EXCEPT on January 26 and February 9

when class will meet from 6:40 - 9:40 pm

Maximum: 12 per section

Credits: 3

ESS 577

Geology and Ecosystems of the Pacific Northwest

COMPETENCY AREAS - Biosphere Science II

PRIORITY: 7 seats reserved for first year ES students; 11 seats reserved for 2nd year.

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

This course will examine the geological and ecological framework of the Pacific Northwest bioregion, focusing on northwestern Washington and Vancouver Island. Students will explore ecological dynamics in the context of landscape changes associated with regional tectonism, volcanism, climate and glaciation, and the long-term human use, modification, and management of this exceptionally productive and diverse ecosystem. Study sites will include locations on the Olympic Peninsula and Puget Lowland, and coastal and interior environments of Pacific Rim National Park.

Total cost (including airfare, food, camping, ferries, etc.): \$1500 (due to the uncertainty of fuel prices, cost is subject to change).

Section A: Jim Jordan and Peter Throop

Time: (Pre-trip meetings)

Thursdays, February 16, March 30 & May 4,

7:00 - 9:00 pm and

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**Changed 12/01/05 to: Times: 7:40 – 9:40 pm,
pre-trip meetings February 16,
March 30 & April 27 and**

**(Study trip) Saturday - Sunday, May 13 - 28
Maximum: 18
(7 seats reserved for 1st year and
11 seats reserved for 2nd year ES students)
Location: Keene (Pre-trip meetings)
Credits: 3**

ESS 537 Geomorphology

COMPETENCY AREA: Biosphere Science II
PRIORITY TO First year ES students.

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

**Section A: Jim Jordan
Times: Thursdays, 1:00 - 4:00 pm
Maximum: 16
Credits: 3**

ESP 595 Land Use and Community Planning

(formerly Land Use Planning)

COMPETENCY AREAS: RMA - Policy Required Alternate; EAO, CB, EE, Cert, IND - Elective
PRIORITY TO 2nd year RMA students.

The objective of this course is to provide students with an overview of land use issues and community planning concepts and techniques. The course will introduce landscape ecology principles to build a foundation for sustainable land use planning at a broad scale. We will discuss ethical and legal implications for land use decision-making and develop analytic skills for determining appropriate uses given site specific conditions. The class will then focus on planning techniques at the community scale, covering topics such as master planning, zoning, and sub-division and site plan regulation.

Students who have previously taken Community Planning Techniques and want to take the land use planning portion of this course should register for two credits and should plan to attend the first 10-12 weeks of the class.

**Section A: Pete Throop
Time: Thursdays, 4:30 - 7:00 pm
Maximum: 15
Credits: 2
(If you are taking only the 10-12
week portion of Land Use)
Credits: 3
(If you are taking the full semester,
15 week course in Land Use and
Community Planning)**

ESE 515 Learning Development & Theory

(formerly Conceptual Development & Learning Theory: Middle Childhood & Adolescence)

COMPETENCY AREAS: EE - Required; Cert, EAO, CB, IND, & RMA - Elective
PRIORITY TO 1st year EE students.

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

**Section A: Cindy Thomashow
Section B: Sue Ward
Time: Fridays, 8:00 - 11:00 am
Maximum: 14 per section
(1 seat per section reserved for
Science Education student)
Credits: 3**

ESP 531 Literature of the Land

COMPETENCY AREA: Civic Ecology II
PRIORITY TO First year ES students.

In the last half of the 20th Century, nature writing emerged as a prominent literary genre that has made a significant contribution to the way we think, feel and act toward the environment. Texts will be selected from classic and contemporary nature writers. Discussions will focus on these works and their influence, and the unique way they address environmental issues - including wilderness and wildlife conservation, health and the environment, bioregionalism, environmental justice and activism. We will also use this literature as inspiration and model for our own writing process as a way to explore and articulate the experiences and issues most important for our ecological awareness and identity.

**Section A: Fred Taylor & Rowland Russell
Time: Thursdays, 8:30 - 11:00 am
Maximum: 18
Changed 12/01/05 to: Maximum 16
Credits: 3**

ES 699C Master's Thesis

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

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

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

ES 699D Master's Thesis Continuation

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

Students must register for Master's Thesis Continuation every semester until the thesis has been completed and signed off by your Master's Thesis reader. Enrollment in Master's Thesis Continuation confers half-time status for Financial Aid and loan deferment purposes through May 12, 2006.

**Section A: ES Faculty
Maximum: 20
Credits: uncredited**

Department of Environmental Studies — Master's Programs

Course Descriptions

ES 505A

Master's Thesis Seminar

REQUIRED FOR all students doing a Master's Thesis.

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

Section A: Peter Palmiotto
Section B: Rachel Thiet
Time: Thursdays, 4:30 - 6:30 pm,
January 26, February 9, March 2,
April 13 & May 4, and
required attendance at the annual
ANE Student Research Symposium on
Saturday, April 8,
8:00 am - 4:00 pm
Maximum: 12 per section
Credits: 1

ES 522

Natural Resource Inventory: Vegetation

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

This course will use the spring semester to focus on methods used to inventory and describe natural vegetated communities (wildlife in the Summer or Fall). An NRI on a particular tract of land begins the process of data acquisition that eventually will be used in management decisions and to set conservation priorities. Students will review the basics of developing an NRI proposal, base mapping, and map & compass use, and then conduct field sampling of woody plants. We will emphasize a 'whole systems' approach for assessing natural resources to counteract the historical emphasis on single resource approaches. We will take a preliminary look at those elements that comprise a well-rounded inventory and approach it from an ecological perspective. Lecture and field time will be combined to provide an in depth review of both plot and plotless (point) methods of analysis. Assessments will be derived from quantitative data in order to provide realistic guidance for natural resource management on private and public lands. *Functional knowledge of Excel software is required.

Section A: Peter Palmiotto
Time: Thursdays, 8:00 - 11:00 am
Maximum: 16
Credits: 3

ESF 514

New England Flora

COMPETENCY AREAS: Natural Communities
PRIORITY TO 2nd year Conservation Biology students.

The flora of New England is one of the best studied and well known in the world. Over 4000 species of plants can be found in this region. Because of the unique topographic, edaphic and successional diversity of central New England, the greatest collection of species in the northeast can be found within a 50 mile radius of the shared borders of VT, NH, and MA. This course focuses on the identification and taxonomy of woody and herbaceous vascular plants of central New England through the examination of the plants anatomical and physiological characteristics. The course will begin with the study of evergreen woody plants, followed by deciduous woody plants (both winter and summer characteristics), and ending with spring wildflowers. Lectures and local field excursions will be used to convey information. Students will utilize plant characteristics (e.g., twig, bud, bark, leaf, and flower characteristics) in conjunction with taxonomic keys to assist with identification of the flora.

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

ES 516

Organizational Leadership in the Nonprofit World

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

Just as the human body requires healthy organs to function well, a social movement requires well-run organizations. To become effective organizational leaders, people need to develop self-awareness, a healthy and balanced approach to life and work, good listening and communication skills, a keen understanding of group dynamics, and the ability to facilitate productive meetings. Organizational leaders also need to be visionaries who can manage time, money, emotions, and other people competently. This course will focus on such skills and explore how they can be combined to improve our personal effectiveness in creating growing, healthy, and successful organizations. There are four basic learning modes in this class: 1) five morning classes spread throughout the semester, 2) two intensive weekend workshops on organizational leadership with additional community participants, 3) extensive on-line discussions of readings, and 4) small student-led support groups.

Section A: Andy Robinson and Abigail Abrash Walton
Time: Fridays, January 20, February 10,
March 3, April 7 & 28,
8:00 - 11:00 am, and
Saturdays & Sundays, February 4 & 5 and
March 4 & 5,
9:00 am - 5:00 pm
Maximum: 16
Credits: 3

ES 693

Practicum, General Practicum Seminar

COMPETENCY AREAS: EAO, CB, EE, IND, Cert & RMA - Required
A total of 8 General Practicum credits are required for Environmental Advocacy & Organizing, Conservation Biology, Environmental Education, Resource Management and Administration and those pursuing Individualized Programs. A total of 2 General Practicum credits are required for Teacher Certification majors in addition to 6 credits of Student Teaching. It is strongly recommended that students not register for Practicum until after completing their second semester in the program.

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

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

Section A: Kay Delaney
Section B: Sue Weller
Changed 01/18/16 to: Melissa Diven
Section C: Christa Koehler
Section D: Jack Calhoun
Section E: Steve Chase
(Section E is restricted to
Environmental Advocacy students only)
Time: Seminars meet: Sections A & B: Thursdays,
February 2 and April 20 & 27, 11:15 am - 12:45 pm
Sections C, D & E: Fridays, February 3 and
April 21 & 28, 11:15 am - 12:45 pm
Maximum: 15 per section
Credits: variable
(Practicum Seminar credited as part of Practicum)

Department of Environmental Studies — Master's Programs

Course Descriptions

ES 694

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

COMPETENCY AREAS: Cert - Required

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

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

Section A: Jimmy Karlan
Time: Thursdays, 4:00 - 6:30 pm
Maximum: 16
Credits: 6

(Practicum Seminar credited as part of Practicum)

ESACO 503

Proposal Writing and the Grants Process

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

PRIORITY TO 2nd year RMA students.

Attendance at all four classes is mandatory.

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

Section A: Randy Ann Thomas
Changed 01/18/16 to: Jim Gruber
Time: Wednesdays, February 1, 8, *15 and 23,
9:00 am - 3:00 pm

***February 15 will be an online session;**
on-campus attendance is not required.

Changed 12/01/05 to:
Time: Wednesdays, February 1, 8, 15*, and 22,
9:00 am - 3:00 pm

*** February 15 is on-line session;**
on-campus attendance is not required

Changed 01/18/16 to:
Time: Wednesday, February 8, 15 & 22 and
March 8, 9:00 am - 3:00 pm, all meetings on campus

Maximum: 16
Credits: 2

EDP 598

School Law

COMPETENCY AREA: ES Cert - Required

REQUIRED OF AND PRIORITY TO Teacher Certification students.

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

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

Sections A & B: John Carr

Section C: Bill Wheeler

Time: Section A: Saturdays,

March 11 & April 1, 9:00 am - 4:30 pm

Section B: Sundays,

March 12 & April 2, 9:00 am - 4:30 pm

Section C: Saturdays,

March 25 & April 29, 9:00 am - 4:30 pm

Maximum: 20 per section

(6 seats per section reserved for ES students)

Credits: 1

ES 690

SIS: Supervised Independent Study

If you are planning an independent study, please register for an SIS on your registration form; however, an SIS contract must be submitted to the Registrar's Office by **April 20, 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 **April 20th** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

ES 690U

SIS: Special Project

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

The Special Project will be conducted as a supervised independent study. As a culmination of a student's work at Antioch, the Special Project is comparable to a master's thesis in scope, but differs in that it is not focused on research design. The Special Project follows standardized approaches used in a student's chosen field such as a solid waste plan, a curriculum development plan, or a marketing plan. The Special Project's content and format must be approved by both the student's advisor and program chair, but may be supervised by a qualified person external to the department.

Please register for this SIS on your registration form; however, an SIS contract must be submitted to the Registrar's Office by **April 20, 2006**, in order for it to appear on your schedule or transcript. Contracts received after the **April 20th** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility. NOTE: RMA Students are required to complete either a Special Project or a Master's Thesis.

Section A: Michael Simpson
Maximum: 15
Credits: 3

ESS 573

Soil Ecology

COMPETENCY AREA: Biosphere Studies II

PRIORITY TO 1st year ES students.

"The nation that destroys its soil, destroys itself." - Franklin Delano Roosevelt

The field of soil ecology has grown tremendously over the past 20 years as researchers, farmers, and conservation

activists become aware of the important roles that soil biological properties play in plant community structure, ecosystem functioning, and economic stability. Conservationists, land managers, and farmers continue to explore management techniques that incorporate soil "health" into conservation initiatives and farm plans. What is healthy soil? How do soil organisms influence soil fertility and plant distribution? How does human activity influence the ability of soil organisms to function optimally? The first part of this course will focus on soil physical processes such as soil formation and development. We will then turn the bulk of our attention to soil biological properties and processes. Topics we will cover in depth include: soil microbial community structure and functioning; soil food webs; the impact of land management on soil organisms; the role of soil organisms in ecosystem functioning; organic matter turnover and nutrient cycling; interactions between soil biota and vascular plants; soil communities under conventional and sustainable agriculture, and; the effects of climate change and human activity on the structure and functioning of soil communities on a global scale. This course will combine lectures, discussions, field trips, and a self-guided laboratory or field experiment, and emphasis will be on both natural and agricultural ecosystems.

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

Department of Environmental Studies — Master's Programs

Course Descriptions

ESF 535

Tropical Ecology & Conservation: Costa Rica

COMPETENCY AREAS: Natural Communities II

NOTE: Attendance at ALL pre-trip meetings is mandatory. Enrolled students who do not drop the course at least **1 week before** the first pre-trip meeting or who do not attend the first pre-trip meeting will be held financially responsible for the cost of the trip and will forfeit their seat in the class. Students on the waitlist are strongly encouraged to attend the first class.

(Limited scholarship money is available to support students attending field study trips. If you are interested in applying for scholarship assistance, please see the ES department for eligibility guideline.)

This course will immerse students in the dynamics of a tropical rain forest and the complexities of conservation of both managed and natural systems. We will be hosted by the Monteverde Institute (MVI) (<http://www.mvinstitute.org/>), located in the Tilaran mountain range of Costa Rica in the cloud forest community of Monteverde. We will be surrounded by the rich biodiversity of the region and will have easy access to the Monteverde Cloud Forest Preserve, the Santa Elena Reserve and the Bosque Eterno de los Niños (The Children's Eternal Forest). Over one-third of Costa Rica's flora can be found in the Monteverde Zone, and MVI offers excellent opportunities to gain appreciation and knowledge of this environment and to benefit from lectures and discussions with scientists conducting research there. In field and classroom work we will explore patterns of species

diversity, life zones, altitudinal gradients, coevolutionary relationships and mutualisms, and adaptations among tropical plants and epiphyte communities. We will compare the forest preserve with nearby fragmented zones and discuss forest dynamics in fragmented and unfragmented landscapes. We will examine the conservation and sustainable agriculture efforts in the region, with visits to specific research projects, artisan cooperatives, farms, and eco-tourism activities. A visit to INBio is scheduled, the non-governmental organization devoted to cataloguing all biodiversity in Costa Rica. Finally, we will explore Santa Rosa National Park in Guanacaste Province, one of Costa Rica's most important historic areas. This Park protects some of the last remaining tropical dry forest in the world and has more than 155 species of mammals, more than half of which are bats. There are also 253 species of birds, 100 of amphibians and reptiles, over 10,000 types of insects, including some 3,140 species of butterflies and moths, and countless species of fascinating soil organisms.

Cost: \$2200 including airfare (due to the uncertainty of fuel prices, cost is subject to change).

Section A: Rachel Thiet
Times: Pre-trip meetings:
Wednesdays, January 25, February 1 &
March 8, 5:00 - 8:00 pm and
(Study trip) Saturday - Sunday,
March 11 - 26
Maximum: 12
Credits: 3

ESS 574

Watershed Science

COMPETENCY AREA: Biosphere Science II

PRIORITY TO 1st year ES students.

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

Section A: Joy Ackerman
Time: Thursdays, 1:00 - 4:00 pm
Maximum: 16
Credits: 3

ESF 541A

Wetlands Ecology

CLASS CANCELLED (01/18/06)

COMPETENCY AREA: Natural Communities II

PRIORITY TO 2nd year RMA & CB students.

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

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

Section A: Michael Simpson
Times: Fridays, April 7 - May 12,
8:00 - 11:00 am, Sunday, April 9 and
Saturday & Sunday, April 29 & 30,
8:30 am - 4:30 pm
Changed 12/21/05 to:
Times: Fridays, April 7 - May 12, 8:00 - 11:00 am
Sunday, April 16 and Saturday and Sunday,
April 29 & 30, 8:30 am - 4:30 pm
Maximum: 14
Credits: 2

Department of Environmental Studies — Master's Programs

Course Descriptions

ESF 545

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

COMPETENCY AREA: Natural Communities II

NOTE: Attendance at ALL pre-trip meetings is mandatory. Enrolled students who do not drop the course at least **1 week before** the first pre-trip meeting or who do not attend the first pre-trip meeting will be held financially responsible for the cost of the trip and will forfeit their seat in the class. Students on the waitlist are strongly encouraged to attend the first class.

(Limited scholarship money is available to support students attending field study trips. If you are interested in applying for scholarship assistance, please see the ES department for eligibility guidelines.)

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

Course fee: \$1400 (includes airfare, lodging & meals; due to the uncertainty of fuel prices, cost is subject to change).

Changed 11/11/05: Course fee does not include meals.

Section A: Meade Cadot

Time: (Pre-trip meetings)

Wednesdays, January 25, February 8 & March 1,
5:00 - 8:00 pm and

(Study trip) Tuesday - Friday, March 14 - 24

Study Trip changed 11/11/05 to:

Saturday - Tuesday, Marh 18 - 28

Location: Keene and Yellowstone National Park

Maximum: 14

Credits: 2

Changed 12/21/05 to:

Credits: 3

ESCE 629

Writing for the Real World

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

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

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

Section A: Paul Hertneky

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

Maximum: 14

Credits: 3

Department of Environmental Studies — Ph.D.

Registration Instructions and Course Schedule

Doctoral program classes will begin Friday, February 3, 11:00 a.m., and run through Sunday, April 30, 12:00 p.m.

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

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>Ph.D. I students are required to register for (ES 703) Global Environmental Change and (ES 705) Political Economy of Environmental Issues.</p>	<p>Ph.D. II students are required to register for (ES 729) Learning Domain Seminar II and (ES 890) Supervised Independent Study or (ES 722, ES 723) Reading Seminars.</p>	<p>Ph.D. III students who have successfully completed the Fall semester of phase III are required to register for (ES 774) Dissertation Proposal. Also, students who registered for (ES 752) Service Project in the Fall, should now register for (ES 771) The Integrated Essay. Students who registered for (ES 771) The Integrated Essay in the Fall, should now register for (ES 752) Service Project.</p>	<p>Ph.D. IV students should register for (ES 776) Dissertation Seminar and (ES 899) Doctoral Dissertation. Students who have not completed all three candidacy projects must register for (ES 775) Candidacy Continuation and may not register for (ES 776) Dissertation Seminar and (ES 899) Doctoral Dissertation.</p>	<p>Ph.D. V students who have completed Phase IV requirements (Dissertation Seminars and credited Doctoral Dissertation) should register for (ES 899C) Doctoral Dissertation Continuation.</p> <p>Students who have not completed all three candidacy projects must register for (ES 775) Candidacy Continuation.</p>

COURSE SCHEDULE

Fridays: Coffee hour and guest lectures 11:00 am - 12:45 pm; classes 1:00 - 8:00 pm; Saturdays, 8:00 am - 8:00 pm; Sundays, 8:00 am - 12:00 pm.

FIRST PHASE PH.D. I	SECOND PHASE PH.D. II	THIRD PHASE PH.D. III	FOURTH PHASE PH.D. IV
<p><i>Classes meet on one or more of the days/dates shown below. Please see course descriptions for detailed meeting schedule.</i></p> <p>ES 703 Global Environmental Change ES 705 Political Economy of Environmental Issues</p> <p>February 3, 4 & 5 March 3, 4 & 5 March 31, April 1 & 2 April 28, 29 & 30</p>	<p><i>Classes meet on one or more of the days/dates shown below. Please see course descriptions for detailed meeting schedule.</i></p> <p>ES 729 Learning Domain Seminar II ES 722 Reading Seminar ES 723 Reading Seminar</p> <p>February 3, 4 & 5 March 3, 4 & 5 April 28, 29 & 30</p>	<p><i>Classes meet on one or more of the days/dates shown below. Please see course descriptions for detailed meeting schedule.</i></p> <p>ES 774 Dissertation Proposal</p> <p>February 3, 4 & 5 March 31, April 1 & 2</p>	<p><i>Classes meet on one or more of the days/dates shown below. Please see course descriptions for detailed meeting schedule.</i></p> <p>ES 776 Dissertation Seminar</p> <p>February 3, 4 & 5 March 31, April 1 & 2</p>

Note: All Doctoral students must register by Friday, December 2 for the Spring 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, and/or Dissertation Proposal.

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

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

Section A: Mitchell Thomashow
Changed 01/18/06 to: Section A: Tom Webler
Maximum: 5
Credits: 0

ES 774

Dissertation Proposal

COMPETENCY AREA: Integrated Projects

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

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

Section A: TBA
Changed 01/18/06 to: Section A: Lisa Wexler
Time: Fridays, 1:00 - 7:00 pm, and
Saturdays, 9:00 am - 12:00 pm,
February 3 & 4 and March 31 & April 1
(Additional contact hours will be met by specific
coursework designed to be completed on-line.)
Maximum: 15
Credits: 4

ES 776

Dissertation Seminar

COMPETENCY AREA: Dissertation Process

RESTRICTED TO Ph.D. IV students.

Prerequisites: Completion of Integrated Essay, Service Project and Dissertation Proposal or written permission of instructor

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

Section A: Alesia Maltz
Time: Saturday, 2:00 - 8:00 pm and
Sunday, 8:00 am - 12:00 pm,
February 4 and April 1
Changed 11/11/05 to: Saturdays & Sundays,
February 4 & 5 & April 1 & 2

(Additional contact hours will be met by specific
coursework designed to be completed on-line.)
Maximum: 15
Credits: 4

ES 899

Doctoral Dissertation

COMPETENCY AREA: Dissertation Process

RESTRICTED TO Ph.D. IV students.

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

Section A: Doctoral Faculty
Changed 01/18/06 to: Section A: Tom Webler
Maximum: 15
Credits: 4

ES 899C

Doctoral Dissertation Continuation

COMPETENCY AREA: Dissertation Process

RESTRICTED TO Ph.D.V students who have registered for two semesters of ES 899 Doctoral Dissertation and three semesters of ES 776 Dissertation Seminar and have not completed the dissertation. Students must continue to register until dissertation is accepted and deposited.

Section A: Doctoral Faculty
Changed 01/18/06 to: Section A: Tom Webler
Maximum: 15
Credits: uncredited

ES 703

Global Environmental Change

COMPETENCY AREA: Foundation

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

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

Section A: Mitchell Thomashow
Time: Saturdays, 2:00 - 8:00 pm, and
Sundays, 8:00 am - 12:00 pm,
February 4 & 5, March 4 & 5,
April 1 & 2 and April 29 & 30

(Additional contact hours will be met by specific
coursework designed to be completed on-line.)
Maximum: 15
Credits: 4

ES 771

The Integrated Essay

COMPETENCY AREA: Integrated Projects

RESTRICTED TO Ph.D. III students.

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

NOTE: The Integrated Essay does not meet as a course. Students will work independently with instructor.

Section A: Doctoral Faculty
Maximum: 12
Credits: 4

Department of Environmental Studies — Ph.D.

Course Descriptions

ES 729

Learning Domain Seminar II

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

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

Section A: Alesia Maltz

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

**February 3 & 4, March 3 & 4 and April 28 & 29
(Additional contact hours will be met by specific
coursework designed to be completed on-line.)**

**Maximum: 15
Credits: 3**

ES 705

Political Economy of Environmental Issues

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

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

Section A: Tom Webler

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

**February 3 & 4, March 3 & 4,
March 31 & April 1 and April 28 & 29
(Additional contact hours will be met by specific
coursework designed to be completed on-line.)**

**Maximum: 15
Credits: 4**

ES 722

Reading Seminar III

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

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

Section A: Beth Kaplin

Changed 01/18/06 to: Section A: Dick Estes

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

February 3, March 3 & April 28

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

Meeting dates changed 02/10/06 to:

**Time: Thursday, February 12, 12:00 - 3:00 pm;
Saturdays, February 11 & 18, 10:00 am - 1:00 pm;
and Thursday, April 12, 12:00 - 3:00 pm**

**Maximum: 15
Credits: 3**

ES 723

Reading Seminar IV

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

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

Section A: Alesia Maltz

**Times: February 3, April 28 and other dates TBA
(Additional contact hours will be met by specific
coursework 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

Time: To be arranged with instructor

**Maximum: 12
Credits: 4**

ES 890

SIS: Supervised Individual Study

If you are planning an independent study, please register for an SIS on your registration form; however, an SIS contract Must be submitted to the Registrar's Office by **April 20, 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 **April 20th** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

Department of Organization & Management - Healthcare Management Certificate Program

Registration Instructions, Course Schedule & Descriptions

COURSE RESTRICTIONS:

Under special conditions, and with permission in writing from the program director, students from across the graduate school who work in the healthcare field may register for Healthcare Management Certificate program courses on a space available basis after Healthcare Management Certificate students have completed the registration process.

COURSE SCHEDULE:

WEDNESDAYS

5:30 - 8:00 pm

**January 25, February 8, March 1 & 22,
April 12 & 19**

(Make-up date, if needed - Wednesday, April 5)

OMF 570 Healthcare Finance
(Section HC)

SATURDAYS

8:30 am - 4:30 pm

January 14 & February 4

OMD 673 Self as Leader
(Section HC)

February 25 & March 18

OMH 586 Human Resource Management
in Healthcare (Section HC)

April 8 & 29

(Make-up date, if needed - Saturday, April 15)

OMS 518 Organizational Systems
(Section HC)

COURSE DESCRIPTIONS:

OMF 570

Healthcare Finance

COMPETENCY AREA: Financial Management

REQUIRED OF AND RESTRICTED TO Healthcare Management Certificate Students; others by written permission of program director attached to or on registration form.

Students acquire basic knowledge and skills for understanding finance in healthcare settings. Students will learn about the interface of unit and institutional financial controls including an explanation of the revenue cycle, billing, accounts receivable, and the difference between operating and capital budgets. Managed care, Medicare, and reimbursement practices will be discussed.

Section HC: Jack Dunigan

**Time: Wednesdays, January 25, February 8,
March 1 & 22, April 12 & 19**

(Make-up date, if needed - Wednesday, April 5),

5:30 - 8:00 pm

Maximum: 16

Credits: 1

OMH 586

Human Resource

Management in Healthcare

COMPETENCY AREA: Human Resource Development

REQUIRED OF AND RESTRICTED TO Healthcare Management Certificate Students; others by written permission of program director attached to or on registration form.

Students explore the major responsibilities linked with human resources management: recruiting, interviewing, hiring, staffing, supervising job performance, staff development, performance evaluation, discipline and dismissal, and legal issues. Discussions also incorporate human resource issues particular to healthcare organizations such as recruiting ancillary and professional staff (particularly nurses and physicians), labor unions in hospital organizations, and the downsizing of hospital workforces.

Section HC: Beth Boynton

Time: Saturdays, February 25 & March 18,

8:30 am - 4:30 pm

Maximum: 16

Credits: 1

OMS 518

Organizational Systems

COMPETENCY AREA: Systems & Strategic Thinking

REQUIRED OF AND RESTRICTED TO Healthcare Management Certificate Students; others by written permission of program director attached to or on registration form.

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

Section HC: Tad Dwyer and Robbie Hertneky

Time: Saturdays, April 8 & 29

(Make-up date, if needed - Saturday, April 15),

8:30 am - 4:30 pm

Maximum: 16

Credits: 1

OMD 673

Self as Leader

COMPETENCY AREA: Self Development

REQUIRED OF AND RESTRICTED TO Healthcare Management Certificate Students; others by written permission of program director attached to or on registration form.

This course focuses on the effective leadership and managerial skills that are most practical and relevant to the challenges facing healthcare managers today. Using various assessment instruments, participants gain an understanding and awareness of their current level of leadership competency. In addition, each student creates a personal development action plan and maps out selected areas of expertise they would like to further develop. Students may do additional readings and discussions, field or research projects, or case study analysis online.

Section HC: Steven Guerriero

Time: Saturdays, January 14 & February 4,

8:30 am - 4:30 pm

Maximum: 16

Credits: 2

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.

Corrected 11/11/05 : O&M fall entering students may register for a maximum of 10 credits in spring 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.

.....0. COURSE SCHEDULE

FIRST YEAR PROGRAM

Fridays, 6:30 - 9:00 pm

January 13, February 10, March 10 & 31 and April 28
OMD 661 Professional Seminar
(Section K)

Saturdays and Sundays, 8:30 am - 5:30 pm

Saturdays, January 14, March 11 & April 29
OMR 618 Managing Knowledge and
IT Resources (Section K)

Sunday, January 15, Saturday, February 11, Sunday, March 12, Saturday, April 1 and Sunday, April 30

OMS 529 Perspectives on Organizational
Theory & Behavior (Section K)

Sundays, February 12 & April 2

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

SECOND YEAR PROGRAM

Fridays, 6:30 - 9:00 pm

January 13, February 10, March 10 & 31 and April 28
OMC 691 Practicum (Sections K1 - K3)

Saturdays and Sundays, 8:30 am - 5:30 pm

Saturdays, January 14, March 11 & April 29
OMC 679 Organizational Strategy and
Decision Making (Section K)

Sundays, January 15, February 12 and March 12,
Saturday, April 1 and Sunday, April 30

OMH 582 Developing Human Resources
(Section K)

Saturday, February 11 and Sunday, April 2

OMD 675 Ethics & Social Responsibility
(Section K)

REQUIRED FOR SPRING ENTERERS

Friday, Saturday & Sunday, 8:30 am - 5:30 pm
January 27, 28 & 29

OMG 535 Group Dynamics and Leadership I
(Section K)

ELECTIVES

Saturdays and Sundays, 8:30 am - 5:30 pm

Saturday & Sunday, February 25 & 26

OMG 539 Conflict Resolution (Section K)

Saturday & Sunday, March 4 & 5 and Saturday, April 8

OMH 584 Designing & Conducting a Workshop
(Section K)

Saturday & Sunday, March 25 & 26

OMS 503 Board/Staff Relations (Section K)

ELECTIVES ONLINE

Online course -

Face-to-face time to be scheduled if needed

OMF 568 Topics in Finance (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. It will focus on group development, group dynamics, and leadership. The course introduces students to elements of group dynamics and to a model that matches leadership styles to stages of group development. Students work in teams during the course and use course concepts to analyze their experience. Skills emphasized are group leadership and membership skills, group observation and feedback, conflict management, and managing diversity in groups. Students are expected to read *The One Minute Manager Builds High Performing Teams* by Blanchard, Carew and Parisi-Carew before the first class meeting. Students may do additional readings and discussions, field or research projects, or case study analysis on-line.

Section K: Peter Smith
Time: Friday, Saturday & Sunday,
January 27, 28, & 29,
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: Deborah Brown
Changed 01/18/06 to: Section K: Steve Guerriero
Time: Sundays, February 12 & April 2,
8:30 am - 5:30 pm
Maximum: 24
Credits: 1

OMR 618

Managing Knowledge and IT Resources

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

The Communications Revolution demands that contemporary managers embrace and exploit Internet technologies that will forever alter their roles and the very structure of organizations. Managers must learn to wed both technological and human skills to succeed in the organization of the future. They must also develop a working model of, and experience with, the fundamentals of knowledge management. In this way, they can better support the creation and sustainability of communities of practice, which enhance knowledge sharing and its application in local, regional, and global contexts. This course will address the issues of managing IT resources and knowledge management, and outline the critical capabilities necessary to operate in this volatile period of organizational change. Students will participate in online assignments, make oral and written presentations, engage in role-plays, and use the Internet as an information resource. Students should check the course conference on *FirstClass* for on-line reading assignments that begin prior to the first class meeting.

Section K: William Griffith
Time: Saturdays, January 14, March 11 and April 29,
8:30 am - 5:30 pm
Maximum: 24
Credits: 3

OMS 529

Perspectives on Organizational Theory & Behavior

COMPETENCY AREA: Systems & Strategic Thinking (Required)

This course presents multiple perspectives of organizational systems and the influence these various theories have on our understanding of human behavior, leadership, organizational effectiveness and sustainability. The interdisciplinary models and theories used in the course will provide a framework to broaden our knowledge and skills in understanding the complexities of organizational life. Among the key perspectives we will consider are how structure, human systems, power, influence and culture all shape the nature of the organization. Perspective taking expands our ability to look beyond the predictable limitations of our experience to develop new personal theories of management and leadership. From this vantage point the course will help students build a greater awareness of the impact of their own behavior in organizational settings and to continually improve the quality of their professional practice. The class will utilize on-line resources and participation to augment the classroom experience. Students should check the *FirstClass* course folder three weeks before the initial class meeting for pre-course reading assignments.

Section K: Steve Guerriero
Time: Sunday, January 15, Saturday, February 11,
Sunday, March 12, Saturday, April 1 and
Sunday, April 30, 8:30 am - 5:30 pm

Maximum: 24
Credits: 3

OMD 661

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. Students enrolled in Professional Seminar meet as a community, working together with faculty to develop a productive and inclusive learning group. Students will focus specific attention to issues concerning adult learning and development, through a process of assigned reading, reflective writing, dialogue and guided activities. Students may do additional readings and discussions, field or research projects, or case study analysis on-line.

Section K: Donna Mellen and Peter Smith
Time: Fridays, January 13, February 10,
March 10 & 31 and April 28,
6:30 - 9:00 pm
Maximum: 24
Credits: 1

OM 690

SIS: Supervised Independent Study

If you are planning an independent study, please register for an SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **April 20, 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 **April 20th** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

Department of Organization & Management - Second Year Program

Course Descriptions

OMH 582

Developing Human Resources

COMPETENCY AREA: Human Resource Development (Required)

Human beings and the organizations they work in depend on one another. Effective managers know how to foster workplace culture, practices, and relationships that support learning, satisfaction, and strong performance among employees, who in turn commit their energy to the organization's success. This course engages students in examining their beliefs and values about the mutual responsibilities of organizations and employees and provides an overview of principles of effective human resource practice for managers. We then focus on specific aspects of that practice, including hiring, orientation, performance development, and dealing with unsatisfactory performance. We will discuss other human resource issues of interest to students. Students in the principal certification program will apply course learning to school settings. Students should check the course conference on *FirstClass* for on-line assignments that may begin prior to the first class meeting.

Section K: Donna Mellen

**Time: Sundays, January 15, February 12 and
March 12, Saturday, April 1 and Sunday, April 30,
8:30 am - 5:30 pm
Maximum: 24
Credits: 3**

OMD 675

Ethics & Social Responsibility

COMPETENCY AREA: Self Development (Required)

As organizational and managerial decision-making becomes more complex, contemporary managers must develop more sophisticated working knowledge of the application of models of ethics and social responsibility. In this way, they can better support the creation and sustainability of fair and just organizations that profit a wide array of stakeholders in local, regional, and global contexts. This course will explore the role and responsibilities of managers as ethical thought leaders as they attempt to guide contemporary organizations in a turbulent environment. An overview of ethical theories will be provided to inform socially responsible decision making in a rapidly changing, diverse, global, and information-based world. Face to face and online discussion and experiential exercises will be used. Students will participate in online assignments, make oral and written presentations, engage in role-plays, and use the Internet as an information resource. This course will begin online the week of January 16.

Section K: William Griffith

**Time: Saturday, February 11 and Sunday, April 2,
8:30 am - 5:30 pm
Maximum: 24
Credits: 1**

OMC 679

Organizational Strategy and Decision Making

COMPETENCY AREA: Purposeful Systemic Change (Required)

In this capstone course, students will draw on and apply knowledge and skills acquired to effectively diagnose challenges, determine options, and make decisions from the perspective of the Chief Executive or senior management team member. Effective organizational leadership requires a range of skills including a wide range of perspectives, experience, and skills to see and solve organization-wide challenges. These challenges will include responding to rapid changes and creating effective strategies. Students will draw on course work from the entire curriculum. Course goals include:

- Σ • More effectively diagnose challenges, create viable options and make good decisions from an organization-wide perspective.
- Σ • Learn to integrate multiple perspectives, experience(s), and course work to see issues and create viable solutions.
- Σ • See leadership as art as well as a science; appreciate what often seems like 'shades of gray' in decision making.

Students will have the opportunity to learn through lecture, reading, discussion, small group work, case analysis, role-play, or simulation. We will also make use of *FirstClass* to communicate and the internet to conduct research.

Section K: Peter Smith

**Time: Saturdays, January 14, March 11 and April 29,
8:30 am - 5:30 pm
Maximum: 24
Credits: 2**

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: William Griffith

Section K3: Wendy Elliott

**Time: Fridays, January 13, February 10,
March 10 & 31 and April 28,
6:30 - 9:00 pm
Maximum: 8 per section
Credits: variable**

OM 690

SIS: Supervised Independent Study

If you are planning an independent study, please register for an SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by April 20, 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 April 20th deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

Department of Organization & Management - Electives

Course Descriptions

OMS 503

Board/Staff Relations

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

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

Section K: Lizann Peyton
Time: Saturday & Sunday, March 25 & 26,
8:30 am - 5:30 pm
Maximum: 24
Credits: 1

OMG 539

Conflict Resolution

COMPETENCY AREA: Collaboration & Group Dynamics
PRIORITY TO 2nd year O&M students.

Whether formally or informally, personally or professionally, we negotiate, settle conflicts and disputes as part of our everyday interaction. Improving our understanding, knowledge and skills in conflict resolution are critical competencies needed to effectively lead and participate fully in the organizations and social groups we serve. This class is designed to help students understand the dynamics of conflict, learn methods for managing conflict and develop strategies for resolution. In learning these concepts and skills we are better prepared to transform the dysfunctional forces of conflict into creative, positive outcomes. The class is highly experiential allowing students to practice conflict resolution skills in simulated activities and through their own experience. The overall goal of the course is to provide both a theoretical/conceptual framework and practical application of conflict resolution strategies. Students should check the course conference on *FirstClass* for on-line assignments that may begin prior to the first class meeting.

Section K: Steve Guerriero
Time: Saturday & Sunday, February 25 & 26,
8:30 am - 5:30 pm
Maximum: 24
Credits: 1

OMH 584

Designing & Conducting a Workshop

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

The course is relevant to students who plan to use workshops as a vehicle for staff training and organization development work. Students will be introduced to adult learning theory, research on different learning styles, and strategies for assessing training needs. The course will also address key steps of instructional design and fundamental workshop facilitation skills. Students will develop a customized day workshop, a small segment of which they will present to the class for analysis and feedback during the final meeting. Class members will be expected to participate in online discussions with each other and the instructor, as assigned. Students should check the course conference on *FirstClass* for on-line assignments that begin prior to the first class meeting.

Section K: Sunny Bradford
Saturday & Sunday, March 4 & 5 and Saturday, April 8,
8:30 am - 5:30 pm
Maximum: 12
Credits: 2

OM 690

SIS: Supervised Independent Study

If you are planning an independent study, please register for an SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **April 20, 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 **April 20th** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

OMF 568

Topics in Finance

COMPETENCY AREA: Financial Management

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

PRIORITY TO 2nd year O&M students.

In this online course students will continue to develop the vocabulary necessary for communicating effectively in a financial environment. In addition, a variety of accounting and financial processes and tools for decision-making will be presented. The student will be introduced to such topics as break-even analysis, relevant costs for decision-making, and capital and operating budgeting decisions. Also additional financial topics presented by students can be explored. The majority of this course will be conducted using on-line technology through *FirstClass*. Problems and case studies will be presented on-line. The instructor may schedule some face-to-face meetings if needed.

Section K: James Dunphy
Time: Online course -
Face-to-face time to be scheduled if needed
Maximum: 18
Credits: 2

Department of Applied Psychology

Registration Instructions

ALL APPLIED PSYCHOLOGY STUDENTS

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

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

In considering whether to register for an elective workshop, students need to be mindful of the semester credit limits. Fall 2005 entering Counseling Psychology/Substance Abuse/Addictions students have an 8-credit maximum. Spring 2006 entering students have a 9-credit maximum. Continuing Counseling Psychology and Substance Abuse/Addictions Counseling students have a 14-credit maximum. Students must have written permission of Program Director attached to or on registration form to exceed these maximums.

COURSES MARKED "RESTRICTED"

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

DROP/ADD

The drop/add deadline for Spring 2006 semester-long courses is Friday, February 3, 2006.

ALL COUNSELING PSYCHOLOGY AND SUBSTANCE ABUSE/ADDICTIONS COUNSELING STUDENTS

Counseling Psychology students are reminded they will need to take Theories of Addiction (PY 572) sometime during their program. Students who are concentrating in Substance Abuse Counseling are not required to take Theories of Addiction (PY 572). SA/AC students are reminded that Psychopharmacology of Substance Abuse (PY 563) is a required weekend course that is offered in the Spring semester only. Psychopharmacology for Counselors (PYB 523), or equivalent reading or prior study, is a prerequisite for PY 563.

SPRING 2006 ENTERING COUNSELING PSYCHOLOGY STUDENTS:

Please register for Social and Cultural Diversity (PYS 604, Section A, B or C), Fundamentals of Therapeutic Interaction (PY 590A, Section A or B) and Human Development and Diversity (PYB 505, Section A or B). Spring enterers may enroll for a maximum of 9 credits in the Spring 2006 semester. Students must have written permission of the Program Director attached to or on registration form to exceed this maximum.

CONTINUING COUNSELING PSYCHOLOGY & SUBSTANCE ABUSE/ADDICTIONS COUNSELING STUDENTS (2004 AND 2005 ENTRANTS)

Fall 2005 entrants must register for Career/Lifestyle Development (PYC 652, Section A or B), Social and Cultural Diversity (PYS 604, Section A, B or C) and Counseling Skills Lab (PYI 522, Section A or B). Fall entrants may enroll for a maximum of 8 credits in Spring 2006.

Fall 2004 and Spring 2005 entrants (CP I, SA/AC I) must register for Counseling Theories: Models and Approaches (PYI 512), Professional Seminar II (PY 687), Internship (PY 695D), and Methods of Testing and Assessment (PYI 514).

All students will continue in the professional seminar in which they were enrolled for the Fall semester. List section number and instructor's name on the registration form. Weekend elective courses are optional.

PLEASE NOTE: students who entered in Fall 2004 and Spring 2005 may enroll for a maximum of 14 credits in the Spring 2006 semester. Students must have written permission of the Program Director attached to or on registration form to exceed this maximum.

DANCE/MOVEMENT THERAPY I

CONTINUING DANCE/MOVEMENT THERAPY STUDENTS (FALL 2005 ENTRANTS)

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

PLEASE NOTE: First year DMT students may enroll for a maximum of 15 credits in the Spring 2006 semester. Students must have written permission of the Program Director attached to or on registration form to exceed this maximum.

MARRIAGE AND FAMILY THERAPY I

CONTINUING MARRIAGE & FAMILY THERAPY STUDENTS (SUMMER 2005 ENTRANTS)

Please register for Psychopathology & the Assessment of Social Systems (PY 656), Professional Seminar in MFT II (PY 687A), Practicum in MFT (PY 697) and MFT Seminar in Social and Cultural Diversity (PYG 609) and one credit of elective if desired.

PLEASE NOTE: First year MFT students may enroll for a maximum of 14 credits in the Spring 2006 semester. Students must have written permission of the Program Director attached to or on registration form to exceed this maximum.

Department of Applied Psychology

Registration Instructions

CONTINUING AUTISM SPECTRUM DISORDERS CERTIFICATE PROGRAM II (SECOND SEMESTER)

ASD students should register for Educational Interventions for Autism Spectrum Disorders: Middle, High School and College (PYI 539), Introduction to Counseling Interventions for Autism Spectrum Disorders (PYI 535), Working with Teens and Adults on the Spectrum (PYI 537). In addition, register for one of the advanced courses in the ASD program: Advanced Assessment and Intervention for Speech-Language Pathologists (PYI 545), Advanced Counseling Interventions for Autism Spectrum Disorders (PYI 541), Advanced Educational Interventions for Autism Spectrum Disorders (PYI 546), Advanced Psychological Testing and Assessment of Autism Spectrum Disorders (PYI 547) or Advocacy for Individuals with Asperger Syndrome and High Functioning Autism (PYI 548). Students taking the program for credit should register for Section A. Students taking the program on a not-for-credit basis should register for Section NC.

PLEASE NOTE: ASD students who entered in Fall 2005 may enroll for a maximum of 6 credits in the Spring 2006 semester.

COUNSELING PSYCHOLOGY II & SUBSTANCE ABUSE/ADDICTIONS COUNSELING II STUDENTS

It is our belief that students are best served by a broad course of study. A broad foundation provides for more flexible and comprehensive therapeutic knowledge and is also valuable in compiling a vita.

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

COUNSELING PSYCHOLOGY II STUDENTS

Please register for Research & Evaluation (PYC 654), one Concentration Seminar (PYC or MFT or DMT equivalent courses), Professional Seminar IV (PY 689), and Internship (PY 696). It is important that you list the appropriate section letter and instructor for each course on your registration form. Please note that all students need four (3 credit) concentration seminars (PYC) or equivalent in order to graduate: Research & Evaluation, Career/Lifestyle Development and two others. Check state licensure regulations for specific coursework requirements. Some states require meeting all coursework requirements within your degree program. If you may wish to be licensed in several states (particularly Vermont and Maine) please refer to their rules and regulations for licensure, prior to registering. You may need to add additional coursework beyond our requirements.

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

SUBSTANCE ABUSE/ADDICTIONS COUNSELING II STUDENTS

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

Substance Abuse/Addictions Counseling II students who have not taken Psychopharmacology of Substance Abuse (PY 563) must do so now in order to graduate. (PYB 523) Psychopharmacology for Counselors, or equivalent reading or prior study, is a prerequisite for this course. All students will continue in the professional seminar in which they were enrolled for the Fall semester. List section number and instructor's name on the registration form.

PLEASE NOTE: CP II and SA/AC II students may enroll for a maximum of 14 credits in the Spring 2006 semester. Students must have written permission of the Program Director attached to or on registration form to exceed this maximum.

DANCE/MOVEMENT THERAPY II STUDENTS

DMT II students should register for Dance/Movement Therapy with Adults (PY 618A), Professional Seminar in Counseling Psychology II (PY 687), Internship (PY 695A) and Research and Evaluation in Dance/Movement/Movement Therapy (PYB 515). In addition, you have 3 credits of electives which may be applied to Career/Lifestyle Development (PYC 652), or other elective course. Students are advised to check their State licensure regulations for specific coursework requirements.

PLEASE NOTE: DMT II students may enroll for a maximum of 15 credits in the Spring 2006 semester. Students must have permission of the Program Director attached to or on registration form to exceed this maximum.

MARRIAGE & FAMILY THERAPY II

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

PLEASE NOTE: Second year students may enroll for 14 credits in the spring semester. Students must have permission of the Program Director attached to or on registration form to exceed this maximum.

Department of Applied Psychology

Course Schedule

SPRING 2006 ENTERING CP AND SA/AC STUDENTS

WEDNESDAYS

9:00 - 11:30 am

PYS 604 Social and Cultural Diversity
(Sections A - C)

1:00 - 3:30 pm

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

4:00 - 6:30 pm

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

FALL 2005 ENTERING CP AND SA/AC STUDENTS

WEDNESDAYS

9:00 - 11:30 am

PYS 604 Social and Cultural Diversity
(Sections A - C)

1:00 - 3:30 pm

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

4:00 - 5:30 pm

PYI 522 Counseling Skills Lab (Sections A & B)

CP I AND SA/AC I STUDENTS

FALL 2004, SPRING 2005 CP AND SA/AC ENTRANTS

TUESDAYS

9:00 - 11:30 am

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

12:45 - 3:15 pm

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

4:00 - 6:30 pm

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

DMT I STUDENTS

TUESDAYS

9:00 - 11:30 am

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

12:45 - 3:15 pm

PYB 514 Psychomotor Assessment of Adults
(Section A)

4:00 - 6:30 pm

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

WEDNESDAYS

9:00 am - 1:00 pm (times vary)

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

1:00 - 3:30 pm

PYG 604 Group Dance/Movement Therapy
(Section A)

MFT I STUDENTS

TUESDAYS

9:00 - 11:30 am

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

12:45 - 3:15 pm

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

4:00 - 6:30 pm

PYG 609 Marriage and Family Therapy Seminar in
Social and Cultural Diversity (Section A)

ASD II STUDENTS

(Meet 9:00 am - 5:00 pm)

**SATURDAYS, JANUARY 21; FEBRUARY 4;
MARCH 4; APRIL 1 & 29; AND SUNDAY, MAY 21**

PYI 545 Advanced Assessment and Intervention
for Speech-Language-Pathologists
(Sections A & NC)

PYI 541 Advanced Counseling Interventions for
Autism Spectrum Disorders
(Sections A & NC)

PYI 547 Advanced Psychological Testing and
Assessment for Autism Spectrum
Disorders (Sections A & NC)

PYI 548 Advocacy for Individuals with Asperger
Syndrome and High Functioning Autism
(Sections A & NC)

**SATURDAY, JANUARY 21; FEBRUARY 4;
APRIL 1, 15 & 29; AND SUNDAY, MAY 21**

PYI 546 Advanced Educational Interventions for
Autism Spectrum Disorders
(Sections A & NC)

SUNDAYS, JANUARY 22 & FEBRUARY 5

PYI 539 Educational Interventions for Autism
Spectrum Disorders: Middle, High School
and College (Sections A & NC)

SUNDAYS, MARCH 5 & APRIL 2

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

SATURDAYS, APRIL 30 & MAY 20

PYI 537 Working with Teens and Adults on the
Spectrum (Sections A & NC)

CP II STUDENTS

TUESDAYS

9:00 - 11:30 am

PYC 654 Research & Evaluation (Section A)

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

12:45 - 3:15 pm

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

4:00 - 6:30 pm

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

PYC 654 Research & Evaluation (Section B)

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

Department of Applied Psychology

Course Schedule

SA/AC II STUDENTS

TUESDAYS

9:00 - 11:30 am

PYC 666 Family Counseling Approaches To Addictions Treatment (Section A)

12:45 - 3:15 pm

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

4:00 - 6:30 pm

PYC 654 Research & Evaluation (Section B)

DMT II STUDENTS

TUESDAYS

9:00 - 11:30 am

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

12:45 - 3:15 pm

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

4:00 - 6:30 pm

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

WEDNESDAYS

11:30 am - 1:00 pm

PYI 514 Methods of Testing & Assessment (Section C)
(also 4:00 - 5:00 pm)

1:00 - 3:30 pm

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

4:00 - 5:00 pm

PYI 514 Methods of Testing & Assessment (Section C)
(also 11:30 am - 1:00 pm)

MFT II STUDENTS

TUESDAYS

9:00 - 11:30 am

PYC 674A Research & Evaluation in Family Studies

12:45 - 3:15 pm

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

4:00 - 6:30 pm

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

WEEKEND COURSE SCHEDULE

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

January 21 & 22

PYB 523 Psychopharmacology for Counselors (Section A)

Saturdays, January 21; February 4; March 4; April 1 & 29; and Sunday, May 21

PYI 545 Advanced Assessment and Intervention for Speech-Language-Pathologists (Sections A & NC)

PYI 541 Advanced Counseling Interventions for Autism Spectrum Disorders (Sections A & NC)

PYI 547 Advanced Psychological Testing and Assessment for Autism Spectrum Disorders (Sections A & NC)

PYI 548 Advocacy for Individuals with Asperger Syndrome and High Functioning Autism (Sections A & NC)

Saturdays, January 21; February 4; April 1, 15 & 29; and Sunday, May 21

PYI 546 Advanced Educational Interventions for Autism Spectrum Disorders (Sections A & NC)

January 22 & February 5

PYI 539 Educational Interventions for Autism Spectrum Disorders: Middle, High School and College (Sections A & NC)

February 11 & 12

PY 572 Theories of Addiction (Section A)

February 25 & 26

PY 563 Psychopharmacology of Substance Abuse (Section A)

March 4 & 5

PYB 525 Clinical Applications of Psychopharmacology (Section A)

March 5 & April 2

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

April 22 & 23

PY 510 Writing Skills for Counselors (Section A)

April 30 & May 20

PYI 537 Working with Teens and Adults on the Spectrum (Sections A & NC)

Department of Applied Psychology

Course Descriptions

PYI 545

Advanced Assessment and Intervention for Speech-Language Pathologists

COMPETENCY AREA: Individual Assessment and Intervention Strategies

PRIORITY TO ASD Certificate students (graduate credit and not-for-credit); others by written permission of the Program Director attached to or on registration form.

PREREQUISITE: Must be a licensed professional or student of Speech-Language Pathology and have satisfactorily completed the first semester ASD certificate coursework or with written permission of the Program Director attached to or on registration form.

The advanced strand for Speech-Language Pathologists will develop a greater knowledge base in the three deficit areas of Theory of Mind, Central Coherence, and Executive Function. The areas of interactive perspective taking, self-advocacy and disclosure, and compensatory strategies for "showing what you know" will be explored. Both the paralinguistic aspects and nonverbal aspects of communicative events will be developed as part of the treatment paradigm in teaching these contextually based communication skills. Treatment models for various contexts will be learned and practiced to enhance clinical skills.

Sections A & NC: Elsa Abele

Time: Saturdays, January 21, February 4, March 4, April 1 & 29 and Sunday, May 21,

9:00 am - 5:00 pm

Maximum: 8

**Credits: Section A: 3
Section NC: 0**

PYI 541

Advanced Counseling Interventions for Autism Spectrum Disorders

CLASS CANCELLED (12/21/05)

COMPETENCY AREA: Individual Assessment and Intervention Strategies

PRIORITY TO ASD Certificate students (graduate credit and not-for-credit); others by written permission of the Program Director attached to or on registration form

PREREQUISITE: Must be a licensed professional or student in the counseling/therapy field and have satisfactorily completed the first semester ASD certificate coursework or with written permission of the Program Director attached to or on registration form.

This course both reviews the scientific literature on effective psychotherapy treatments for individuals with spectrum disorders, and provides detailed case studies of successes and failures in treatment. Specific strategies and therapeutic styles, which best accommodate the learning/processing styles of these individuals are reviewed. Opportunities of case review will be an important part of this program.

Sections A & NC: Larry Welkowitz

Time: Saturdays, January 21, February 4, March 4, April 1 & 29 and Sunday, May 21,

9:00 am - 5:00 pm

Maximum: 8

**Credits: Section A: 3
Section NC: 0**

PYI 546

Advanced Educational Interventions for Autism Spectrum Disorders

COMPETENCY AREA: Individual Assessment and Intervention Strategies

PRIORITY TO ASD Certificate students (graduate credit and not-for-credit); others by written permission of the Program Director attached to or on registration form.

PREREQUISITE: Must be a licensed educator, work in an educational setting or an education student and have satisfactorily completed the first semester ASD certificate coursework or with written permission of the Program Director attached to or on registration form.

This course is an advanced study that will address in detail issues touched upon in the one credit overview. Explores and analyzes practical applications for theoretical constructs in development and learning, specifically in reference to Asperger Syndrome and High Functioning Autism. This course will be highly experiential in nature. Participants will have opportunities to develop professional knowledge and research topics relevant to their needs.

Sections A & NC: Kathryn Ransom

Time: Saturdays, January 21, February 4, April 1, April 15, April 29 and Sunday, May 21,

9:00 am - 5:00 pm

Maximum: 8

**Credits: Section A: 3
Section NC: 0**

PYI 547

Advanced Psychological Testing and Assessment for Autism Spectrum Disorders

Changed 12/01/05 to:

Advanced Psychological Assessment & Intervention Planning Students with Autism Spectrum Disorders

COMPETENCY AREA: Individual Assessment and Intervention Strategies

PRIORITY TO ASD Certificate students (graduate credit and not-for-credit); others by written permission of the Program Director attached to or on registration form.

PREREQUISITE: Must be a licensed professional or student in the field of psychology and have satisfactorily completed the first semester ASD certificate coursework or with written permission of the Program Director attached to or on registration form.

This course is designed for psychologists who have extensive experience in evaluating children and adolescents within the school and/or clinical setting. The emphasis will be upon tailoring the evaluation process to students with autism spectrum disorders. Upon completion, the students will be able to utilize specific referral questions in order to develop a neurodevelopmental evaluation process; follow the principles of dynamic, processed-based assessment in order to evaluate at least two students; seek consultation from other professionals as needed; identify strengths and challenges that affect everyday life; create meaningful and functional recommendations; complete a comprehensive report that "tells the story of the student".

Changed 12/01/05 to: This course is designed for psychologists who have extensive experience in evaluating children and adolescents within the school and/or clinical setting. The emphasis will be upon tailoring the evaluation and intervention planning process to students with autism spectrum disorders. Upon completion, the students will be able to utilize specific referral questions in order to develop a neurodevelopmental evaluation process; follow the principles of dynamic, process-based assessment in order to evaluate at least two students; seek consultation from other professionals as needed; identify strengths and challenges that affect everyday life; create meaningful and functional recommendations; complete a comprehensive report that "tells the story of the student".

Sections A & NC: Teresa Bolick

Time: Saturdays, January 21, February 4, March 4, April 1, April 29 and Sunday, May 21,

9:00 am - 5:00 pm

Maximum: 8

Credits: Section A: 3

PYI 548

Advocacy for Individuals with Asperger Syndrome and High Functioning Autism

CLASS CANCELLED (01/18/06)

COMPETENCY AREA: Individual Assessment and Intervention Strategies

PRIORITY TO ASD Certificate students (graduate credit and not-for-credit); others by written permission of the Program Director attached to or on registration form.

PREREQUISITE: Satisfactorily completed the first semester ASD certificate coursework or with written permission of the Program Director attached to or on registration form.

This course facilitates understanding of the theoretical constructs of effective advocacy and the current applications of alternative dispute resolution, legal intervention and collaborative dialogue, including the influence of federal initiatives, through readings, simulations, and guest discussions. Student work will culminate with relevant, practice-centered projects.

Sections A & NC:

Michaelene Pepera Cronin & Shelley Viles

Time: Saturdays, January 21, February 4, March 4, April 1, April 29 and Sunday, May 21,

9:00 am - 5:00 pm

Maximum: 16

**Credits: Section A: 3
Section NC: 0**

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 Fall 2005 CP/SA/AC entrants, 5 spaces each section reserved for DMT II students.

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

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

Section A: Carlotta Willis

Section B: Meg Connor

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

Maximum: 20 per section

Credits: 3

PYB 525

Clinical Applications of Psychopharmacology

COMPETENCY AREAS: Behavioral Science Foundation
PRIORITY TO SA/AC II and CP II students.

PREREQUISITE: PYB 523, Psychopharmacology for Counselors, or equivalent reading or prior study

This course will prepare counselors to provide services in conjunction with a psychopharmacological prescriber. Content will include the merger of psychotherapy and pharmacotherapy, history, efficacy and present standards of care. Ethical and legal issues for the non-medical counselor relating to pharmacotherapy will be covered. Numerous case examples demonstrating appropriate psychopharmacologic management, and strategies for developing a collaborative relationship with the prescriber will be presented.

Section A: Judith Durham

Time: Saturday & Sunday, March 4 & 5,

9:00 am - 5:00 pm

Maximum: 24

Credits: 1

PYI 522

Counseling Skills Lab

COMPETENCY AREAS: Individual Assessment & Intervention Strategies

PREREQUISITE: PY 590A, Fundamentals of Therapeutic Interaction

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

Section A: Meg Connor

Section B: Thomas Barker

Time: Wednesdays, 4:00 - 5:30 pm

Maximum: 12 per section

Credits: 1

PYI 512

Counseling Theories: Models and Approaches

COMPETENCY AREA: Individual Assessment & Intervention Strategies

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

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

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

Section A: Betsy Taylor

Section B: Katherine Clarke

Section C: Ken Bacon

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

Maximum: 18 per section

Credits: 3

PYC 675

Crisis Intervention: Cognitive Behavioral Approaches

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

PREREQUISITE: Completion of all CP I courses and internships

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

Section A: Ken Bacon

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

Maximum: 15

Credits: 3

PY 618A

Dance/Movement Therapy with Adults

COMPETENCY AREA: Individual Assessment & Intervention Strategies

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

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

Section A: Kim Burden

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

Maximum: 20

Credits: 3

PYI 539

Educational Interventions for Autism Spectrum Disorders: Middle, High School and College

COMPETENCY AREA: Individual Assessment & Intervention Strategies

REQUIRED OF AND PRIORITY TO ASD Certificate students (graduate credit and not-for-credit); others by written permission of the Program Director attached to or on registration form.

This course offers a forum for exploration and discussion of the learning issues and concerns specific to older students diagnosed with Asperger Syndrome and High Functioning Autism. The class is designed to provide development of theoretical knowledge/understanding and applied learning to support implementation of best practices methodologies.

Sections A & NC: Kathryn Ransom

Time: Sundays, January 22 & February 5,

9:00 am - 5:00 pm

Maximum: 24

Credits: Section A: 1

Section NC: 0

Department of Applied Psychology

Course Descriptions

PYC 666

Family Counseling Approaches to Addictions Treatment

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

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

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

Section A: Diane Kurinsky
Time: Tuesdays, 9:00 - 11:30 am
Changed 01/18/16 to:
Time: Tuesdays, 4:00 - 6:00 pm
Maximum: 15
Credits: 3

PY 590A

Fundamentals of Therapeutic Interaction

COMPETENCY AREA: Individual Assessment & Intervention Strategies

REQUIRED OF AND PRIORITY TO Spring 2006 entering CP, SA/AC students.

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

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

PYG 604

Group Dance/Movement Therapy

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

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

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

PYB 505

Human Development and Diversity

COMPETENCY AREA: Behavioral Science Foundation
REQUIRED OF AND PRIORITY TO Spring 2006 entering CP, SA/AC students.

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

Section A: Ann McCloskey
Section B: William Griffith
Time: Wednesdays, 1:00 - 3:30 pm
Maximum: 15 per section
Credits: 3

PY 693

Internship in Dance/Movement Therapy

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

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

Section A: Phyllis Jeswald
Credits: 4

PY 693B

Internship Continuation

For Dance/Movement students continuing an internship begun in the Fall 2005 semester, through the Spring 2006 semester.

Section A: Phyllis Jeswald
Credits: uncredited

PYI 535

Introduction to Counseling Interventions for Autism Spectrum Disorders

COMPETENCY AREAS: Individual Assessment and Intervention Strategies

REQUIRED OF AND PRIORITY TO ASD Certificate students (graduate credit and not-for-credit); others by written permission of the Program Director attached to or on registration form.

Counseling children and adults with Asperger's presents a unique set of problems due to differences in how these individuals 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 AS individual's unique capabilities, including intellectual analysis, visual thinking, and special interests. Case studies will focus on success stories in psychotherapy. Students enrolled for graduate credit will be required to do papers and or projects for verification.

Sections A & NC: Larry Welkowitz
Time: Sundays, March 5 & April 2,
Changed 02/10/06 to:
Time: Sunday, April 2 & Saturday, May 20
9:00 am - 5:00 pm
Maximum: 24
Credits: Section A: 1
Section NC: 0

PYG 609

Marriage and Family Therapy Seminar in Social and Cultural Diversity

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

This seminar will provide an opportunity for students to examine the social and cultural prescriptions (gender, race, ethnicity, social class, religious affiliation, sexual orientation, physical ability, etc.) that define, enhance, and limit social, interpersonal, and professional interactions. Social diversity and cultural diversity will be defined in this class as concepts that are fluid but that also have tremendous power to shape the self and larger systems. These concepts will be particularly examined in relation to family systems, society, and clinical practice. It is hoped that as a consequence of this course, students will be better prepared to deal with the

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particular problems of oppression and intolerance, e.g. sexism, racism, ableism, classism, and heterosexism by having

a firmer grasp on their personal values and their biases relative to majority-minority relations. Students will also have an opportunity to grow in their understanding and appreciation of their own identities by exploring and examining their own cultural narratives and engaging in their own volunteer service.

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

PYI 514 **Methods of Testing and Assessment**

COMPETENCY AREA: Individual Assessment & Intervention Strategies

SECTIONS A & B: REQUIRED OF AND RESTRICTED TO CP I and SA/AC I students.

SECTION C: REQUIRED OF AND RESTRICTED TO DMT II and III students.

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

PREREQUISITE: PYB 506 Psychopathology: An Ecological Approach

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

Section A: Robert Chalif
Section B: Sandra-Leigh Sprecker
Section C: Dottie Morris
Time: Sections A & B: Tuesdays,
12:45 - 3:15 pm
Section C: Wednesdays, 11:30 - 1:00 pm and
4:00 - 5:00 pm
Maximum: Sections A & B: 22 per section
Section C: 16
Credits: 3

PYS 607 **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: Counseling Psychology Core Faculty
Changed 01/18/16 to:
Section A: Dottie Morris and Carlotts Willis
Time by arrangement
Maximum: 10
Credits: variable (1-3)

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

REQUIRED OF AND RESTRICTED TO DMT I students.

Practicum in Dance/Movement Therapy provides students with an opportunity to observe various clinical and educational settings and populations and to participate in DMT sessions led and supervised by practitioners in the field. Learning to identify group and individual interventions and applying theoretical learning from other courses are prime goals of the course.

Section A: Susan Loman,
Claire LeMessurier & Kim Burden
Time: Wednesdays, 9:00 - 1:00 pm
(individual times may vary)
Maximum: 17
Credits: 2

PY 687 **Professional Seminar in Counseling** **Psychology II -** **Emphasis: Contextual Dimensions in** **Mental Health Counseling (DMT II)** **PY 695A** **Internship, Counseling Psychology** **(DMT)**

RESTRICTED TO DMT II students.

PLEASE NOTE: Students will continue with the same instructor from Fall 2005 semester. Please specify section letter clearly on registration form to ensure being registered for the correct section.

This is a continuation of Professional Seminar in Counseling Psychology I for DMT II students. 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. Students will be supported in their transition to mental health professionals through in-depth explo

ration of self-in-role.

Section A: Alice Scudder
Section B: Kim Burden
Time: Tuesdays, 12:45 - 3:15 pm
Maximum: 8 per section
Credits: ProSem: 3; Internship: 3

PY 687 **Professional Seminar in** **Counseling Psychology II -** **Emphasis: Professional Ethics** **PY 695D** **Internship (CP and SA/AC I Students)**

RESTRICTED TO continuing students.

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

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

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

Concurrent with the Professional Seminar, CP and SA/AC I students must participate in an internship, totaling at least 600 hours over the course of the Fall 2005 and Spring 2006 semesters at an approved site. It is expected that the remainder of the 600 hours will be completed this semester.

Sections A & B - for DMT II students only.
Sections D - J: Restricted to CP and SA/AC I students.
Section D: Molly Scott
Section E: Larry Ruhf
Section F: Meg Connor
Section G: Ann McCloskey
Section H: Betsy Taylor
Section I: Ramona Anderson
Section J: Robert Chalif
Time: Tuesdays, 4:00 - 6:30 pm
Maximum: 8 per section
Credits: ProSem: 3; Internship: 4

Department of Applied Psychology

Course Descriptions

PY 689

Professional Seminar in Counseling Psychology IV -

Emphasis: Professional Identity (CP II and SA/AC II)

PY 696

Internship, Counseling Psychology

RESTRICTED TO continuing CP and SA/AC II students.

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

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

Concurrent with the Professional Seminar, CP II students must participate in an Internship, totaling at least 600 hours over the course of the Fall 2005 and Spring 2006 semesters at an approved site. It is expected that the remainder of the 600 hours will be completed this semester.

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

PY 681B

Professional Seminar in Dance/Movement Therapy II - Emphasis: Professional Orientation

REQUIRED OF AND RESTRICTED TO DMT I students.

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

Section A: Alice Scudder
Time: Tuesdays, 4:00 - 6:30 pm
Maximum: 17
Credits: 3

PY 687A

Professional Seminar in Marriage & Family Therapy II

PY 697

Practicum in Marriage & Family Therapy

RESTRICTED TO continuing MFT I students.

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

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

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

PY 689A

Professional Seminar in Marriage & Family Therapy V

PY 698

Internship in Marriage & Family Therapy

RESTRICTED TO continuing MFT II students.

PLEASE NOTE: Students will continue with the same instructor from Fall 2005 semester. Please specify section letter clearly on registration form to ensure being registered for the correct section.

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

Section A: Larry McFarland
Section B: Mark Bromley
Section C: Steve Price
Time: Tuesdays, 12:45 - 3:15 pm
Maximum: 6 per section
Credits: ProSem: 3; Internship: 4

PYB 514

Psychomotor Assessment of Adults

COMPETENCY AREA: Behavioral Science Foundation

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

This course will provide students with a review 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 adult 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 continued 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 adults, for individuals and groups.

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

PY 656

Psychopathology & the Assessment of Social Systems

COMPETENCY AREAS: Behavioral Science and Social Systems Assessment & Intervention Strategies; COAMFTE Area II: Clinical Knowledge.

REQUIRED OF AND RESTRICTED TO MFT I students; others by written permission of the Instructor attached to or on registration form. PREREQUISITES: PY 602A Fundamentals of Systems Therapy, PY 642B Introduction to Systems Theory, and PY 576 Survey of Marriage and Family Therapy Models

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

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

Department of Applied Psychology

Course Descriptions

PY 563

Psychopharmacology of Substance Abuse

COMPETENCY AREA: Behavioral Science Foundation

REQUIRED OF AND PRIORITY TO SA/AC II students.

PREREQUISITE: PYB 523, Psychopharmacology for Counselors, or equivalent reading or prior study

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

Section A: Douglas Hoffman

Time: Saturday & Sunday, February 25 & 26,

9:00 am - 5:00 pm

Maximum: 24

Credits: 1

PYB 523

Psychopharmacology for Counselors

COMPETENCY AREA: Behavioral Science Foundation

PRIORITY TO SA/AC II and CP II students.

This weekend course will focus on the clinical uses of psychotropic medications in the treatment of affective disorders, psychotic disorders and anxiety disorders. The mechanisms by which abused substances affect the body and drugs used in the treatment of substance abuse disorders will also be covered. The basic biology underlying these disorders will be presented as part of the discussion of the therapeutic mechanisms of drug action. This course (or equivalent reading or prior study) is a prerequisite for (PY 563) Psychopharmacology of Substance Abuse.

Section A: Douglas Hoffman

Time: Saturday & Sunday, January 21 & 22,

9:00 am - 5:00 pm

Maximum: 24

Credits: 1

PYC 654

Research and Evaluation

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

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

Section A: Rachel Becker-Klein

Changed 01/18/06 to:

Section A: Rachel Becker-Klein and Sandra-Leigh Sprecker

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

Section B: Sandra-Leigh Sprecker

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

Section B cancelled 01/18/06

All students added to Section A

Maximum: 24 per section

Credits: 3

PYB 515

Research and Evaluation in Dance/Movement Therapy

COMPETENCY AREA: Behavioral Science Foundations

REQUIRED OF AND RESTRICTED TO DMT II students, others by written permission of Program Director attached to or on registration form. Equivalent to PYC 654.

This course will familiarize students with clinically relevant research including qualitative and quantitative methods, such as surveys, experimental and clinical outcome research as well as program evaluation. Students will present research proposals supporting their approach to treatment within a selected dance/movement therapy client population. In addition, this course will include an examination of the ACA/APA ethical guidelines for conducting research, and issues of diversity in research and evaluation. An overview of statistical concepts and terminology related to research methods as well as research as a creative process will be included.

Section A: Ellen Landis

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

Maximum: 20

Credits 3

PYC 674A

Research and Evaluation in Family Studies

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

PREREQUISITE: Completion of MFT I courses

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

Section A: Kevin Lyness

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

Maximum: 24

Credits: 3

PYS 604

Social and Cultural Diversity

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

REQUIRED OF AND PRIORITY TO CP Spring 2006 entrants, Fall 2005 CP and SA/AC entrants; 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 therapists/counselors. Students will explore their own attitudes and beliefs through experiential exercises, small- and large-group discussions. Through discussions of texts, novels, films and lectures, students will learn about historical contexts and contemporary concerns of diverse groups. In order to provide a foundation for competent and ethical practice, students will examine strategies for working professionally as individual, group and family therapists/counselors with diverse populations.

Section A: Dottie Morris

Section B: Carlotta Willis

Section C: Alice Scudder

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

Maximum: 20 per section (10 seats reserved in each section for spring 2006 entering students)

Credits: 3

Department of Applied Psychology

Course Descriptions

PY 678

Special Issues In Family Therapy: Addictions & Intrafamilial Violence

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

This course is designed to expand the conceptual constructs and treatment strategies of the students in their work with families in which there is violence and/or addictions. Time will be allotted for students to research and present on their interests in these topics and the clinical issues they raise. We will consider the cultural contexts of the occurrences and treatment of family violence and addictions. The course objectives will be met by increasing the students' understanding of both the client and ourselves in our cultural contexts.

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

PY 690

SIS: Supervised Independent Study

If you are planning an independent study, please register for an SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **April 20, 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 **April 20th** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

PY 572

Theories of Addiction

COMPETENCY AREA: Behavioral Science Foundation
REQUIRED OF all CP students.
PRIORITY TO CP II students.

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

Section A: Diane Kurinsky
Time: Saturday & Sunday, February 11 & 12,
9:00 am - 5:00 pm
Maximum: 24
Credits: 1

Department of Applied Psychology

Course Descriptions

PYI 537

Working With Teens and Adults on the Spectrum

REQUIRED OF AND PRIORITY TO ASD Certificate students (graduate credit and not-for-credit); others by written permission of the Program Director attached to or on registration form.

Transition from a teenager to an adult can be a particularly challenging time for people on the autism spectrum as well as their educators, other professionals, and family. Some of the issues addressed in this course include developing skills in self-advocacy and disclosure, employment, continuing education, relationships, as well as appropriate interdependent living. Writings from people both on the autism spectrum and not will be used to explore the topics mentioned above.

Sections A & NC: Stephen Shore
Time: Saturdays, April 30 & May 20

Changed 02/10/06 to:
Time: Sundays, March 5 & April 30,

9:00 am - 5:00 pm

Maximum: 24

Credits: Section A: 1

Section NC: 0

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, April 22 & 23,

9:00 am - 5:00 pm

Maximum: 24

Credits: 1

Department of Clinical Psychology

Registration Instructions

Please note: Doctoral program classes will begin Monday, January 23 and run through Tuesday, May 9, 2006 No classes March 13 - 17 (Spring work week)

ALL PSY.D. STUDENTS

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

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

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

YEAR I STUDENTS

Please register for all courses listed in the Year I course schedule, as well as PY 859C, Fundamental Clinical Skills II. (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.

YEAR III STUDENTS

Please register for:

- An afternoon Advanced Seminar (see Year III course schedule for options)
- PY 885A Case Conference II (Section assignments to be made by department)
- PY 812B Consultation: Theory and Practice II
- PYR 876 Doctoral Research Seminar II (5 weeks) (Section assignments to be made by department)
- PYR 893 Practicum
- PYS 775 Public Policy, Advocacy, and Health Service Delivery (10 weeks)
- An elective Weekend Course, if desired

YEAR IV STUDENTS

Please register for:

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

YEAR V+ STUDENTS

(DEGREE CANDIDATES
NO LONGER IN RESIDENCE)

If you have not yet begun or have already completed 2,000 hours of internship, you need register for only PY 899, Doctoral Dissertation, which is uncredited. Your charge will be \$940.00 for the spring semester. You are required to continue to register for dissertation each semester until the faculty accepts your dissertation.

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

WAIVERS

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

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

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

SPECIAL STUDENTS

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

Antioch students who have completed all their work for their 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 730 Personality: Theory and Assessment
(Section A)

1:00 - 3:30 pm

PY 881B Professional Seminar II:
Roles of Psychologists and Ethical Issues
(Sections A - D)

4:30 - 7:00 pm

PY 816 Methods of Psychological Assessment II
(Sections A & B)

TUESDAYS

9:00 - 11:30 am

PY 777B Human Diversity and the
Clinical Enterprise (Section A)

PYC 701 Psychotherapeutic Intervention II:
Individual and Family (Section A)

1:00 - 3:30 pm

PY 777B Human Diversity and the
Clinical Enterprise (Section B)

PYC 701 Psychotherapeutic Intervention II:
Individual and Family (Section B)

SATURDAY & SUNDAY

9:00 - 5:00 pm

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

YEAR II STUDENTS

MONDAYS

9:00 - 11:30 am

PY 872 Research Methods and Statistics II
(Section A)

1:00 - 3:30 pm

PY 883B Professional Seminar IV:
Case Conceptualization and
Demonstrations (Sections A - D)

4:30 - 7:00 pm

PY 732 Psychological Development (Section A)

YEAR III STUDENTS

MONDAYS

9:00 - 11:30 am

PY 885A Case Conference II (Sections A - E)

1:00 - 3:30 pm

PYR 876 Doctoral Research Seminar II
(Sections A - J) (five weeks)

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

4:30 - 7:00 pm

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

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

PYB 711 Advanced Seminar:
Clinical Neuropsychology (Section A)

PY 719 Advanced Seminar: Health Psychology
(Section A)

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

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

SATURDAY & SUNDAY

9:00 - 5:00 pm

PY 812B Consultation:
Theory and Practice II (Section A)
(see course description for dates)

YEAR IV STUDENTS

MONDAYS

9:00 - 11:30 am

PYC 717 Advanced Seminar:
Assessment and Treatment of Couples
(Section A)

PYI 705 Advanced Seminar:
Forensic Psychology (Section A)

1:00 - 3:30 pm

PYR 878 Doctoral Research Seminar IV
(Sections A - I) (10 weeks)

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

4:30 - 7:00 pm

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

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

PYB 711 Advanced Seminar:
Clinical Neuropsychology (Section A)

PY 719 Advanced Seminar: Health Psychology
(Section A)

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

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

WEEKEND COURSES

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

January 28 & 29

PYC 730 The Dream in Clinical Practice
(Section A)

February 11 & 12

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

March 4 & 5

PY 714 Clinical Psychopharmacology
(Section A)

PY 859C Fundamental Clinical Skills II
(Section A)

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

March 25 & 26

PY 859C Fundamental Clinical Skills II
(Section B)

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

PY 863 Writing Workshop (Section A)

April 1 & 2

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

April 8 & 9

PY 868 Writing Workshop II (Section A)

April 22 & 23

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

Department of Clinical Psychology

Course Descriptions

PY 898 **Advanced Practicum**

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

Section A: TBA
Credits: 3

PY 856A **Advanced Seminar:** **Aftermath & Treatment of Trauma**

COMPETENCY AREA: Clinical Techniques and Methods/Interventions

RESTRICTED TO Year III & Year IV students.
PRIORITY TO Year IV students.

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

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

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

COMPETENCY AREA: Clinical Techniques and Methods/Interventions

RESTRICTED TO Year IV students.

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

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

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

COMPETENCY AREA: Clinical Techniques and Methods/Interventions

RESTRICTED TO Year III & Year IV students.
PRIORITY TO Year IV students.

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

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

PYB 711 **Advanced Seminar:** **Clinical Neuropsychology**

COMPETENCY AREA: Biological Bases of Behavior

RESTRICTED TO Year III & Year IV students.
PRIORITY TO Year IV students.

PREREQUISITE: Methods of Psychological Assessment I and II
Up to two Special Students may be accommodated, by written permission of the Director of Student Affairs, if space is available.

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

Section A: TBA
Changed 12/21/05 to:
Barbara Landon
Time: Mondays, 4:30 - 7:00 pm
Maximum: 12
Credits: 3

PYI 705 **Advanced Seminar:** **Forensic Psychology**

COMPETENCY AREA: Effective Interventions

RESTRICTED TO Year IV students.

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

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

PY 719 **Advanced Seminar:** **Health Psychology**

COMPETENCY AREA: Biological Bases of Behavior

RESTRICTED TO Year III & Year IV students.
PRIORITY TO Year IV students.

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

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

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

Department of Clinical Psychology

Course Descriptions

PY 816F

Advanced Seminar: Psychological Assessment: Evaluations For Clinics, Schools, and Courts

COMPETENCY AREA: Clinical Techniques and Methods/Interventions

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

PRIORITY TO Year IV students.

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

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

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

PYC 710

Advanced Seminar: Substance Abuse Theory and Practice

COMPETENCY AREA: Clinical Techniques and Methods/Interventions

Restricted to Year III and Year IV students.

Priority to Year IV students.

Substance abuse treatment is a critical and common clinical issue, with increasing numbers seeking inpatient and outpatient treatment. Even those entering psychological treatment for other presenting problems often have substance abuse issues that complicate their clinical presentation. This course goes into greater detail on topics overviewed in the one-credit substance abuse workshop. The course will help students expand their knowledge of current research and effective assessment strategies. Biological effects and neu-

ropsychological syndromes and disorders related to substance abuse will be included. 12-step, psychoanalytic, cognitive/behavioral; marital family, pharmacologic, and motivational conceptualizations and models of treatment will be covered, with an emphasis on evidence-based intervention strategies. Students will develop the clinical knowledge and skills for effective work with this population.

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

PY 885A

Case Conference II

PY 893

Practicum

REQUIRED OF AND RESTRICTED TO Year III students.

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

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

PY 714

Clinical Psychopharmacology

COMPETENCY AREA: Biological Bases of Behavior
PREREQUISITE: PY 710 Biological Foundations of Clinical Psychology

PRIORITY TO Year IV students.

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

Section A: Douglas Hoffman
Time: Saturday & Sunday, March 4 & 5,
9:00 am - 5:00 pm
Maximum: 20
Credits: 1

PY 812B

Consultation: Theory and Practice II

COMPETENCY AREA: Clinical Techniques and Methods/Interventions

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

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

Section A: Ted Ellenhorn
Time: Saturday & Sunday, April 22 & 23
9:00 am - 5:00 pm
Maximum: 23
Credits: 1

PY 899

Doctoral Dissertation

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

Section A: George Tremblay
Credits: uncredited

Department of Clinical Psychology

Course Descriptions

PYR 876

Doctoral Research Seminar II

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

This course is a continuation of Doctoral Research Seminar I.

Section A: Kathi Borden
Section B: Ted 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: Martha B. Straus
Section J: George Tremblay

(Section assignments will be made by the department)
Time: Mondays, 1:00 - 3:30 pm
(5 weeks: February 13, March 6 & 20, April 10 & 17)
Maximum: 5 per section
Credits: 1

PYR 878

Doctoral Research Seminar IV

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

This course is a continuation of Doctoral Research Seminar III.

Section A: Kathi Borden
Section B: Ted Ellenhorn
Section C: Jim Fauth
Section D: Susan Hawes
Section E: Vic Pantesco
Section F: Roger Peterson
Section G: Gargi Roysircar
Section H: Colby Smith
Section I: Martha B. Straus
Section J: George Tremblay

(Section assignments will be made by the department)
Time: Mondays, 1:00 - 3:30 pm
(10 weeks: January 23 & 30;
February 6, 20 & 27; March 27;
April 3 & 24; May 1 & 8)
Maximum: 5 per section
Credits: 2

PYC 730

The Dream in Clinical Practice

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

This weekend course explores the use of dreams in clinical work from a variety of perspectives. Cultural and historical perspectives on dreams, dreamers, and dream interpreters will be discussed. Empirical human and animal dream studies and contemporary neurophysiological research will be reviewed. From a psychodynamic view, we will consider dreams as diagnostic indicators of psychic structure and content, facilitators of deeper and more authentic commu-

nication, as objects of mutual exploration, as retreats and advances, as well as serving as the "royal road to the unconscious." Participants will be asked to bring in dream specimens from a variety of sources: literature, film and television, clients, and their own.

Section A: Ted Ellenhorn
Time: Saturday & Sunday, January 28 & 29,
9:00 am - 5:00 pm
Maximum: 20
Credits: 1

PY 859C

Fundamental Clinical Skills II

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

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

Sections A & B: David Junno
Time: Section A: Saturday & Sunday, March 4 & 5,
9:00 am - 5:00 pm
Time: Section B: Saturday & Sunday, March 25 & 26,
9:00 am - 5:00 pm
(Section assignments will be made by the department)
Maximum: 15 per section
Credits: 1

PY 777B

Human Diversity and the Clinical Enterprise

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

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

Sections A & B: Gargi Roysircar
Time: Section A: Tuesdays, 9:00 - 11:30 am
Time: Section B: Tuesdays, 1:00 - 3:30 pm
(Section assignments will be made by the department)
Maximum: 15 per section
Credits: 3

PY 718A

Human Sexuality and Sex Therapy

COMPETENCY AREA: Clinical Techniques and Methods/Interventions

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

Nearly every client welcomes the chance to be more comfortable and satisfied with his or her sex life. Designed for those new to working with sex-related problems, the focus of this weekend course is on the pragmatic: understanding the theoretical underpinning of sexual disorders; clarifying one's own sexual attitudes, feelings, and preferences; using sexual language comfortably; offering permission; dispelling myths, and understanding how and when to offer specific suggestions. Theoretically, the course primarily takes a cognitive-behavioral perspective, but family systems, Ericksonian and object relations theories will also be applied as pertinent. Given the practical skills-building focus, participants spend a significant portion of their time interacting in class discussions and experiential exercises, and in self-examination through in-class journal writing. Please be advised that this workshop contains sexually explicit language and media presentations.

Section A: Kathy McMahon
Time: Saturday & Sunday, April 1 & 2,
9:00 am - 5:00 pm
Maximum: 20
Credits: 1

PY 896

Internship (Year IV students)

PY 897

Internship (Year V+ students)

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

Section A: Colborn Smith
Credits: uncredited

PY 816

Methods of Psychological Assessment II

COMPETENCY AREA: Clinical Techniques and Methods/Interventions

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

This course continues an introduction to psychological assessment of individuals, with a major focus in the fall on the role of psychological tests in personality assessment, and with attention also paid to psychoeducational and neuropsy-

Department of Clinical Psychology

Course Descriptions

chological assessment. Students develop beginning competence in the administration, scoring, and interpretation of a standard battery of projective psychodiagnostic techniques in combination with the tests learned in the fall.

Section A: Emily DeFrance

Section B: William Slammon

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

(Section assignments will be made by the department)

Maximum: 15 per section

Credits: 3

PY 800

Organizational Issues

COMPETENCY AREA: Management and Supervision

REQUIRED OF AND RESTRICTED TO Year IV students.

This course presents theory, practice, and research applicable to understanding organizational issues. This includes an advanced discussion of the professional psychologist as a change agent in organizational settings. An experiential approach will be utilized in order to create a context for these conversations and to achieve students' learning objectives. Students will explore infrastructure areas including, but not limited to, management, human resources, training, finance, and quality improvement. Also included in this section are issues involving strategic planning, governing ideas, organizational relationships, nonprofit boards, and leadership. In addition, the course will apply a critique of normative assumptions about organizational behavior, and address issues of diversity in organizations.

Section A: David Hamolsky

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

(5 weeks: February 13, March 6 & 20, April 10 & 17)

Maximum: 21

Credits: 1

PY 730

Personality: Theory and Assessment

COMPETENCY AREA: Individual Behavior and Individual Differences

REQUIRED OF AND RESTRICTED TO Year I students.

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

Section A: Ted Ellenhorn

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

Maximum: 30

Credits: 3

PY 881B

Professional Seminar II: Roles of Psychologists and Ethical Issues

REQUIRED OF AND RESTRICTED TO Year I students.

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

Section A: David Arbeitman

Section B: Mick Foot

Section C: Bill 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

PY 883B

Professional Seminar IV: Case Conceptualization and Demonstrations

PY 892

Practicum

REQUIRED OF AND RESTRICTED TO Year II students.

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

Section A: Barbara Belcher-Timme

Section B: Elaine Campbell

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 and 3

PY 732

Psychological Development

COMPETENCY AREA: Individual Behavior and Individual Differences

REQUIRED OF AND RESTRICTED TO Year II students.

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

Section A: Martha B. Straus

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

Maximum: 28

Credits: 3

PYC 701

Psychotherapeutic Intervention II: Individual and Family

COMPETENCY AREA: Clinical Techniques and Methods/Interventions

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

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

Section A: Elaine Campbell

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

Section B: Martha B. Straus

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

(Section assignments will be made by the department)

Maximum: 15 per section

Credits: 3

PYS 775

Public Policy, Advocacy, and Health Service Delivery

COMPETENCY AREA: Social Bases of Behavior

REQUIRED OF AND RESTRICTED TO Year III students.

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

Section A: David Hamolsky

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

(10 weeks: January 23 & 30; February 6, 20 & 27;

March 27; April 3 & 24; May 1 & 8)

Maximum: 23

Credits: 2

Department of Clinical Psychology

Course Descriptions

PY 872

Research Methods and Statistics II

COMPETENCY AREA: Research and Inquiry
REQUIRED OF AND RESTRICTED TO Year II students.

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

Section A: George Tremblay
Time: Mondays, 9:00 - 11:30 am
Maximum: 28
Credits: 3

PY 703

A Social History of Popular Psychological Movements

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

This weekend course examines parts of the history of psychology that began as, or became, popular movements. Participants will be introduced to some of the ways in which psychology and its precursors have interacted with modern western cultures. Some of the movements that will be covered in this course are mesmerism; theosophy and its embracing of Eastern psychology; and New Thought and Mind Cure. Contextual reasons for the success or failure of psychological movements, as well as the current intellectual offspring of those that did succeed, will be discussed. Attention will be paid to popular media as well as to scholarly documents.

Section A: Diana Sholtz
Time: Saturday & Sunday, February 11 & 12
9:00 am - 5:00 pm
Maximum: 20
Credits: 1

PY 894C

Special Proficiency Practicum

RESTRICTED TO Year IV students.

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

Section A: TBA
Credits: 1

PY 867

Supervised Experience in the Teaching of Clinical Psychology

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

This weekend course is restricted to Second, Third, and Fourth Year students and involves supervised teaching within the program. Students conduct background research, prepare material to teach, present the material, supervise

small group activities, and grade course assignments, all under the supervision of the primary faculty person. NOTE: Students who have previously received credit for this course must register for PYE 890E, SIS: Applied Experience in Consultation & Education.

Sections A & B: David Junno
Time: Section A: Saturday & Sunday, March 4 & 5,
9:00 am - 5:00 pm
Time: Section B: Saturday & Sunday, March 25 & 26,
9:00 am - 5:00 pm
Maximum: 5
Credits: 1

PY 890

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

SIS: Dissertation Research

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

SIS: Applied Experience in Clinical Psychology

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

PYE 890A

SIS: Applied Experience in Relationship Skills

PYE 890B

SIS: Applied Experience in Assessment

PYE 890C

SIS: Applied Experience in Intervention

PYE 890D

SIS: Applied Experience in Research and Evaluation

PYE 890E

SIS: Applied Experience in Consultation and Education

PYE 890F

SIS: Applied Experience in Management and Supervision

SIS: Advanced Supervised Study in Clinical Psychology

The SIS list of Advanced Supervised Study is for Year III and IV students who wish to have a directed learning experience in the core knowledge bases of psychology. These Advanced Supervised Study SIS are organized according to the NCSPP educational model requirements and are designed to more clearly reflect advanced study for transcript, licensure, and internship application information.

PYB 890

SIS: Advanced Supervised Study in Biological Bases of Behavior

PY 890A

SIS: Advanced Supervised Study in Cognitive-Affective Bases of Behavior

PY 890R

SIS: Advanced Supervised Study in Dysfunctional Behavior and Psychopathology

PY 890M

SIS: Advanced Supervised Study in Historical and Philosophical Context of Psychology

PYS 890

SIS: Advanced Supervised Study in Social Bases of Behavior

Other suggested SIS: Advanced Supervised Study topics include:

PY 890

SIS: Advanced Supervised Study in Cultural Bases of Behavior

PY 890

SIS: Advanced Supervised Study in Life-span Development

PY 890

SIS: Advanced Supervised Study in Professional Ethics and Standards

PY 890

SIS: Advanced Supervised Study in Psychological Measurement

PY 890

SIS: Advanced Supervised Study in Theories of Individual and Systems Functioning and Change

Department of Clinical Psychology

Course Descriptions

If you are planning an independent study, please register for an SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **April 20, 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 **April 20th** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

PY 863 **Writing Workshop**

COMPETENCY AREA: Elective

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

Section A: Greg Blair

Time: Saturday & Sunday, March 25 & 26,

9:00 am - 5:00 pm

Maximum: 8

Credits: 1

PY 868 **Writing Workshop II**

COMPETENCY AREA: Elective

PREREQUISITE: Completion of Writing Workshop

This weekend course will start where the first Writing Workshop left off. The student shall have the opportunity to learn more detailed information in each of the areas covered by the first Workshop, as well as be introduced to basic concepts of critical analysis (inductive and deductive reasoning, ambiguity and vagueness, testing the validity of an argument, etc.). In addition, the student will learn how to conceptualize, organize, and write his or her dissertation.

Section A: Greg Blair

Time: Saturday & Sunday, April 8 & 9,

9:00 am- 5:00 pm

Maximum: 8

Credits: 1

Academic Calendar

SUMMER 2006

CLASSES: JUNE 3 - JULY 23

May 1 - 26		Pre-registration & Tuition Payments by mail, new Applied Psychology & ES-Ph.D. students
May 29	(Mon)	Memorial Day - Graduate School Closed
May 30	(Tue)	Orientation (required), Summer tuition due - New Applied Psychology Students
June 1	(Fri)	Fall 2006 continuing student loan application deadline
June 3	(Sat)	Classes begin
June 5 - 9		Class lists with credit awards from Spring 2006 courses due to academic departments from faculty FIRST EXTENSION DEADLINE - Spring 2006 courses First class meeting day for each program: Course documentation due to faculty from students with first extensions from Spring 2006
June 16	(Fri)	Drop/Add deadline for weekly semester-long courses SUMMER 2006 REGISTRATION CLOSES FOR ALL CONTINUING STUDENTS
June 19		Fall 2006 tuition billing - Continuing Students
July 4	(Tues)	Independence Day - no classes (except Waldorf program), Graduate School Closed
July 14		Fall 2006 registration & tuition payment deadline - Continuing Students
July 15		Official degree conferral date for Spring 2006 finishers
July 17		Late tuition & registration fees assessed - Continuing Students
July 23	(Sun)	Classes end
July 24 - August 27		Semester break

WALDORF SUMMER 2006 INTENSIVE
To be announced