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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

<b>TBA</b>	To be announced. Information was not available at the time of publication. An addendum will be printed and posted as information becomes available.
<b>Competency Area</b>	The distribution requirement category satisfied by this course. Please see your student handbook for details.
<b>Restricted</b>	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. <b>Without written permission, you will not be registered for the course or placed on a waiting list.</b>
<b>Priority</b>	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.
<b>Prerequisite</b>	Students must successfully complete the course(s) designated in order to register for the course offered.
<b>Course Location</b>	Classes will be held in Keene unless otherwise noted.
<b>Course Cancellation</b>	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.
<b>Special Students</b>	All special student applications will be discussed with the program director for a determination of eligibility for the course(s).

## FINANCIAL AID INFORMATION

<b>Definitions of Enrollment Status for Financial Aid Purposes</b>	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.	
<b>Summer Semester</b>	Full Time	5 or more credits
	Half Time	3 to 4 credits
<b>Fall and Spring Semesters</b>	Full Time	7 or more credits
	Half Time	4 to 6 credits

## THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

	The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:
<b>Definitions of Enrollment Status for Financial Aid Purposes</b>	The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
	The right to request the amendment of the student's education records that the student believes are factually inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
	The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to university officials needing access to perform their jobs, and others specified in the law;
	The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202 - 5901.
	For a full statement of the policies and procedures concerning FERPA, please contact the Registrar's Office.

# Department of Education — Experienced Educators Program

## 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 2005 Cluster
- Section B: Springfield VT 2005 Cluster
- Section C: School Choice 2006 Cluster
- Section D: Kingston NH 2006 Cluster
- Section E: Springfield VT 2006 Cluster

### **SECTION A: PEMBROKE NH 2005 CLUSTER**

All students in the Pembroke NH 2005 Cluster, who entered in Fall 2005 are required to register for:

- EDP 633 School Change (Section A)
  - EDP 650 Data-driven Decision Making (Section A)
- Saturdays, January 20, February 17, March 10 and April 14, 9:00 am - 5:00 pm**

NOTE: Students receiving federal student aid and/or loan deferment must enroll in a minimum of 1 credit elective course or SIS to maintain the minimum credit level required for financial aid (Stafford, Perkins, or PLUS loans, and work-study) and/or loan deferment. Minimum credit level is defined as 4 credits in the fall and spring terms, 3 credits in the summer.

### **SECTION B: SPRINGFIELD VT 2005 CLUSTER**

All students in the Springfield VT 2005 Cluster, who entered in Fall 2005 are required to register for:

- EDP 633 School Change (Section B)
  - EDP 650 Data-driven Decision Making (Section B)
- Saturdays, January 20, February 17, March 10 and April 14, 9:00 am - 5:00 pm**

NOTE: Students receiving federal student aid and/or loan deferment must enroll in a minimum of 1 credit elective course or SIS to maintain the minimum credit level required for financial aid (Stafford, Perkins, or PLUS loans, and work-study) and/or loan deferment. Minimum credit level is defined as 4 credits in the fall and spring terms, 3 credits in the summer.

### **PRINCIPAL CERTIFICATION**

Principal Certification students in the Springfield VT 2005 Cluster should also register for:

- OMH 582 Developing Human Resources (Section K)

### **AUTISM SPECTRUM DISORDER CONCENTRATION**

Autism Spectrum Disorder Concentration students in the Springfield VT 2005 Cluster should also register for:

- ED 693F Practicum - Autism Spectrum Disorders (Section B)

### **SECTION C: SCHOOL CHOICE 2006 CLUSTER**

All students in the School Choice 2006 Cluster who entered in Spring 2006 are required to register for:

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

**Fridays, January 19, February 16, March 9 & 30, 4:30 - 8:30 pm**  
**Saturdays, January 20, February 17, March 10 & 31, 9:00 am - 5:00 pm**

### **SECTION D: KINGSTON NH 2006 CLUSTER**

All students in the Kingston NH 2006 Cluster who entered in Fall 2006 are required to register for:

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

**Fridays, January 19, February 16, March 9, March 30, April 20 and May 11, 4:30 - 8:30 pm**  
**Saturdays, January 20, February 17, March 10, March 31, April 21 and May 12, 9:00 am - 5:00 pm**

### **SECTION E: SPRINGFIELD VT 2006 CLUSTER**

All students in the Springfield VT 2006 Cluster (including School Choice), who entered in Fall 2006 are required to register for:

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

**Fridays, January 19, February 16, March 9, March 30, April 20 and May 11, 4:30 - 8:30 pm**  
**Saturdays, January 20, February 17, March 10, March 31, April 21 and May 12, 9:00 am - 5:00 pm**

### **AUTISM SPECTRUM DISORDER CONCENTRATION**

Autism Spectrum Disorder Concentration students should also register for:

- \*\*• PYI 539 Educational Interventions for Autism Spectrum Disorders: Middle, High School and College (Section A)
- \*\*• PYI 537 Working with Teens and Adults on the Spectrum (Section A)

\*\*Students in this concentration are eligible to enroll in Autism Advanced Seminars.

\*\*See Applied Psychology section for course descriptions, meetings dates & times

### **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 2007 semester. Students must have written permission of Program Director to register for more than 8 credits.

### **MASTER'S PROJECT CONTINUATION**

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

**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

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 D: Kingston NH Cluster 2006: Peter Eppig**  
**Section E: Springfield VT Cluster 2006: Jane Miller**

**Changed 12/22/06 to: Maura Hart**

**Time: Fridays, January 19, February 16 and March 9,  
4:30 - 8:30 pm and  
Saturdays, January 20, February 17 and March 10,  
9:00 - 5:00 pm  
Maximum: 18 per section  
Credits: 2**

### EDP 600

#### Contemporary Social & Political Issues in Education

COMPETENCY AREA: Education & Social Policy

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

This course will 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 D: Kingston NH Cluster 2006: Judy Coven**  
**Section E: Springfield VT Cluster 2006: Peter Eppig**

**Time: Fridays, March 30, April 20 and May 11,  
4:30 - 8:30 pm and  
Saturdays, March 31, April 21 and May 12,  
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 2006. Others by written permission of the Program Director attached to or on 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 C: School Choice Cluster 2006: Tom Julius**  
**Time: Fridays, January 19, February 16, March 9 & 30,  
4:30 - 8:30 and  
Saturdays, January 20, February 17, March 10 & 31,  
9:00 am - 5:00 pm  
Maximum: 18  
Credits: 3**

### EDP 650

#### Data Driven Decision Making

COMPETENCY AREA: Educational Research

RESTRICTED TO Experienced Educator students who entered Fall 2005.

The goal of this course is for students to use data they have collected and analyzed to develop a plan for change in their school. This course will be taught during the same semester as the School Change course and the two courses will build on one another to further work toward completing the Master's Project Portfolio. Using previously collected and analyzed data, students develop a strategic action plan for using the data to inform and influence their own school's decision-making processes. In this course students maintain a data-driven decision-making journal; and work closely with their advisors. Students also engage in small and large group discussion in the context of the cluster weekend. As a part of this course students will participate in Symposium Day, an opportunity for finishing students to share their works in progress with other graduate students.

**Section A: Pembroke NH Cluster 2005: Staff**  
**Section B: Springfield VT Cluster 2005: Staff**  
**Maximum: 18 per section  
Credits: 1**

### 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 11, 2007.

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

### 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 D: Kingston NH Cluster 2006: Staff**  
**Section E: Springfield VT Cluster 2006: Staff**  
**Time: TBA**  
**Credits: 2**

### ED 693E

#### Practicum Practicum Seminar - Leadership for Change

RESTRICTED TO Experienced Educators School Choice Cluster 2006.

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

**Section C: School Choice Cluster 2006: Staff**  
**Time: TBA**  
**Credits: 3**

**Changed 11/30/06 to: Credits: 2**

**Department of Education — Experienced Educators Program**  
**Course Descriptions**

**ED 693F**

**Practicum – Autism Spectrum Disorders**

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

The purpose of the Practicum is to assist students in integrating theoretical knowledge gained through Autism Spectrum Disorders reading and courses with their experience as teachers. The emphasis in the Practicum is upon setting professional goals, reflection, and articulation of experience. Students may call on faculty consultants for particular assistance with classroom practices. A reflective journal is required of all students.

**Section B: Staff**  
**Credits: 2**

**EDP 633**

**School Change**

COMPETENCY AREA: Education & Social Policy

REQUIRED OF AND RESTRICTED TO Experienced Educator students who entered Fall 2005.

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

**Section A: Pembroke 2005 Cluster: Laura Thomas**  
**Section B: Springfield 2005 Cluster: Susan Dreyer Leon**  
**Time: Saturdays, January 20, February 17,**  
**March 10 and April 14,**  
**9:00 am - 4:30 pm**  
**Maximum: 18 per section**  
**Credits: 2**

**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, 2007**, 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 - Waldorf Program - Maine Site

## Registration Instructions & Course Schedule

### REGISTRATION INSTRUCTIONS

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

- EDT 583 Evolving Consciousness I (Section M)
- EDC 541 Speech I (Section M)
- EDC 559 Waldorf Curriculum Preparation I (Section M)  
*and*
- EDT 614 Education for Social Renewal (Section M)  
*or*
- EDT 690 4 - credit SIS (Supervised Independent Study) in Theoretical and Philosophical Foundations of Education

### CLASS SCHEDULE

#### February 9 & 10 and May 5

- EDT 583 Evolving Consciousness I (Section M)  
*(Meeting times vary; refer to course description)*

#### February 10, March 17 & 30, April 7 and May 5

- EDC 541 Speech I (Section M)  
*(Meeting times vary; refer to course description)*

#### March 16, 17 & 31 and April 7

- EDC 559 Waldorf Curriculum Preparation I (Section M)  
*(Meeting times vary; refer to course description)*

#### Online course

- EDT 614 Education for Social Renewal (Section M)

### EDT 614

#### Education for Social Renewal

COMPETENCY AREA: Theoretical and Philosophical Foundations of Education

REQUIRED OF AND RESTRICTED TO Maine Waldorf Program students. Maine Students are required to either take this course, or do a Supervised Independent Study (see course # ED 690) during the Spring 2007 semester.

This course will give students an opportunity to examine the social and pedagogical basis for Waldorf education. How do children interact in a Waldorf classroom? How can a teacher prepare to meet the emotional as well as academic needs of students? What is the philosophic framework for teacher preparation? How can a teacher remain inspired and enthusiastic? Students will share their research on topics chosen the previous fall, reflect on readings assigned, and submit journal entries to an online partner. Final documentation will include a 12-15-page paper, quotations selected from the readings, and a review submitted by the journal partner. All work will need to be completed by May 1. *FirstClass* access is required.

**Section M: Karine Munk Finser**

**Time: Online via FirstClass**

**Maximum: 15**

**Credits: 4**

### EDT 583

#### Evolving Consciousness I

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

REQUIRED OF AND RESTRICTED TO Maine Waldorf Program students.

This two-part course is an introduction to Anthroposophy, with emphasis on conscious self-development, esoteric history and evolution. This session will focus on one of Rudolf Steiner's basic books, *Esoteric Science*, in particular the 4th chapter on evolution. We will also look at the cultural epochs of India, Persia, Egypt, and Greece.

Texts: *An Outline of Esoteric Science*, by Rudolf Steiner and *Meno*, by Plato

**Section M: Torin Finser**

**Time: Friday, February 9, 7:00 - 9:00 p.m., Saturdays, February 10 and May 5, 9:30 a.m. - 3:30 p.m.**

**Location: Merriconeag Waldorf School,**

**Freeport, Maine**

**Maximum: 15**

**Credits: 1**

### EDC 541

#### Speech I

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND RESTRICTED TO Maine Waldorf Program students.

This course is designed to enable students to approach a text as a lyric, epic or dramatic gesture, and then to speak out of this gesture, using the proper breathing, imagination, movement and form. Speech forms to be explored include lyric poetry, epic poetry, stories, ballads, fables and drama.

**Section M: Ronald Richardson**

**Time: Saturday, February 10,**

**8:30 - 9:30 am and 3:30 - 5:00 pm,**

**Saturday, March 17, 3:30 - 5:00 pm,**

**Friday, March 30, 7:00 - 9:00 pm,**

**Saturday, April 7, 8:30 - 10:30 am and 3:00 - 4:30 pm,**

**and Saturday, May 5, 8:30 - 9:30 am and**

**3:30 - 5:30 pm.**

**Location: Merriconeag Waldorf School,**

**Freeport, Maine**

**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, 2007**, 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 559

#### Waldorf Curriculum Preparation I

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND RESTRICTED TO Maine Waldorf Program students.

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

**Section M: Arthur Auer**

**Time: Friday, March 16, 7:00 - 9:00 pm, Saturdays,**

**March 17 & 31, 8:30 am - 3:30 pm and**

**Saturday, April 7, 10:30 am - 3:00 pm**

**Location: Merriconeag Waldorf School,**

**Freeport, Maine**

**Maximum: 15**

**Credits: 1**

# Department of Education — Integrated Learning and Waldorf Programs

## Registration Instructions

### INTEGRATED LEARNING PROGRAM

All Integrated Learning students who entered in Fall 2006 are required to register for:

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

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

### WALDORF PROGRAM

All Waldorf Certificate Students (year-round) who entered in Summer 2006 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*)
  - EDP 630 Waldorf School Administration & Leadership
  - EDC 538 Waldorf Methods in Math and Language Arts
  - ED 691 Internship, Elementary Education **or**
  - ED 692 Early Childhood Education  
**and**
  - ED 697 Professional Practice Seminar  
(*required with any internship*)
- Electives (2 credits needed)

Non-credited required courses:

- Sculptural Modeling and Action Geometry
- Workshop in Middle School Painting

All Waldorf M.Ed. (year-round) without state certification students who entered in Summer 2006 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*)
- EDP 630 Waldorf School Administration & Leadership
- EDC 538 Waldorf Methods in Math and Language Arts
- EDP 690 1 credit SIS: Waldorf Educational Research
- 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 **or**
- ED 692 Early Childhood Education  
**and**
- ED 697 Professional Practice Seminar  
(*required with any internship*)

Non-credited required courses:

- Sculptural Modeling and Action Geometry
- Workshop in Middle School Painting

All Waldorf M.Ed. (year-round) with state certification students who entered in Summer 2006 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
- EDC 648 Teaching and Learning in the Early Childhood Classroom (Pre-K to 3rd Grade)
- 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 555 Methods of Teaching Reading & Other Language Arts  
**or**
- 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 **or**
- ED 692 Early Childhood Education  
**and**
- ED 697 Professional Practice Seminar  
(*required with any internship*)

Non-credited required courses:

- Sculptural Modeling and Action Geometry
- Workshop in Middle School Painting

Waldorf Elementary Certificate students (summer sequence) who entered in Summer 2006 register for:

- 4-credit SIS (Supervised Independent Study)

Waldorf M.Ed. students (summer sequence) who entered in Summer 2006 register for:

- ED 691 Internship  
**or**
- ED 693 Practicum

**Note:** Waldorf students may register for a maximum of 15 credits during the spring semester. Students must have written permission of Program Director attached to or on registration form to exceed 15 credits.

**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 18 - March 8)
- EDC 661 Backyard Weather Predicting (Section A) (March 29 - May 10)

### 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) (March 30 - May 11))
- EDC 562 Integrating Math & Science thru Mapmaking (Section A) (January 19 - March 9)

#### 1:30 - 4:00 pm

- EDC 559A Waldorf Curriculum Preparation II: Grades 5 - 8 (Section A) (February 2 - May 4) (May 11, 1:00 - 5:00 pm)

#### 1:30 - 5:30 pm

- Sculptural Modeling & Action Geometry (January 19 & 26)

#### 4:15 - 6:15 pm

- EDC 646 Vernal Pools: A Field Study Model for Teachers (Section A) (March 30 - May 11)

#### 4:30 - 6:30 pm

- EDC 538 Waldorf Methods in Math and Language Arts (Section A) (February 16, March 9 & 30, and April 20)
- Workshop in Middle School Painting (Section A) (February 2 & 9)

### WEEKEND COURSES

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

#### January 13 & February 11

- EDT 609A Real World Learning in Today's Classrooms (Section A)

#### January 21 & 28

- EDP 630 Waldorf School Administration and Leadership (Section A) (9:00 am - 4:30 pm) (also Thursday, February 1, 7:30 - 9:30 pm in Temple) Snowday: February 4

#### January 27 & 28

- EDC 561 Creative Bookbinding (Section A)

#### February 3 & 4

- EDP 631 Behind the Label (Section A)

#### February 3 & March 24

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

#### February 10 & 11 and April 14 & 15

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

#### February 17 & 18

- EDC 679 Living Arts II (Section A)

#### February 24 & March 24

- EDP 629 Critical Skills for Critical Times (Section A)
- EDC 654 Technology in the Classroom: The Good, the Bad, and the Ugly (Section A)

#### February 24 & March 31

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

#### March 3 & March 17

- EDP 635 Understanding and Educating Children with Autism Spectrum Disorders (Section A)
- EDP 598 School Law (Section A) (8:30 am - 4:00 pm)

#### March 4 & 18

- EDP 598 School Law (Section B) (8:30 am - 4:00 pm)

#### March 30 & 31

- EDP 652 Rural Poverty and Social Justice (Section A) (March 30, 4:00 - 9:00 pm & March 31, 8:00 am - 5:00 pm)

#### April 14 & 28

- EDP 598 School Law (Section C) (8:30 am - 4:00 pm)

#### April 21 & 22

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

#### April 28

- Workshop in Middle School Painting (Section A) (9:00 am - 1:00 pm) (Also Friday, February 2 & 9, 4:30 - 6:30 pm)

**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 29 - May 10,**  
**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 3 & 4,**  
**9:00 am - 4:30 pm**  
**Maximum: 18**  
**Changed 12/22/06 to: Maximum 24**  
**(1 seat reserved for ES student)**  
**Credits: 1**

### EDP 590

#### Children with Special Needs: Focus on Childhood

COMPETENCY AREA: Education & Social Policy

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

PRIORITY TO Waldorf certification students.

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

**Section A: Lauren Harlow**  
**Time: Thursdays, 4:30 - 6:30 pm**  
**Maximum: 18**

**Changed 12/22/06 to: Maximum 22**  
**(1 seat reserved for ES certification student)**  
**Credits: 2**

### EDT 532

#### Conceptual Development & Learning Theory: Focus on Middle Childhood

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

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

PRIORITY TO Education Department students.

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

**Section A: David Sobel**  
**Section B: Carol Berner**  
**Time: Fridays, 8:30 - 11:00 am**  
**Maximum: 20 per section**  
**Credits: 03**

### 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 27 & 28,**  
**9:00 am - 4:30 pm**  
**Maximum: 20**  
**Changed 12/22/06 to: Maximum 24**  
**(1 seat reserved for ES student)**  
**Credits: 1**

### EDP 629

#### Critical Skills for Critical Times

COMPETENCY AREA: Education & Social Policy

(Education by Design designated course)

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

**Section A: Maura Hart**  
**Time: Saturdays, February 24 & March 24,**  
**9:00 am - 4:30 pm**  
**Maximum: 18**  
**(1 seat reserved for ES student)**  
**Credits: 1**

### EDC 651

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

**CLASS CANCELLED 12/22/06**

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, March 30 - May 11, 1:30 - 3:30 pm**  
**Maximum: 18**  
**(1 seat reserved for ES certification student)**  
**Credits: 1**

# Department of Education — Integrated Learning and Waldorf Programs

## Course Descriptions

### EDC 562

#### Integrating Math and Science through Mapmaking

COMPETENCY AREA: Curriculum & Instruction

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

**Section A: David Sobel**

**Time: Fridays, January 19 - March 9, 1:30 - 3:30 pm**

**Maximum: 18**

**(1 seat reserved for ES Certification student)**

**Credits: 1**

### ED 691

#### Internship, Elementary Education

### ED 692

#### Internship, Early Childhood Education

### ED 694

#### Internship,

#### Science/Environmental Education

Internships are available in a variety of public and independent elementary schools and early childhood learning centers. Students are required to do supervised teaching in an approved elementary and/or early childhood setting.

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

**Section A: Education Faculty**

**Credits: variable**

### ED 697

#### Professional Practice Seminar

#### **CLASS CANCELLED 12/22/06**

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: Jane Miller**

**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**

### EDC 679

#### Living Arts II

COMPETENCY AREA: Curriculum and Instruction

This course, a sequel to Living Arts I, focuses on experiencing color as creative expression both as it relates to participants and to the classroom grades 1 through 6. We will explore ways to integrate art in the classroom, and we will practice techniques in wet-in-wet painting, chalk pastels and tissue collages. This very hands-on course will also include presentations on integrating art into thematic curriculum areas. Guest presenter for "Windows on Waldorf": Torin Finser. Participation in Living Arts I is not a prerequisite for attending.

**Section A: Karine Munk Finser**

**Time: Saturday & Sunday, February 17 & 18,**

**9:00 am - 4:30 pm**

**Maximum: 18**

**Credits: 1**

### 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 11, 2007.

**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): Lindy Hanninen**

**Section B (Focus on Grades 3 - 6): Jane Miller**

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

**Maximum: 18**

**(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, February 24 & March 31,  
9:00 am - 4:00 pm**

**Maximum: 16  
Credits: 1**

### ED 693 Practicum

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

**Section A: Education Faculty  
Credits: 4**

### EDT 609A Real World Learning in Today's Classrooms

(formerly: *Experiential Learning*)

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

(Critical Skills based course)

This course is designed for educators interested in understanding and applying experiential, real world learning. 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: Saturday, January 13 & Sunday, February 11,  
9:00 am - 4:30 pm**

**Maximum: 18  
(1 seat reserved for ES student)  
Credits: 1**

### EDP 652

#### Rural Poverty and Social Justice

COMPETENCY AREA: Educational and Social Policy

As teachers, we see the effects of poverty on children in our classrooms every day. New Hampshire has the highest per capita income in the United States and the lowest rate of charitable giving. The number of children in our state who go to bed hungry has doubled in just over two years. Students in this course will participate in the conference on rural poverty and social justice to be held March 30 - 31 at Antioch University New England and reflect upon the impact of this experience on their own educational philosophies and expectations. Using a combination of pre-readings, online discussions, and small group conversation, we will examine not only what it means to understand rural poverty in our region, but also how we can work for social justice in our own classrooms and schools.

**Section A: Laura Thomas**

**Time: Friday, March 30, 4:00 - 9:00 pm &  
Saturday, March 31, 8:00 am - 5:00 pm**

*Changed 12/07/06 to:*

**Time: Friday, March 23, 4:00 - 9:00 pm and  
Saturday, March 24, 8:00 am - 5:00 pm**

**Maximum: 18  
Credits: 1**

### EDP 598 School Law

COMPETENCY AREA: Education & Social Policy

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

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

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

**Sections A - C: Rebecca Todd**

**Time: Section A: Saturdays, March 3 & 17,  
8:30 am - 4:00 pm**

**Section B: Sundays, March 4 & 18,  
8:30 am - 4:00 pm**

**Section C: Saturdays, April 14 & 28,  
8:30 am - 4:00 pm**

**Maximum: 20 per section  
(6 seats per section reserved for ES students)  
Credits: 1**

### Sculptural Modeling and Action Geometry

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

In this workshop students will learn how to 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 19 & 26,  
1:30 - 5:30 pm**

**Maximum: 20  
Credit: uncredited**

### EDC 612

#### Setting up a Naturalist's Journal

COMPETENCY AREA: Curriculum & Instruction

PRIORITY TO Integrated Learning students.

This course is based on the book *Nature Notebook: Developing the Art of Learning to See, A Curriculum Guide for Teachers*, written by the instructor. *Nature Notebook* incorporates nature drawing, scientific observation and poetry as tools for developing higher level thinking skills and expanded environmental awareness. This course begins with basic techniques for understanding how the brain visualizes and interprets the world around us, then develops these visual interpretive skills through a series of lessons that will be useful for any classroom teacher. No prior art experience is necessary. Day one of this course will be held at Antioch, day two at the instructor's farm in Spofford, NH. *A mandatory book/materials package will be available for purchase at the first class session for \$40.00 (please submit payment to the Education Department prior to the first class meeting).*

**Section A: Lorna McMaster**

**Time: Saturday & Sunday, April 21 & 22,  
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, 2007**, 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 12/22/06**

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 18 - March 8,**  
**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: Saturday & Sunday, February 10 & 11,**  
**and Saturday & Sunday, April 14 & 15,**  
**9:00 am - 4:00 pm**  
**Maximum: 16**  
**Credits: 2**

### EDC 654

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

**CLASS CANCELLED 12/22/06**

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: Wendy McGrath**  
**Time: Saturdays, February 24 & March 24,**  
**9:00 am - 4:30 pm**  
**Maximum: 18**  
**(1 seat reserved for ES student)**  
**Credits: 1**

### EDP 635

#### Understanding and Educating Children with Autism Spectrum Disorders

**CLASS CANCELLED 12/22/06**

**Notice (03/28/07):**

**New Date to replace cancelled class:**  
**March 31**

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: Kathryn Ransom**  
**Time: Saturdays, March 3 & 17,**  
**9:00 am - 4:30 pm**  
**Maximum: 18**  
**Credits: 1**

### EDC 646

#### Vernal Pools:

#### A Field Study Model for Teachers

**CLASS CANCELLED 12/22/06**

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

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

**Section A: Christine Payack**  
**Time: Fridays, March 30 - May 11,**  
**4:15 - 6:15 pm**  
**Maximum: 18**  
**(1 seat reserved for ES student)**  
**Credits: 1**

### EDC 559A

#### Waldorf Curriculum Preparation II: Grades 5-8

COMPETENCY AREA: Curriculum & Instruction

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

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

**Section A: Arthur Auer**  
**Time: Fridays, February 2 - May 4,**  
**1:30 - 4:00 pm, and May 11,**  
**1:00 - 5:00 pm**  
**Maximum: 18**  
**Credits: 2**

**Department of Education — Integrated Learning and Waldorf Programs**  
**Course Descriptions**

**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 16,**  
**March 9 & 30 and April 20,**  
**4:30 - 6:30 pm**  
**Saturdays, February 3 & March 24,**  
**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. Both books should be read before the first session.

**Section A: Torin Finser**  
**Time: Sundays, January 21 & 28,**  
**9:00 am - 4:30 pm, and**  
**Thursday, February 1,**  
**7:30 - 9:30 pm in Temple**  
**Snow day: February 4**  
**Maximum: 20**  
**Credits: 1**

**Workshop in**  
**Middle School Painting**

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

Students in this course will deepen their experience with colors and learn ways in which painting can be of great value to students in the upper elementary grades in their emotional and cognitive development.

**Section A: Karine Munk Finser**  
**Time: Fridays, February 2 & 9,**  
**4:30 - 6:30 pm, and**  
**Saturday, April 28,**  
**9:00 am - 1:00 pm**  
**Maximum: 20**  
**Credits: uncredited**

# 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) <i>must specify "Civic Ecology" in competency area.</i>
ESS	Biosphere Science (3 credit courses only)

### STUDENTS WHO ENTERED FALL 2005

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 - E)
- or**
- Research Practicum (ES 695) (Sections A - G)
- Elective credits

#### **ENVIRONMENTAL ADVOCACY AND ORGANIZING**

*Please register from the following:*

- Advocacy Clinic II (ES 523) (Section A)
- Diversity and Coalition Building for Environmentalists (ES 517) (Section A)
- Practicum (ES 693) (Section F only)
- Elective credits

#### **ENVIRONMENTAL EDUCATION**

*Please register from the following:*

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

#### **GENERAL SCIENCE AND BIOLOGY CERTIFICATION**

*Please register for 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 - E)
- Additional credits in ESF, ESS or ESP as needed

### STUDENTS WHO ENTERED FALL 2006

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:*

- Biosphere Science II  
Any 3-credit course with ESS prefix
- Ecological Research Design (ES 519) (Section A)
- Master's Thesis Seminar (ES 505A) (Section A or B)
- Natural Resource Inventory: Vegetation (ES 522) (Req Alt) (Section A)
- or**
- Natural Resource Inventory: Wildlife (ESS 562) (Req Alt) (Section A)
- Natural Communities II  
*(with advisor's written permission)*  
Any course with ESF prefix:  
*(ESF 514 New England Flora, ESF 515 Ornithology or ESF 512 Field Mammalogy strongly recommended)*

#### **ENVIRONMENTAL ADVOCACY AND ORGANIZING**

*Please register from the following:*

- Diversity and Coalition Building for Environmentalists (ES 517) (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 which also indicates 'Civic Ecology' as the competency area  
*(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 which also indicates 'Civic Ecology' as the competency area
- Learning Development and Theory (ESE 515) (Sec A)

### 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 which also indicates 'Civic Ecology' as the competency area
- 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 which also indicates 'Civic Ecology' as the competency area
- Select course from Individualized Program Plan

### RESOURCE MANAGEMENT & CONSERVATION

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 which also indicates 'Civic Ecology' as the competency area  
(ESP 551A Environmental Law - recommended)
  - Financial Administration (ESAF 500) (Section A)
  - Geographic Information System (ES 510)(GIS) (Req Alt) (Section A)
- or**
- Proposal Writing and the Grants Process (ESACO 503) (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

##### 6:00 - 9:00 pm

- \*ESF 510A Desert Ecology (Section A)  
(See individual course description for pre-trip meeting and field study dates)

- \*ESF 540 Ecosystems of Mount Desert Island (Sections A & B)

(See individual course description for pre-trip meeting and field study dates)

##### 7:00 - 9:00 pm

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

(See individual course description for pre and post-trip meeting and field study dates)

#### THURSDAYS

##### 8:00 - 11:00 am

- ES 522 Natural Resource Inventory: Vegetation (Section A)

- ES 562 Natural Resource Inventory: Wildlife (Section A)

##### 8:30 - 11:00 am

- ESP 603 Corporate Power, Globalization and Democracy (Section A)
- ESP 601 Ecological Economics & Public Policy (Section A)
- ESP 531 Literature of the Land (Section A)
- ESP 605 Social Aspects of Conservation and Development: A Critical Approach (Section A)

##### 9:00 - 11:30 am

- ESP 551A Environmental Law (Section A)

##### 11:15 am - 12:45 pm

- \* Practicum Seminar (Sections A - C)

##### 1:00 - 3:30 pm

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

##### 1:00 - 4:00 pm

- ES 523 Advocacy Clinic II (Section A)
- ESE 546 Environmental Education Methods: Teaching Environmental Studies in Outdoor and Residential Settings (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 578 Principles of Sustainability in Complex Systems (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)

##### 5:00 - 8:00 pm

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

##### 7:00 - 9:00 pm

- \*ESF 548 Natural and Human Landscapes of Alaska (Section A)

(See individual course description for pre and post-trip meeting and field study dates)

#### FRIDAYS

##### 8:00 - 11:00 am

- ESE 544 Curriculum Design (Section A)
- ES 517 Diversity and Coalition Building (Section A)
- ES 519 Ecological Research Design (Section A)
- \*ESE 515 Learning Development & Theory (Sections A)
- ESS 578 Principles of Sustainability in Complex Systems (Section B)

##### 8:30 - 11:00 am

- ESAF 500 Financial Administration (Section A)

##### 11:15 am - 12:45 pm

- \* Practicum Seminar (Sections D - F)

##### 1:00 - 4:00 pm

- \*ESE 536 Foundations of Science & Environmental Education (Section A)
- ESF 514 New England Flora (Section A)
- ESF 515 Ornithology (Section A)
- \*ESS 580 Watershed Assessment Techniques (Section A)
- \*ESF 541A Wetlands Ecology (Section A)

##### 1:15 - 4:15 pm

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

##### 4:30 - 6:30 pm

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

##### 4:30 - 7:30 pm

- ESE 545 Environmental Education Methods: Blueprint for a Green School; Food and Schools (Section A)

# Department of Environmental Studies — Master's Programs

## Course Schedule and Course Descriptions

### WEEKEND COURSE SCHEDULE

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

#### February 3 & 4, 24 & 25, and April 14, 15, & 29

\*ESP 595 Land Use and Community Planning  
(Section A) (8:30 am - 5:00 pm)

#### March 3 & 4

\*ESS 580 Watershed Assessment Techniques  
(Section A) (8:30 am - 4:00 pm)

#### March 3 & 17

EDP 598 School Law (Section A) (8:30 am - 4:00 pm)

#### March 4 & 18

EDP 598 School Law (Section B) (8:30 am - 4:00 pm)

#### March 10 - 25

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

#### March 12 - 23

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

#### March 31

Masters Thesis Research Symposium  
(9:00 am - 3:00 pm)

#### April 7 & May 6

\*ESF 541A Wetlands Ecology  
(8:00 am - 5:00 pm) (Section A)

#### April 14 & 28

EDP 598 School Law (Section C)  
(8:30 am - 4:00 pm)

#### April 21

\*ESE 536 Foundations of Science and Environmental  
Education (Section A) (9:00 am - 4:00 pm)

#### April 28

\*ESE 515 Learning Development and Theory  
(Section A) (9:00 am - 4:00 pm)

#### May 12 - 31

\*ESF 548 Natural and Human Landscapes of Alaska  
(Section A) (Study Trip)

#### May 24 - 30

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

#### May 31 - June 6

\*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.

### 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 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 professional issues. Students are required to attend the lunch meeting on **December 14, 2006** to prepare for the first class session.

Before the first 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 18. 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: Thursdays, December 14, 2006\*,

11:15 - 12:45 pm (\*required preparatory meeting)  
and Thursdays, January 18, February 1 & 15 and

March 1, 8 & 29, and April 26

1:00 - 3:30 pm

Maximum: 16

Credits: 1

#### ES 523

#### Advocacy Clinic II

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

This hands-on, project-based course offers participants the opportunity to engage in supervised practical fieldwork on behalf of actual "clients" - organizations at the local, state, national or international level working for environmental protection, corporate accountability, and social justice. Working in small group teams and individually, students will choose, design, conduct and evaluate advocacy projects from a wide variety of client proposal requests. The goal of the course is to provide students with a strong supervised experiential learning opportunity in the field with more group support, attention to theory, and supervision than an individual practicum placement usually allows. Course elements include focus on corporate campaign strategizing, project planning & management, research & lobbying skills, effective communication (e.g., media releases, briefing papers), and project evaluation.

#### Section A: Steve Chase

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

Maximum: 16

Credits: 3

#### ESP 603

#### Corporate Power, Globalization and Democracy

COMPETENCY AREA: Civic Ecology II

FIRST PRIORITY TO first year Advocacy students; Second priority to any 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: Steve Chase

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

Changed 11/30/06 to:

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

Maximum: 16

(4 seats reserved for any 2nd year ES students)

Credits: 3

#### hESE 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

# Department of Environmental Studies — Master's Programs

## Course Descriptions

### ESF 510A

#### Desert Ecology

**CLASS CANCELLED 12/22/06**

COMPETENCY AREA: Natural Communities II

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

The Sonoran desert of southern Arizona and northern Mexico has the highest level of species richness of any desert region in the world. Set against a dynamic backdrop of rugged, volcanic mountain ranges we will explore what many desert aficionados call The Desert Heart - the very core of North America's desert landscape. Rich both in natural and cultural history, this region has been designated as a UNESCO World Heritage Site. While the emphasis of the course will be on Sonoran desert ecosystems and the fascinating adaptations that plants and animals have developed to be able to thrive in a landscape that gets just a few inches of precipitation a year, we will also investigate cross border issues that threaten the remarkable natural heritage of the region. These include conflicts surrounding water resources, grazing, and more recently impacts associated with illegal immigration and drug trafficking. The core of the trip will be in Mexico's Pinacate National Park. The Pinacate is a volcanic landscape with about a dozen huge explosion craters, hundreds of cinder cones, and rugged lava flows. It has an exquisite mix of desert flora and fauna and holds the oldest human antiquities in the Americas including ancient footpaths that are at least 12,000 years old with some researchers suggesting that they may have originated 35,000 years ago. *Total cost including airfare, food, camping fees, etc. is approximately \$1600.*

**Section A: Rachel Thiet and Pete Throop**  
**Time: (Pre-trip meetings)**

**Wednesdays, January 31 & February 28,**  
**6:00 - 9:00 pm**

**and (Study trip) Saturday - Sunday, March 10 - 25**  
**Maximum: 20**

**Location: Pre-trip meetings: Keene; Study trip:**  
**Arizona and Sonora, Mexico**  
**Credits: 3**

### ES 517

#### Diversity and Coalition-Building for Environmentalists

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

REQUIRED OF AND PRIORITY TO Environmental Advocacy and Organizing students.

Historically, social movements have been strongest when

they involve large numbers of people who unite across social barriers such as race, class, and gender for a common purpose. Social movements are weakest, however, when the prejudices and power relationships of the larger society remain unchallenged within their own organizations. This situation often leaves environmental movements vulnerable to "divide and conquer" strategies by power-holders and reduces the creativity and effectiveness of environmental organizations by marginalizing the voices, insights, and potential contributions of women, people of color, working-class activists, or ethnic and religious minorities. Now, more than ever, building an environmental movement based on solid working relationships, a spirit of trust, shared interest, and solidarity across the social boundaries of race, gender, class, geography, and culture is a prerequisite for lasting, democratic transformation. This class will focus on both theory and practice with a particular emphasis on: 1) understanding the dynamics of social oppression; 2) building effective relationships across difference; and 3) addressing power dynamics as well as the other challenges in creating diverse organizations and effective coalitions.

**Section A: TBA**

**Changed 11/30/06 to: Betsy Leondar-Wright**

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

**Changed 11/30/06 to:**

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

**Added time 03/19/07: Friday, April 20, 11:00 am - 5:00 pm**

**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, 8:30 - 11:00 am**

**Maximum: 16**

**(4 seats reserved for any 2nd year ES students)**

**Credits: 3**

### ES 519

#### Ecological Research Design

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

REQUIRED OF AND PRIORITY TO CB students.

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

**Section A: Jon Atwood**

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

**Maximum: 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 heath communities. *Cost: approximately \$160 for food, camping, and transportation fees.*

**Sections A & B: Tom Wessels**

**Time: Section A: (Pre-trip meeting)**

**Wednesday, March 7, 6:00 - 9:00 pm and**

**(Study trip) Thursday - Wednesday May 24 - May 30**

**Section B: (Pre-trip meeting)**

**Wednesday, March 7, 6:00 - 9:00 pm and**

**(Study trip) Thursday - Wednesday May 31 - June 6**

**Maximum: 16 per section**

**(Section A priority to ES Cert students)**

**Credits: 2**

# Department of Environmental Studies — Master's Programs

## Course Descriptions

### ESE 545

#### Environmental Education Methods: Blueprint for a Green School: Food and Schools

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

This course will explore the conceptual principles and practical application of sustainability on school campuses. Students will develop a strategic process for assessing the level of 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 and design, addressing a particular issue of sustainable practice by looking at the Food in Schools and strategic planning for change.

Rising rates of childhood obesity, research that links nutrition and learning, as well as growing support for reshaping school lunch programs with local food and connections to small community-based farms have given rise to a national movement called "Farm to School." Participants in this course will explore this movement and its impact on schools, including implementation of school gardens and related curricula, and methods for increasing access to and consumption of local food in school cafeterias.

**Section A: Hilary Harris and Kate Adamick**  
(Food Systems Solutions, LLC)

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

**Changed 12/22/06 to:**

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

**(no class on February 23) and Saturday & Sunday,**

**February 24 & 25, 9:00 am - 4:30 pm**

**Changed 01/10/07 to:**

**Times: Fridays, January 19 - May 4,**

**4:30 - 6:30 pm, and**

**Saturday & Sunday, February 24 & 25,**

**9:00 am - 4:00 pm**

**(no classes February 23, March 16 & 23)**

**Maximum: 16**

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

**Credits: 2**

### ESE 546

#### Environmental Education Methods: Teaching Environmental Studies in Outdoor and Residential Settings

**CLASS CANCELLED 12/22/06**

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

This course will study the effectiveness of residentially based environmental education and outdoor settings for teaching environmental education. This course will focus on the Sargent Center in Hancock, NH and the AMC's Youth Opportu-

nities Program (urban focus). These organizations offers a range of progressive residential programming opportunities which include diverse venues for outdoor ecologically-oriented research and experiential education programming aligned with classroom study. 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, field biology/ecology, conservation, place-based instruction, multi-cultural and urban interfaces.

**Section A: Larry Chambers**

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

**Location: First session - Antioch campus; following sessions - Sargent Center, Hancock, NH**

**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 - Required Alternate; EAO, CB, Cert, IND & RMA - Elective

PRIORITY TO second 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 place-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 Gentile Ward**

**Time: Thursdays, January 18 - April 5**

**(classes will not be held March 1, 15 & 22),**

**1:00 - 4:00 pm**

**Maximum: 16**

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

**Credits: 2**

**CLASS ADDED 11/30/06**

### ESS 581

#### Environmental Health

COMPETENCY AREAS: Biosphere Science II

PRIORITY TO first year ES students

This course will examine the relationship between human health and the environment with a focus on studying the impacts of industrial pollution on air, water, and soil. The field of environmental health is an extremely broad discipline that crosses the boundaries of science, public health, regulatory policy, medicine, and environmental justice. Our interdisciplinary focus on pollution impacts will require learning the basic principles of toxicology, exposure assessment, environmental chemistry, and risk analysis in order to understand how these principles are used in regulatory decision-making. (Note: No prior experience in these areas is expected or necessary to take this course). The course will address the Biospheric Science competency areas of atmospheric, hydrological, and geological processes as they relate to the fate and transport of industrial pollution. Scientific uncertainty is explored as nexus of controversy, and contemporary case studies will tie together these concepts to help us critically examine the challenges facing environmental health policy-makers and practitioners.

**Section A: Nora Velazquez**

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

**Maximum: 16**

**Credits: 3**

### ESP 567

#### Environmental Justice in the Mississippi Delta

COMPETENCY AREAS: Civic Ecology II or Elective

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

This field studies course will address the general history and politics of the environmental justice movement in the United States, but focus particular attention on environmental justice issues (and the activist movement response) in "Cancer Alley," the nearly 100-mile stretch along the Mississippi River between Baton Rouge and New Orleans. This area of Louisiana is home to the largest concentration of petrochemical plants in the world and faces a number of environmental and public health challenges, including a disproportionate pollution impact on poor people of color in the area. Besides pre- and post-trip meetings, this class will spend 12 days along the lower Mississippi meeting and talking with community activists, labor organizers, journalists, legislators, public health officials, chemical plant engineers,

# Department of Environmental Studies — Master's Programs

## Course Descriptions

public relations officers, as well as biologists and ecologists. We'll visit Baton Rouge and New Orleans as well as a variety of natural areas and smaller communities along the river that are impacted by the chemical plants. The class will also include a final group presentation to ES students and faculty on the environmental justice movement in Louisiana. *Cost - approximately \$1000.*

### Section A: Steve Chase

**Time: (Pre-trip meetings) Wednesdays,  
February 7 & 21, 7:00 - 9:00 pm,**

**Changed 03/19/07 to: Pre-trip meetings 2/7 & 2/28/07  
7:00 - 9:00 pm**

**(Study trip) Monday - Friday, March 12 - 23  
(Post-trip meeting) Wednesdays, April 11 & 25,  
7:00 - 9:00 pm**

**Maximum: 12**

**Credits: 3**

## ESP 551A Environmental Law

COMPETENCY AREAS: Civic Ecology II  
FIRST PRIORITY TO first year RMC students; second priority to any first year ES student.

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

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

### Section A: Rebecca Todd

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

**Maximum: 18**

**Credits: 3**

## 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 sem-

inar where students will share roles as facilitators.

### Sections A: TBA

**Changed 11/30/06 to: Lenny Lord**

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

**Maximum: 16 per section**

**(2 seats reserved for 2nd year ES students)**

**Credits: 3**

## ESF 512 Field Mammalogy

**CLASS CANCELLED 11/30/06**

COMPETENCY AREAS: Natural Communities II – elective; CB – Required alternate to Ornithology or New England Flora  
FIRST PRIORITY Conservation Biology students .

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

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

### Section A: Jim Gruber

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

**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 histor-

ical 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 emphasis on 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 Gentile Ward

**Time: Fridays, 1:00 - 4:00 pm and Saturday, April 21,  
9:00 am - 4:00 pm**

**(Classes will not be held on January 26, March 2 & 9)**

**Changed 03/19/07 to:**

**Times: Fridays, 1:00 - 4:00 pm and Saturday, April 7,  
9:00 am - 4:00 pm at the Harris Center**

**Maximum: 16**

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

**Credits: 3**

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

COMPETENCY AREAS: RMA/RMC - Required Alternate to Proposal Writing; EAO, EE, IND & Cert - Elective  
PRIORITY TO first year RMC 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: Section A: Thursdays, 5:00 - 8:00 pm**

**Maximum: 12**

**Credits: 3**

## ESS 537 Geomorphology CLASS CANCELLED 11/30/06

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: TBA

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

**Maximum: 16**

**Credits: 3**

# Department of Environmental Studies — Master's Programs

## Course Descriptions

### ESP 595

#### Land Use and Community Planning

COMPETENCY AREAS: RMA/RMC - Add'l Policy elective (Required Alternate); EAO, CB, EE, Cert, IND - Elective  
FIRST PRIORITY TO second year RMA students; second priority to any second year ES student.

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.

**Section A: Pete Throop**  
**Changed 01/10/07 to: TBA**  
**Changed 01/30/067 to:**

**Chris Ryan**

**Time: Thursday, January 18, 4:30 - 7:00 pm, and  
Saturdays & Sundays, February 3 & 4, 24 & 25,  
April 14 & 15 and Sunday, April 29,**

**Changed 12/22/06 to:**

**Time: Thursday, February 15, 4:30 - 7:00 pm,  
Saturday & Sunday, February 24 & 25,**

**Sunday, April 1, Saturday & Sunday,**

**April 14 & 15, and Sunday, April 29,**

**8:30 am - 5:00 pm**

**Changed 01/30/067 to:**

**Time: Sat & Sun, February 24 & 25, Sunday, April 1,  
Saturday & Sunday, April 14 & 15 and**

**Sunday, April 29,**

**all 9:00am - 4:30 pm**

**Note: There is no longer a Thursday evening class.**

**Changed 03/19/07 to:**

**Time: Saturday & Sunday, February 24 & 25,**

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

**Fridays, March 30 & April 13, 6:00 - 9:00 pm,**

**Saturday & Sunday, April 14 & 15, and**

**Sunday, April 29, 9:00 am - 4:30 pm**

**Maximum: 16**

**Credits: 3**

### ESE 515

#### Learning Development & Theory

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

REQUIRED OF AND PRIORITY TO first 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: Sue Gentile Ward**

**Time: Fridays, 8:00 - 11:00 am and Saturday, April 28,  
9:00 am - 4:00 pm.**

**(Classes will not be held on January 26, March 2 & 9)**

**Maximum: 16**  
**(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 01/30/067 to:**

**Maximum: 16**

**(4 seats reserved for any 2nd year ES students)**

**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 11, 2007.

**Section A: ES Faculty**

**Maximum: 20**

**Credits: uncredited**

### ES 505A

#### Master's Thesis Seminar

REQUIRED FOR all students doing a Master's Thesis.

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

**Section A: Peter Palmiotto**

**Section B: Rachel Thiet**

**Time: Thursdays, 4:30 - 6:30 pm,**

**January 18, January 25, February 15,**

**March 8, March 29, April 12, May 10, and**

**required attendance at the annual**

**ANE Student Research Symposium on**

**Saturday, March 31**

**9:00 am - 3:00 pm**

**Maximum: 12 per section**

**Credits: 2**

### ESF 548

#### Natural and Human Landscapes of Alaska

COMPETENCY AREAS: Natural communities II (Note: Students may discuss fulfilling the Biosphere Science competency area with the instructor)

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.)

Perceptions of Alaska range from an unspoiled wilderness

# Department of Environmental Studies — Master's Programs

## Course Descriptions

whose scale is unparalleled in North America, to a vast territory of natural resources that demand exploitation. Neither extreme encompasses the reality and neither acknowledges the region as homeland to an ancient and diverse array of indigenous cultures. This field study trip will focus on the physical, cultural, and ecological landscapes of Alaska in the context of conflicting notions of pristine environment and underutilized resource. The degree to which these ideals define the state and shape its future is aggressively contested in the political, economic, and social arenas, while evidence of past and present global environmental change is ubiquitous and profound. The immensity, austere beauty, and living natural history of Alaska provide the backdrop for our investigation of America's "last frontier." *Cost: approximately \$2500 for air and ground travel, food, lodging, and camping fees.*

**Section A: Jim Jordan and Rachel Thiet**  
**Time: Pre-trip meetings: Thursdays, February 1, March 1 & April 19, 7:00 - 9:00 pm, and Monday - Sunday, May 12 - May 31 (Study trip)**  
**Maximum: 18**  
**Location: Keene (Pre-trip meetings) and Alaska**  
**Credits: 3**

### ES 522

#### Natural Resource Inventory: Vegetation

COMPETENCY AREAS: CB - Required Alternate to NRI: Wildlife; EAO, EE, Cert, IND & RMA - Elective  
FIRST PRIORITY TO first year Conservation Biology students; second priority second year CB & RMA 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**  
**(2 seats reserved for any 2nd year ES students)**  
**Credits: 3**

### ESS 562

#### Natural Resource Inventory: Wildlife

COMPETENCY AREAS: CB - Required Alternate to NRI Vegetation;

EA, EE, Cert, IND & RMA - Elective  
FIRST PRIORITY TO first year Conservation Biology students;  
SECOND PRIORITY second year CB & RMA

What are the techniques we use to assess wildlife? What are the components of a well-rounded inventory? This newly designed spring section of the NRI course will use winter snow and spring melt conditions to investigate the methods of detecting fur-bearers, amphibians, and birds (vegetation and soils in the fall). We will review the basics of developing investigation plans, base mapping, and map & compass use, and then begin our field sampling of wildlife sign, calls, and sightings. Lecture and field time will be combined to provide an in-depth review of line intercept, transect and point count methods. Assessments will be derived from quantitative data in order to provide guidance for management purposes.

**Section A: TBA**  
**Changed 11/30/06 to: Jeff Littleton**  
**Time: Thursdays, 8:00 - 11:00 am**  
**Changed 11/30/06 to:**  
**Time: Thursdays, February 1 - April 26,**  
**8:00 - 11:00 am and**  
**Saturdays, February 17 and April 28,**  
**09:00 am - 4:30 pm**  
**Maximum: 16**  
**(2 seats reserved for any 2nd year ES students)**  
**Credits: 3**

### ESF 514

#### New England Flora

COMPETENCY AREAS: Natural Communities II - elective; CB - Required alternate to Ornithology or Field Mammalogy.  
FIRST PRIORITY 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**

### ESF 515

#### Ornithology

COMPETENCY AREA: Natural Communities II - elective; CB -

Required alternate to New England Flora or Field Mammalogy.  
FIRST PRIORITY Conservation Biology students.

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

**Section A: Jon Atwood**  
**Time: Fridays, 1:00 - 4:00 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/Resource Management and Conservation 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: Sarah Bockus**  
**Section C: Melissa Diven**  
**Section D: Sue Weller**  
**Section E: Duncan Watson**  
**Changed 01/18/07 to:**  
**Jack Calhoun**  
**Section F: Steve Chase**  
**(Section F is restricted to Environmental Advocacy students only)**  
**Time: Seminars meet: Sections A, B & C: Thursdays, February 2 and April 20 & 27, 11:15 am - 12:45 pm**  
**Sections D, E & F: Fridays, February 3 and April 21 & 28, 11:15 am - 12:45 pm**  
**Changed 11/30/06 to:**  
**Sec A - C: Thursdays, February 1, April 19 & 26, 11:15 am - 12:45 pm**  
**Changed 12/22/06 to:**  
**Sec A - C: Thursdays, February 8, April 26 & May 3**  
**Sec D - F: Fridays, February 2, April 20 & 27, 11:15 am - 12:45 pm**  
**Changed 12/22/06 to:**  
**Sec D - F: Fridays, February 9, April 27 & May 4**  
**Time: 11:15 - 12:45 pm, all sections**  
**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: TBA Thursdays, 4:00 - 6:30 pm**

**Changed 01/30/067 to:**

**Time: Thursdays (every week)**

**4:30 - 6:00 pm, in the Dance Studio**

**Maximum: 16**

**Credits: 6**

**(Practicum Seminar credited as part of Practicum)**

### ESS 578

#### Principles of Sustainability in Complex Systems

COMPETENCY AREAS: Biosphere Science II

This course will focus on foundational scientific laws that govern sustainability in all complex systems. The course will start by contrasting linear and complex system science. Specific laws to be examined will include the law of limits to growth, the second law of thermodynamics, and the law of self-organization. Biological, ecological, geological, and meteorological systems will be examined to show the workings of these laws at various spatial and temporal scales. The laws will then be applied to an examination of socioeconomic, political, and municipal systems.

**Sections A & B: Tom Wessels**

**Section A: Thursdays, 1:00 - 4:00 pm**

**(Priority to first year students;**

**2 seats reserved for 2nd year ES students)**

**Section B: Fridays, 8:00 - 11:00 am**

**(Priority to second year students;**

**2 seats reserved for 1st year ES students)**

**Maximum: 18 per section**

**Credits: 3**

### ESACO 503

#### Proposal Writing and the Grants Process

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

PRIORITY TO second year RMA students who did not take GIS.

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: Don Woodhouse**

**Time: Fridays, 4:30 - 6:30 pm**

**Changed 01/18/07 to:**

**Fridays, 4:30 - 6:30 pm, January 19 - April 27**

**Maximum: 16**

**(4 seats reserved for 1st year RMC students)**

**Credits: 2**

### ES 695

#### Research Practicum

COMPETENCY AREA: CB, RMA/RMC, and IND - Practicum option RESTRICTED TO CB, RMA/RMC, and IND students doing a masters thesis and who are doing thesis research as their practicum. Students may register for 2 or 4 credits which will count toward the total of 8 Practicum credits.

Students must have written permission from thesis advisor attached to or on registration form to sign up for this practicum. Note: There is no formal seminar for this practicum, however the student is expected to meet regularly with their thesis advisor.

**Section A: Jon Atwood**

**Section B: Rachel Thiet**

**Section C: Peter Palmiotto**

**Section D: Tom Wessels**

**Section E: Michael Simpson**

**Section F: Joy Ackerman**

**Section G: Meade Cadot**

**Maximum: 5 per section**

**Credits: variable**

### 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 - C: Rebecca Todd**

**Time: Section A: Saturdays, March 3 & 17,**

**8:30 am - 4:00 pm**

**Time: Section B: Sundays, March 4 & 18,**

**8:30 am - 4:00 pm**

**Time: Section C: Saturdays, April 14 & 28,**

**8:30 am - 4:00 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, 2007**, 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, 2007**, 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**

# Department of Environmental Studies — Master's Programs

## Course Descriptions

### ESP 605

#### Social Aspects of Conservation and Development: A Critical Approach

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

This course examines international conservation and development from a critical social science perspective that questions prevailing assumptions and institutions and foregrounds power, politics, and social justice. We will focus on understanding 1) the relations and interactions between social groups at various scales (e.g., households, communities, NGOs, the state), and 2) the concepts and discourses that shape our understandings of these dynamics, as well as of specific "problems" and "solutions." The course is thus simultaneously empirical and reflective, a combination that is necessary if we are to grasp the wider implications of our own professional interventions. We will read works in history, anthropology, and sociology, as well as political ecology, an interdisciplinary approach that considers local systems in their larger, political-economic, historical, and global contexts. We will consider empirical cases in a range of ecological and social settings (e.g., forested, agricultural, and urban; domestic and international) to build a grounded, fine-grained understanding of the causes and consequences of environmental problems and related issues of social justice.

**Section A: Dan Smith**  
**Time: Thursdays, 8:30 – 11:00 am**  
**Maximum: 16**  
**(4 seats reserved for any 2nd year ES student)**  
**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**  
**Time: Thursdays, 1:00 – 4:00 pm**  
**Maximum: 16**  
**Credits: 3**

### ESS 580

#### Watershed Assessment Techniques

COMPETENCY AREAS: RMA/RMC – Add'l science electives (Required alternate); EAO, CB, EE, Cert & IND - Elective  
FIRST PRIORITY TO second year RMA students; second priority to any ES student.

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

**Section A: Michael Simpson**  
**Time: Fridays, January 19, February 2 & 16,**  
**March 2 & 9, 11:00 am – 4:00 pm**  
**Changed 01/30/06 to:**  
**Time: 1:00 – 4:00**  
**and**  
**Saturday & Sunday, March 3 & 4, 8:30 am – 4:00 pm**  
**Maximum: 16**  
**Credits: 2**

### ESS 574

#### Watershed Science

COMPETENCY AREA: Biosphere Science II  
PRIORITY TO first 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

COMPETENCY AREA: Natural Communities II  
FIRST PRIORITY TO second 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 in New England, 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 6 – May 11, 1:00 – 4:00 pm, and**  
**Saturday, April 7 and Sunday, May 6, 8:00 am – 5:00 pm**  
**Changed 11/30/06 to:**  
**Time: Fridays, March 30 – April 13 and**  
**April 27 – May 11, 1:00 – 4:00 pm and**  
**Saturday, April 7 and Sunday, May 6, 8:00 am – 5:00 pm**  
**(both days in the field)**  
**Changed 03/19/07 to:**  
**Times: March 30 – April 13 and April 27 – May 11, and**  
**Sundays, April 1 and May 6, 8 am – 5 pm**  
**Maximum: 14**  
**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 2, 11:00 a.m., and run through Sunday, April 29, 12:00 p.m.

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

Registration forms must be signed by student's advisor.

### REGISTRATION INSTRUCTIONS

<b>FIRST PHASE PH.D. I</b>	<b>SECOND PHASE PH.D.II</b>	<b>THIRD PHASE PH.D. III</b>	<b>FOURTH PHASE PH.D. IV</b>	<b>FIFTH PHASE PH.D. V</b>
<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) Integrated Essay. Students who registered for (ES 771) 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 10:30 am - 12:45 pm; classes 1:00 - 8:00 pm; Saturdays, 8:00 am - 8:00 pm; Sundays, 8:00 am - 12:00 pm.**

<b>FIRST PHASE PH.D. I</b>	<b>SECOND PHASE PH.D. II</b>	<b>THIRD PHASE PH.D. III</b>	<b>FOURTH PHASE PH.D. IV</b>
<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 2, 3, 4 March 2, 3, 4 March 30, 31, April 1 April 27, 28, 29</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 2, 3, 4 March 2, 3, 4 April 27, 28, 29</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 2, 3, 4 March 30, 31, April 1</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 2, 3, 4 March 30, 31, April 1</p>

**Note: All Doctoral students must register by Friday, December 8 for the Spring 2007 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 and/or 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: Joy Ackerman**  
**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: Rob Baldwin**  
**Time: Fridays, 1:00 - 7:00 pm, and**  
**Saturdays, 9:00 am - 12:00 pm,**  
**February 2 & 3 and March 30 & 31**  
**(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 attached to or on registration form.

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**  
**Changed 11/30/06 to: Dan Smith**  
**Time: Saturday, 2:00 - 8:00 pm and**  
**Sunday, 8:00 am - 12:00 pm,**  
**February 3 and March 31**  
**Changed 03/28/07 to:**  
**Time: also Saturday, March 31, 12:00 pm – 6:00 pm**  
**and Sunday, April 1, 9:00 am – 12:00 pm**  
**(Additional contact hours will be met by specific**  
**coursework designed to be completed on-line.)**  
**Maximum: 15**  
**Credits: 4**

### ES 899

#### Doctoral Dissertation

COMPETENCY AREA: Dissertation Process

RESTRICTED TO Ph.D. IV students.

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

**Section A: Doctoral Faculty**  
**Maximum: 15**  
**Credits: 4**

### ES 899C

#### Doctoral Dissertation Continuation

COMPETENCY AREA: Dissertation Process

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

**Section A: Doctoral Faculty**  
**Maximum: 15**  
**Credits: uncredited**

### ES 703

#### Global Environmental Change

COMPETENCY AREA: Foundation

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

This course focuses on the natural and anthropogenic transformations of earth's environment, transformations whose underlying processes occur across a multiplicity of space and time scales and whose non-linear interrelationships complicate prediction. Global environmental change has conditioned the earth for life, but human economic and population growth have dramatically accelerated environmental change during the past two centuries. We will examine long-term records of environmental change and the array of approaches and methods employed to understand evolution and behavior of the earth system, in order to contextualize historic and recent trends. Assessment of global change models and scenarios will provide information critical for evaluating the magnitude and significance of human forcing of change, ecosystem and societal vulnerability, and approaches to sustainability.

**Section A: Jim Jordan**  
**Time: Saturdays, 2:00 - 8:00 pm, and**  
**Sundays, 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 771

#### Integrated Essay

COMPETENCY AREA: Integrated Projects

RESTRICTED TO Ph.D. III students.

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

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

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

# Department of Environmental Studies — Ph.D.

## Course Descriptions

### ES 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**

**Changed 11/30/06 to: Fred Taylor**

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

**February 2 & 3, March 2 & 3 and April 27 & 28  
(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 2 & 3, March 2 & 3,  
March 30 & 31 and April 27 & 28  
(Additional contact hours will be met by specific  
coursework designed to be completed on-line.)**

**Maximum: 15  
Credits: 4**

### ES 722

#### Reading Seminar III Topic: Functional Consequences of Biodiversity

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

Ecosystems perform many functions for humans, as well as for maintaining ecosystems themselves. One of the trickiest questions in conservation biology is what function does diversity itself perform. There is surprisingly little information from empirical studies to support this, although it does seem intuitively obvious. One reason to pursue these interesting questions is to provide support for the field of conservation biology. Typically, conservation of biological diversity proceeds from an ethical, legal or other values-based standpoint. It is much more likely that policy makers will pay attention if global functions may be impaired by species loss. In this course we will explore the theoretical basis for functional consequences of biodiversity, the emerging science, and discuss the potential social implications of the loss of such services.

**Section A: Rob Baldwin**

**Times: Specific times and  
dates TBD by instructor and group**

**February 2, 3 & 4 and March 2, 3 & 4**

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

**Maximum: 15  
Credits: 3**

### ES 723

#### Reading Seminar IV Topic: Social and Political Ecology

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

This course will examine key works from environmental history, anthropology and sociology, and especially political ecology — an interdisciplinary approach that considers local systems in their larger, political-economic, historical, and global contexts. The course is aimed primarily at doctoral students but is open to masters students with previous coursework in social science with permission of the instructor. We will consider theories, methods, and current research cases related to institutions, power, discourse, and social change to understand how long-term and large-scale social forces shape and constrain local environmental problems and activism, as well as how targeted research and activism can influence those larger forces. We will focus both on learning how to conduct and interpret research in political ecology and on contextualizing more traditional approaches (e.g., social psychology and cognitive models, behavior change, community research) and understanding their strengths and limitations. There will be room to explore specific topics and issues of interest to students, to be negotiated at the start of the semester

**Section A: Dan Smith**

**Times: Specific times and  
dates TBD by instructor and group**

**February 2 & 3, March 2 & 3 and April 27 & 28**

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

**Maximum: 15  
Credits: 3**

### CLASS ADDED 11/30/06

### ES 724

#### Reading Seminar V - Advanced Topics in Human Dimensions Science

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

This reading seminar is intended for students who wish to focus on investigating a specific area of human dimensions science. Students should be familiar with basic notions of human dimension sciences that are covered in ESP532 and have a topic area of interest to explore more deeply. Each student will work with the instructor to develop learning objectives, a reading list, seminar topics, and written paper assignments. Inquiries based on all the social sciences are welcome. Areas of application are also open to any topic of relevance in environmental studies. This is a seminar-based course, participation will require leading discussions as well as participating actively in all activities.

**Section A: Tom Webler**

**Times: Specific times and dates to be determined  
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, 2007**, 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

## Registration Instructions & Course Schedule

### REGISTRATION INSTRUCTIONS

#### **CREDIT LIMITS**

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 spring semester. Students must have written permission of Administrative Director 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 (603-283-2419) to determine whether the class has already started. Generally classes with pre-class assignments begin three to four weeks prior to the first scheduled meeting.

#### **CROSS-DEPARTMENTAL REGISTRATION**

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

#### **PREREQUISITES AND**

#### **COURSES REQUIRING PERMISSION**

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

### COURSE SCHEDULE

#### **FIRST YEAR PROGRAM**

##### Fridays

6:30 - 9:00 pm

##### **January 12, February 9, March 9 & 30 and April 27**

OMD 661 Professional Seminar  
(Section K)

##### Saturdays and Sundays

8:30 am - 5:30 pm

##### **Saturdays, January 13, March 10 and April 28**

OMR 618 Managing Knowledge & IT Resources  
(Section K)

##### **Sunday, January 14, Saturday, February 10, Sunday, March 11, Saturday, March 31 and Sunday, April 29**

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

##### **Sundays, February 11 & April 1**

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

#### **SECOND YEAR PROGRAM**

##### Fridays

6:30 - 9:00 pm

##### **January 12, February 9, March 9 & 30 and April 27**

OMC 691 Practicum  
(Sections K1 - K4)

##### Saturdays and Sundays

8:30 am - 5:30 pm

##### **Saturdays, January 13, March 10 and April 28**

OMC 679 Organizational Strategy & Decision Making  
(Section K)

##### **Sunday, January 14, Saturday, February 10, Sunday, March 11, Saturday, March 31 and Sunday, April 29**

OMH 582 Developing Human Resources  
(Section K)

##### **Sundays, February 11 & April 1**

OMD 675 Ethics & Social Responsibility  
(Section K)

#### **REQUIRED FOR SPRING ENTERERS**

##### Friday, Saturday & Sunday

8:30 am - 5:30 pm

##### **January 26, 27 & 28**

OMG 535 Group Dynamics and Leadership I  
(Section K)

#### **ELECTIVES**

##### Saturdays and Sundays

8:30 am - 5:30 pm

##### **Saturday & Sunday, February 24 & 25**

OMD 643 Assertive Management  
(Section K)

##### **Saturday & Sunday, April 21 & 22**

OMH 585 Coaching for Excellence  
(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 26, 27 & 28,  
8:30 am - 5:30 pm  
Maximum: 24  
Credits: 2**

### OMD 620

#### Leadership & Management Theory & Practice

COMPETENCY AREA: Self Development (Required)

This course will explore and evaluate models of leadership and management. Using a theoretical and developmental approach, the primary learning objective is to construct personal models of leading and managing in complex environments. Through a variety of readings, experiential activities, self assessment tools and cases, students will have the opportunity to increase their knowledge and skill base and better determine the most effective ways to influence and sustain their organizations. Students should check the course conference on *FirstClass* for on-line assignments that will begin prior to the first class meeting.

**Section K: Robbie Hertneky**

**Time: Sundays, February 11 & April 1,  
8:30 am - 5:30 pm  
Maximum: 24  
Credits: 1**

### OMR 618

#### Managing Knowledge & IT Resources

COMPETENCY AREA: Research & Information Design (Required)

PREREQUISITE: Basic computer and Internet skills.

The Information Revolution demands that contemporary managers embrace and exploit 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. *This course will address the issues of managing IT and knowledge resources toward the support of overall organizational strategy, emphasizing that information-based business transformation projects are actually major organizational change events.* A prominent focus will be outlining the critical capabilities necessary to implement strategy in this volatile period of organizational change. In this way, they can better support the sustainability of organizations in their local, regional, and global contexts. Students will participate in group and individual online assignments, make oral and written presentations, attend to virtual group dynamics, engage in role-plays, and use the Internet as an information resource. Students may do additional readings and discussions, field or research projects, or case study analysis on-line. 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**

**Changed 01/30/067 to:**

**William Griffith & Thomas Smith**

**Time: Saturdays, January 13, March 10 and April 28,  
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: Steven Guerriero and Polly Chandler**

**Time: Sunday, January 14, Saturday, February 10,  
Sunday, March 11, Saturday, March 31 and Sunday,  
April 29, 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: William Griffith and Robbie Hertneky**

**Time: Fridays, January 12, February 9,  
March 9 & 30 and April 27,  
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, 2007**, 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 knowledge, skills, and 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 additional 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: Sunday, January 14, Saturday, February 10,  
Sunday, March 11, Saturday,  
March 31 and Sunday, April 29,  
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: Sundays, February 11 & April 1,  
8:30 am - 5:30 pm  
Maximum: 24  
Credits: 1**

### OMC 679

#### Organizational Strategy & 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:

- 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 13, March 10 and April 28,  
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: Wendy Elliott**

**Section K3: Donna Mellen**

**Section K4: Peter Smith**

**Time: Fridays, January 12, February 9,  
March 9 & 30 and April 27,  
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, 2007**, 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

### OMD 643

#### Assertive Management

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

"What should I do when someone doesn't follow through on what they promised?" "What do you say to a team member whose negativity is dragging everyone down?" "How do you handle a boss who says every task is 'top priority?'" "How can I encourage someone who seems afraid to speak up?" "How do I take charge of a situation when that's not my strong point?" "How can I let someone know when I think they are in the wrong without being a locomotive?" These are only a few of the situations participants bring to this course, and there is likely a successful approach to all of them. The solution begins with us. We need to learn how to take charge of ourselves - and our jobs - and then stay in charge when there's resistance. Often, however, we set "traps" for ourselves through a variety of ineffective interactions with employees, peers, and bosses. This course examines leadership practice from three behavioral perspectives - passive, aggressive, and assertive - and offers models and coaching to assist participants in responding more effectively to difficult situations involving others in the workplace. Pre-course readings and in-class case presentations are required. Students may do additional readings and discussions, field or research projects, or case study analysis on-line.

**Section K: Ed Tomey**  
**Time: Saturday & Sunday, February 24 & 25,**  
**8:30 am - 5:30 pm**  
**Maximum: 20**  
**Credits: 1**

### OMH 585

#### Coaching for Excellence

COMPETENCY AREA: Human Resource Development

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

**Section K: Sunny Bradford**  
**Time: Saturday & Sunday, April 21 & 22,**  
**8:30 am - 5:30 pm**  
**Maximum: 24**  
**Credits: 1**

### OM 690

#### SIS: Supervised Independent Study

If you are planning an independent study, please register for an SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **April 20, 2007**, 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 or written permission of the instructor attached to or on registration form.  
PRIORITY TO second 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: TBA**  
**Changed 12/22/06 to: Steve Guerriero**  
**Time: Online course -**  
**Face-to-face time to be scheduled if needed**  
**Changed 12/22/06 to:**  
**Time: Fridays, 4:00 – 6:00 pm,**  
**February 9, March 9 & April 27**  
**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 2006 entering Clinical Mental Health-Counseling/Substance Abuse/Addictions students have an 8-8 credit maximum. Spring 2007 entering students have a 10-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 2007 semester-long courses is Friday, February 2, 2007.

### ALL CLINICAL MENTAL HEALTH COUNSELING, COUNSELING PSYCHOLOGY AND SUBSTANCE ABUSE/ADDICTIONS COUNSELING STUDENTS

Required weekend courses – use elective credit allowance.

CMHC: PY 572, (Theories of Addiction), PYB 523 (Psychopharmacology for Counselors)  
CMHC (SA/AC): PY 523 (Psychopharmacology for Counselors), PY 563 (Psychopharmacology of Substance Abuse - Offered Spring semester only)  
CP: PY 572 (Theories of Addiction)  
CP (SA/AC): PY 563, (Psychopharmacology of Substance Abuse - Offered Spring semester only), Recommended: PYB 523 (Psychopharmacology for Counselors) Psychopharmacology for Counselors (PYB 523) or its equivalent is a prerequisite for PY 563.

Other weekend courses are elective.

### SPRING 2007 ENTERING CLINICAL MENTAL HEALTH COUNSELING STUDENTS

Please register for Social and Cultural Diversity (PYS 604), Fundamentals of Therapeutic Interaction (PY 590A) and Professional Orientation & Ethics (PYD 601).

**Please note:** Spring enterers may enroll for a maximum of 10 credits in the Spring 2007 semester. Students must have written permission of the Program Director attached to or on registration form to exceed this maximum.

### CONTINUING CLINICAL MENTAL HEALTH COUNSELING STUDENTS (2006 ENTRANTS)

Fall 2006 entrants register for Career and Lifestyle Counseling (PYI 552), Social and Cultural Diversity (PYS 604) and Counseling Skills Lab (PYI 522).

**Please note:** Fall entrants may enroll for a maximum of 8 credits in Spring 2007. 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 (2005 & 2006 ENTRANTS)

Fall 2005 and Spring 2006 entrants (CP I, SA/AC I) register for Counseling Theories: Models and Approaches (PYI 512), Professional Seminar II (PY 687), Internship (PY 695D), and Methods of Testing and Assessment (PYI 514).

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

**Please note:** Students who entered in Fall 2005 and Spring 2006 may enroll for a maximum of 14 credits in the Spring 2007 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 2006 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 register for maximum of 15 credits in the Spring 2007 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 2006 ENTRANTS)

Please register for Psychopathology & the Assessment of Social Systems (PY 656), Professional Seminar in MFT II (PY 687A), Practicum in MFT (PY 697), 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 14 credits in the Spring 2007 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), Working with Teens and Adults on the Spectrum (PYI 537) and Advocacy Applications in the Field of Autism/Asperger's (PYI 543). 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, Assessment and Intervention for Autism Spectrum Disorders (PYI 547), Lower Functioning Individuals on the Autism Spectrum: Advanced Assessment & Intervention (PYI 549).

Please note: ASD students who entered in Fall 2006 may enroll for a maximum of 6 credits in the Spring 2007 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 (effective Spring 2007, new title: Career and Lifestyle Counseling), 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) and 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 its equivalent, 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 2007 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 that may be applied to Career and Lifestyle Counseling (PYI 552), or another 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 2007 semester. Students must have written 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 sign up for Professional Seminar in MFT V (PY 689A), Internship in MFT (PY 698), Special Issues in Family Therapy, Substance Abuse & Intrafamilial Violence (PY 678), Research & Evaluation in MFT (PYC 674A), and one credit of elective if desired.

**Please note:** Second year students may enroll for a maximum of 14 credits in the spring 2007 semester. Students must have written permission of the Program Director attached to or on registration form to exceed this maximum

# Department of Applied Psychology

## Course Schedule

### SPRING 2007 ENTERING CLINICAL MENTAL HEALTH COUNSELING AND SA/AC STUDENTS

#### WEDNESDAYS

##### 9:00 - 11:30 am

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

##### 1:00 - 3:30

PYD 601 Professional Orientation and Ethics (Section A)

##### 4:00 - 6:30 pm

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

### FALL 2006 CLINICAL MENTAL HEALTH COUNSELING AND SA/AC ENTRANTS

#### WEDNESDAYS

##### 9:00 - 11:30 am

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

##### 1:00 - 3:30 pm

PYI 552 Career and Lifestyle Counseling (Sections A - C))

##### 4:00 - 5:30 pm

PYI 522 Counseling Skills Lab (Sections A - C)

### CP I AND SA/AC I STUDENTS FALL 2005, SPRING 2006 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 - C)

##### 4:00 - 6:30

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

### DMT I STUDENTS

#### TUESDAYS

##### 9:00 - 11:30 am

PYI 512 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 - 11:00 am (Times Vary)

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

##### 1:00 - 3:30

PYG 604 Group Dance/Movement Therapy (Section A)

### MFT I STUDENTS

#### TUESDAYS

##### 9:00 - 11:30 am

PYG 609 Marriage and Family Therapy Seminar in Social and Cultural Diversity (Section A) (3/20/07 - 5/1/07)

PY 656 Psychopathology & the Assessment of Social Systems (Section A) (1/16/07 - 3/6/07)

##### 12:45 - 3:45 pm

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

##### 4:00 - 6:30 pm

PYG 609 Marriage and Family Therapy Seminar in Social and Cultural Diversity (Section A) (1/16/07 - 3/6/07)

PY 656 Psychopathology & the Assessment of Social Systems (Section A) (3/20/07 - 5/1/07)

### ASD II STUDENTS

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

#### SATURDAYS

##### January 13; February 3 & 24;

##### March 24; April 28; and Sunday, May 20

PYI 545 Advanced Assessment and Intervention for Speech-Language Pathologists (Section A)

PYI 541 Advanced Counseling Interventions for Autism Spectrum Disorders (Section A)

PYI 546 Advanced Educational Interventions for Autism Spectrum Disorders (Section A)

PYI 547 Advanced Psychological Assessment and Intervention Planning Students with Autism Spectrum Disorders (Section A)

PYI 549 Lower Functioning Individuals on the Autism Spectrum: Advanced Assessment and Interventions (Section A)

##### Sundays, January 14 & February 4

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

##### Sundays, February 25 & March 25

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

##### Sunday, April 29 and Saturday, May 19

PYI 543 Advocacy Applications in the Field of Autism/Asperger's (Sections A & B)

# Department of Applied Psychology

## Course Schedule

### CP II STUDENTS

#### TUESDAYS

##### 9:00 - 11:30 am

- PY 618A Dance/Movement Therapy with Adults (Section A)
- PYC 677 Multicultural Counseling (Section A)
- PYC 654 Research & Evaluation (Section A)
- PYC 663 Spiritual Approaches to Mental Health Counseling (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, Substance Abuse & Intrafamilial Violence (Section A)

### 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

##### 1:00 - 3:30 pm

- PYI 552 Career and Lifestyle Counseling (Sections A - C) (Elective option)

### MFT II STUDENTS

#### TUESDAYS

##### 9:00 - 11:30 am

- PYC 674A Research & Evaluation in Marriage and Family Therapy (Section A)

##### 12:45 - 3:15 pm

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

##### 4:00 - 6:30 pm

- PY 678 Special Issues In Family Therapy, Substance Abuse & Intrafamilial Violence (Section A)

### WEEKEND COURSE SCHEDULE

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

#### SATURDAYS

##### January 13, February 3 & 24, March 24; April 28, and Sunday, May 20

- PYI 545 Advanced Assessment and Intervention for Speech-Language Pathologists (Section A)
- PYI 541 Advanced Counseling Interventions for Autism Spectrum Disorders (Section A)
- PYI 546 Advanced Educational Interventions for Autism Spectrum Disorders (Sections A)
- PYI 547 Advanced Psychological Assessment and Intervention Planning Students with Autism Spectrum Disorders (Section A)
- PYI 549 Lower Functioning Individuals on the Autism Spectrum: Advanced Assessment and Interventions (Section A)

##### Sundays, January 14 & February 4

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

##### Sundays, February 25 & March 25

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

##### Sunday, April 29 & Saturday, May 19

- PYI 543 Advocacy Applications in the Field of Autism/Asperger's (Sections A & B)

##### January 27 & 28

- PY 599 Introduction to Psychodrama (Section A)

##### February 3 & 4

- PY 510 Writing Skills for Counselors (Section A)

##### February 10 & 11

- PY 563 Psychopharmacology of Substance Abuse (Section A)

##### February 24 & 25

- PY 565 Religious Issues in Counseling & Therapy (Section A)

##### March 3 & 4

- PYB 523 Psychopharmacology for Counselors (Section A)

##### March 10 & 11

- PY 572 Theories of Addiction (Section A)

##### March 24 & 25

- PYB 513 Psychopathology: Eating Disorders (Section A)

##### March 31 & April 1

- PYB 525 Clinical Applications of Psychopharmacology (Section A)

# Department of Applied Psychology

## Course Descriptions

### PYI 545

#### Advanced Assessment and Intervention for Speech-Language Pathologists

COMPETENCY AREA: Individual Assessment & Intervention Strategies  
RESTRICTED TO ASD Certificate students; others by written permission of the Program Director attached to or on registration form.

PREREQUISITE: Satisfactory completion of the first semester ASD certificate coursework or with permission of the Program Director.

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. Students will lead on-campus pragmatic language groups with teens and young adults to practice applications.

**Section A: Elsa Abele**  
**Time: Saturdays, January 13, February 3 & 24, March 24, April 28, and Sunday, May 20,**  
**9:00 am - 5:00 pm**  
**Maximum: 10**  
**Credits: 3**

### PYI 541

#### Advanced Counseling Interventions for Autism Spectrum Disorders

COMPETENCY AREA: Individual Assessment & Intervention Strategies

RESTRICTED TO ASD Certificate Students; 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 the written permission of the Program Director.

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.

**Section A: Celia Oliver**  
**Time: Saturdays, January 13, February 3 & 24, March 24, April 28, and Sunday, May 20,**  
**9:00 am - 5:00 pm**  
**Maximum: 10**  
**Credits: 3**

### PYI 546

#### Advanced Educational Interventions for Autism Spectrum Disorders

COMPETENCY AREA: Individual Assessment & Intervention Strategies

RESTRICTED TO ASD Certificate Students; 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 be an education student, and have satisfactorily completed the first semester ASD certificate coursework or with written permission of the Program Director.

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.

**Section A: Kathryn Ransom**  
**Time: Saturdays, January 13, February 3 & 24, March 24, April 28, and Sunday, May 20,**  
**9:00 am - 5:00 pm**  
**Maximum: 10**  
**Changed 11/30/06 to: Maximum: 13**  
**Changed 12/22/06 to: Maximum 16**  
**Credits: 3**

### PYI 547

#### Advanced Psychological Testing, Assessment and Intervention for Autism Spectrum Disorders

COMPETENCY AREA: Individual Assessment & Intervention Strategies

RESTRICTED TO ASD Certificate Students; 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.

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, 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".

**Section A: Teresa Bolick**  
**Time: Saturdays, January 13, February 3 & 24, March 24, April 28, and Sunday, May 20,**  
**9:00 am - 5:00 pm**  
**Maximum: 8**  
**Credits: 3**

### PYI 543

#### Advocacy Applications in the Field of Autism/Asperger's

COMPETENCY AREA: Individual Assessment & Intervention Strategies

RESTRICTED TO ASD Certificate Students, others by written permission of the Program Director attached to or on registration form.

PREREQUISITE: Satisfactory completion of the first semester ASD certificate coursework or with written permission of the Program Director.

This course facilitates understanding of the theoretical constructs of effective advocacy in the field's of Autism/Asperger's and the current applications of alternative dispute resolution, legal intervention, political advocacy, and systemic advocacy and self-advocacy, through reading, simulations, and guest discussions.

**Section A: Shelley Viles**  
**Section B: Michaelene Pepera Cronin**  
**Time: Sunday, April 29, & Saturday, May 19,**  
**9:00 am - 5:00 pm**  
**Maximum: 22**  
**Changed 11/30/06 to: Maximum: 22 per section**  
**Credits: 1**

### PYI 552

#### Career and Lifestyle Counseling

(formerly PYC 652, Career/Lifestyle Development)

COMPETENCY AREA: Individual Assessment & Intervention Strategies

RESTRICTED TO CMHC (SA/AC) I/DMT II students; others by written permission of Program Director attached to or on registration form.

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

SECTIONS A & B: RESTRICTED TO Fall 2006 CMHC (SA/AC) I students.  
SECTION C: PRIORITY TO DMT II students.

This course will provide both the theoretical foundation and practical experience necessary to understand and foster career/life development in diverse 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**  
**Section C: Linda Evans**  
**Time: Wednesdays, 1:00 - 3:30 pm**  
**Maximum: 20 per section**  
**Credits: 3**

# Department of Applied Psychology

## Course Descriptions

### **PYB 525**

#### **Clinical Applications of Psychopharmacology**

COMPETENCY AREA: Behavioral Science Foundation

PREREQUISITE: PYB 523, Psychopharmacology for Counselors  
**Added 12/07/06: Priority to CP and SA/AC II students.**

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 standard 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 31 & April 1,  
9:00 am - 5:00 pm  
Maximum: 24  
Credits: 1**

### **PYI 522**

#### **Counseling Skills Lab**

COMPETENCY AREA: Individual Assessment & Intervention Strategies

REQUIRED OF Fall 2006 CMHC I, CMHC (SA/AC) I

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: TBA**

**Changed 12/22/06 to: Section A: Kim Burden  
Section B: Wendy Elliott  
Section C: TBA**

**Changed 12/22/06 to: Section C: Brenda Esperanza  
Added 12/22/06: Section D: Meg Connor  
Maximum: 12 per section**

**Changed 12/22/06 to: Maximum 10 per section  
Time: Wednesdays, 4:00 - 5:30 pm  
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: David Hamolsky**

**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 RESTRICTED TO ASD Certificate students, 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.

**Section A: Kathryn Ransom**

**Section B: Linda Potter**

**Time: Sundays, January 14 & February 4,  
9:00 am - 5:00 pm  
Maximum: 22 per section  
Credits: 1**

### **PYC 666**

#### **Family Counseling Approaches To Addictions Treatment**

*(formerly Family Therapy Approaches to Addictions Treatment)*

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

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

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

**Section A: Diane Kurinsky**

**Time: Tuesdays, 9:00 - 11:30 am  
Maximum: 15  
Credits: 3**

### **PY 590A**

#### **Fundamentals of Therapeutic Interaction**

COMPETENCY AREA: Individual Assessment & Intervention Strategies

REQUIRED OF AND PRIORITY TO Spring 2007/entering CMHC (SA/AC) students.

# Department of Applied Psychology

## Course Descriptions

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: Meg Connor**  
**Section A CANCELLED 12/22/06**  
**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 is designed to help students gain a solid theoretical and practical knowledge of group dynamics, group development, and group leadership styles as they pertain to both verbal and dance/movement therapy groups. Students will learn to observe and understand group process on a variety of levels and in relation to different group modalities. The student will have the opportunity to practice group leadership, using core D/MT and verbal skills, and apply these skills to diverse populations that reflect their particular interests. Lecture, discussion, role-playing, video, group processing and reflection papers will be used to facilitate learning.

**Section A: Phyllis Jeswald**  
**Time: Wednesdays, 1:00 - 3:30 pm**  
**Maximum: 20**  
**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 2006 semester, through the Spring 2007 semester.

**Section A: Phyllis Jeswald**  
**Credits: uncredited**

### **PY 599** **Introduction to Psychodrama**

COMPETENCY AREA: Individual Assessment & Intervention Strategies

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

**Section A: Kim Burden**  
**Time: Saturday & Sunday, January 27 & 28,**  
**9:00 am - 5:00 pm**  
**Maximum: 24**  
**Credits: 1**

### **PYI 549** **Lower Functioning Individuals on** **the Autism Spectrum: Advanced** **Assessment and Interventions**

COMPETENCY AREA: Individual Assessment & Intervention Strategies

RESTRICTED TO ASD Certificate students; others by written permission of the Program Director attached to or on registration form.

This course will explore working with more severely impaired individuals with Autism. Topics will include ABA, behavioral issues, working with the non-verbal student, etc., and topics will in-part be developed based upon student input. Participants will have opportunities to develop professional knowledge and research topics relevant to their needs. A portion of each class session will be devoted to supervision of students' final projects demonstrating cumulative knowledge gained from the ASD program.

**Section A: John Moran**  
**Time: Saturdays, January 13, February 3 & 24,**  
**March 24, April 28, and Sunday, May 20,**  
**9:00 am - 5:00 pm**  
**Maximum: 8**  
**Changed 11/30/06 to: Maximum: 15**  
**Credits: 3**

### **PYG 609** **Marriage and Family Therapy** **Seminar in Social and Cultural Diversity**

COMPETENCY AREA: Group Assessment & Intervention Strategies  
REQUIRED OF 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 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: Anne Prouty Lyness**  
**Time: Tuesdays, 4:00 - 6:30 pm (1/16/07 - 3/6/07)**  
**Time: Tuesdays, 9:00 - 11:30 am (3/20/07 - 5/1/07)**  
**Maximum: 20**  
**Credits: 3**

### **PYI 514** **Methods of Testing and Assessment**

COMPETENCY AREA: Individual Assessment & Intervention Strategies

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

PREREQUISITE: PYB 506 Psychopathology: An Ecological Approach

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

**Section A: Robert Chalif**  
**Section B: Katherine McNally**  
**Corrected 11/30/06: Section B: Kathryn McNally**  
**Section C: Bill Griffith**  
**Changed 11/30/06 to: Section C: TBA**  
**Changed 12/07/06 to: Richard Toye**  
**Time: Tuesdays, 12:45 - 3:15 pm**  
**Maximum: 18 per section**  
**Credits: 3**

# Department of Applied Psychology

## Course Descriptions

### **PYC 677**

#### **Multicultural Counseling**

Prerequisite: Completion of all CP I courses and internships as well as PYS 604 Social & Cultural Diversity.

This course presents the theory and practice of a multicultural and social justice counseling approach. Building on the foundations presented in Social & Cultural Diversity (PYS 604), students will deepen their understanding of diversity (broadly defined in terms of ethnicity, race, gender, socioeconomic status, culture, sexual orientation, physical/psychological ability, religion, age, etc.) and issues related to social justice and action as these factors influence the counseling process and the well being of the client. Students will be expected to engage in an ongoing examination of the attitudes, assumptions, beliefs, behaviors and power they hold within (and outside of) the counseling session and how these factors have an impact on the counseling process. Students will also be challenged to examine various systems (i.e., family, community, national, global) and the impact these systems have on everyone (clients, agencies, counselors, etc.) involved in these systems. Students will be encouraged to develop strategies and skills necessary to promote healthy, empowering environments. The course will provide opportunities for field experiences to reinforce didactic material presented in class.

**Section A: Dottie Morris**  
**Time: Tuesdays, 9:00 - 11:30 am**  
**Maximum: 15**  
**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: Clinical Mental Health  
Counseling/Counseling Psychology Core Faculty**  
**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, co-lead, and lead DMT sessions. On site supervision is provided by a DMT (ADTR) practitioner. Learning to identify group and individual interventions and applying theoretical learning from concurrent courses are prime goals of the course.

**Section A: Susan Loman,  
Claire LeMessurier & Kim Burden**  
**Time: Wednesdays, 9:00 - 11:00 am**  
**(individual times may vary)**  
**Maximum: 17**  
**Credits: 2**

### **PYD 601**

#### **Professional Orientation and Ethics**

COMPETENCY AREA: Professional Identity

Required of and restricted to CMHC and SA/AC spring entering students.

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

**Section A: Ken Bacon, Katherine Clarke,  
Diane Kurinsky, Dottie Morris**  
**Time: Wednesdays, 1:00 - 3:30 pm**  
**Maximum: 24**  
**Credits: 3**

### **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 2006 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 exploration 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.

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 and American Mental Health Counseling Association Codes 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 2006 and Spring 2007 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 - K: Restricted to CP and SA/AC I students.**

**Section D: Molly Scott**  
**Section E: Larry Ruhf**  
**Section F: Meg Connor**  
**Section G: Dottie Morris**  
**Section H: Betsy Taylor**  
**Section I: Ramona Anderson**  
**Section J: Robert Chalif**  
**Section K: Tom Barker**  
**Time: Tuesdays, 4:00 - 6:30 pm**  
**Maximum: 8 per section**  
**Credits: ProSem: 3; Internship: 4**

### **PY 689**

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

#### **PY 696**

#### **Internship, Counseling Psychology**

Restricted to continuing CP and SA/AC II students.

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

This final semester of the professional seminar is the capstone course in the student's development as a mental

# Department of Applied Psychology

## Course Descriptions

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 2006 and Spring 2007 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: Diane Kurinsky**  
**Section E: Betsy Taylor**  
**Section F: Heri Tryba**  
**Section G: Emily DeFrance**  
**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.

This course provides students with a forum for the integration of practicum experiences, theoretical material and personal learning related to professional development. It will offer a supportive environment to discuss the interface of ethical, personal and professional issues. Developing an identity as a mental health counselor and a dance/movement therapist, and understanding the issues relevant to these roles in relation to the larger professional organizations and associations will be included. Attention will also be drawn to group process and dynamics as evidenced in the ongoing development of the peer group. The application of core DMT skills and competencies will be an ongoing aspect of the course. In addition, attention will be given to locating and securing a counseling practicum/internship for the following year.

**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 be assigned to new sections in the spring 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 dyadic and group systemic supervision will be provided. Issues of becoming a systems professional will be covered. Students will begin to discuss their affinities toward models in MFT, and how these fit with their own theory of change and styles of working with clients.

**Section A: Tim Lowry**  
**Section B: Lucie Bourdon**  
**Section C: Steve Price**  
**Section D: Doug Smith**  
**Section D: Cancelled 11/30/06**  
**Time: Tuesdays, 12:45 - 3:45**  
**Maximum: 6 per section**  
**Credits: ProSem: 2; Practicum: 4**

### **PY 689A**

#### **Professional Seminar in Marriage & Family Therapy V**

### **PY 698**

#### **Internship in Marriage & Family Therapy**

RESTRICTED TO CONTINUING MFT II students.

This is a continuation of Professional Seminar in Marriage & Family Therapy IV (PY 688B). Students will complete and present their theory of therapy papers and their application to a client case from their internships. Issues related to professional practice in the current mental health climate will be introduced. Students will begin to formulate plans for continued professional growth and mentorship with the goal of working toward the LMFT in their region of practice.

**Section A: Anne Prouty Lyness**  
**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**

### **PYB 513**

#### **Psychopathology: Eating Disorders**

**CLASS CANCELLED 03/22/07**

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

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

**Section A: Margaret Goodwin**  
**Time: Saturday & Sunday, March 24 & 25,**  
**9:00 am - 5:00 pm**  
**Maximum: 24**  
**Credits: 1**

# Department of Applied Psychology

## Course Descriptions

### PY 656

#### Psychopathology & the Assessment of Social Systems

COMPETENCY AREA: Behavioral Science & Social Systems Assessment & Interventions Strategies; COAMPTE 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: PYD 600 Ethics and Professional Development in MFT Practice, PY 642B Theoretical Foundations of Marriage & Family Therapy 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: Doug Smith**

**Time: Tuesdays, 9:00 - 11:30 am (1/16/07 - 3/6/07)**

**Time: Tuesdays, 4:00 - 6:30 pm (3/20/07 - 5/1/07)**

**Maximum: 24**

**Credits: 3**

### 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

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: Lindsay Freese**

**Time: Saturday & Sunday, February 10 & 11, 9:00 am - 5:00 pm**

**Maximum: 24**

**Credits: 1**

### PYB 523

#### Psychopharmacology for Counselors

COMPETENCY AREA: Behavioral Science Foundation

**Changed 12/07/06 to:**

**Required of CMHC students.**

**Priority to CP and SA/AC 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

**Course description changed 03/19/07:**

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

**Section A: Judith Durham**

**Time: Saturday & Sunday, March 3 & 4,**

**9:00 am - 5:00 pm**

**Maximum: 24**

**Credits: 1**

### PY 565

#### Religious Issues in Counseling and Therapy

**CLASS CANCELLED 01/18/07**

COMPETENCY AREA: Elective

Cultural competence for counselors and therapists must include an orientation to and understanding of diverse religious and spiritual perspectives. Individuals and families' religious and spiritual orientations offer challenges and opportunities for the counselors and therapists committed to helping them. This workshop will offer a basic orientation to three major religions prevalent in our society. Similarities and differences in world view, practices and beliefs will be examined in Judaism, Christianity and Islam and strategies for including and addressing religious issues in the therapeutic context will be examined.

**Section A: TBA**

**Time: Saturday & Sunday, February 24 & 25,**

**9:00 am - 5:00 pm**

**Maximum: 24**

**Credits: 1**

### PYC 654

#### Research and Evaluation

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

This course will familiarize students with clinically relevant research methods including surveys, experimental, quasi-experimental, and single case replication designs, clinical outcome, research and program evaluation. The research

on empirically validated treatments will be examined. Students will present research or research designs supporting their approach to treatment within a selected client population. In addition, this course will include an examination of the ACA/APA ethical guidelines for conducting research, and issues of diversity in research and evaluation. An overview of statistical concepts and terminology related to research methods will be included.

**Section A: Rachel Becker-Klein**

**Section B: Sarah Gates**

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

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

**Maximum: 24**

**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: TBA**

**Changed 11/30/06 to: Craig Donnan**

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

**Maximum: 20**

**Credits: 3**

### PYC 674A

#### Research and Evaluation in Marriage and Family Therapy

REQUIRED OF AND PRIORITY TO MFT students. Open to CP II equivalent to PYC 654; others by written permission of Instructor 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 (1/16/07 - 3/6//07),**

**Doug Smith (3/20/07 - 5/1/07)**

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

**Maximum: 24**

**Credits: 3**

# Department of Applied Psychology

## Course Descriptions

### PYS 604

#### Social and Cultural Diversity

COMPETENCY AREA: Social Systems Assessment & Intervention Strategies;

REQUIRED OF AND PRIORITY TO CMHC (SA/AC) Spring 2007 & Fall 2006 entrants; others by written permission of the Program Director attached to or on registration form.

SECTIONS: A - C. REQUIRED OF AND RESTRICTED TO Spring 2007, Fall 2006 CMHC (SA/AC) entrants. 8 seats reserved per section for CMHC Spring 2007 entrants.

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

**Section A: Dottie Morris**

**Section B: Carlotta Willis**

**Section C: Alice Scudder**

**Changed 11/30/06 to: Wendy Elliot**

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

**Maximum: 22 per section**

**Credits: 3**

### PY 678

#### Special Issues in Family Therapy, Substance Abuse & 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.

**Section A: Doug Smith (1/16/07 - 3/6/07)**

**Kevin Lyness (3/20/07 - 5/1/07)**

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

**Maximum: 24**

**Credits: 3**

### PYC 663

#### Spiritual Approaches

#### to Mental Health Counseling

(formerly *Spirituality & Counseling*)

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

PREREQUISITE: Completion of all CP I courses and internships

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

**Course description changed 11/30/06:**

**This course will provide a survey of transpersonal experience and theory as well as religious and spiritual traditions. An approach to counseling which can be adapted to many clinical situations will emerge from that survey. Issues in counseling will include assessing the spiritual condition of both client and counselor, distinguishing religious and spiritual issues from serious pathology, recognizing the resources and dangers of religious and spiritual traditions, and assessing the use of spiritual disciplines and techniques in therapy. Students will be asked to reflect on their own spiritual journeys. A co-requisite, "Regular meditation practice, one half hour per day", is also on the syllabus.**

**Section A: John Van Ness**

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

**Maximum: 15**

**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, 2007**, 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: CP: Behavioral Science Foundation; CMHC: Substance Abuse Counseling

REQUIRED OF all CP and CMHC students.

PRIORITY TO CP II students.

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

**Section A: Tom Barker**

**Time: Saturday & Sunday, March 10 & 11,**

**9:00 am - 5:00 pm**

**Maximum: 24 per section**

**Credits: 1**

### PYI 537

#### Working With Teens and Adults on the Spectrum

REQUIRED OF AND RESTRICTED TO ASD Certificate Students, 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. Topics include developing skills in self-advocacy and disclosure, employment, continuing education, relationships, as well as appropriate interdependent living. Readings, class discussions, guest lectures and panel discussions will be used to explore class topics.

**Section A: Stephen Shore**

**Section B: Ellen Korin**

**Time: Sundays, February 25 & March 25,**

**9:00 am - 5:00 pm**

**Maximum: 24**

**Credits: 1**

### PY 510

#### Writing Skills for Counselors

COMPETENCY AREA: Elective

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

**Section A: Greg Blair**

**Time: Saturday & Sunday, February 3 & 4,**

**9:00 am - 5:00 pm**

**Maximum: 24**

**Changed 01/18/07 to: Maximum: 10**

**Credits: 1**

# Department of Clinical Psychology

## Registration Instructions

Please note: Doctoral program classes will begin Monday, January 22 and run through Tuesday, May 8, 2007. No classes March 12 - 16 (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 MINIMUMS/MAXIMUMS

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

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

### YEAR I STUDENTS

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

### YEAR III STUDENTS

Please register for:

- An 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 723 Supervision (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 totaling 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

### 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 \$1000.00 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 \$400.00 and \$1000.00 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 723 Supervision (Section A) (10 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 27 & 28

PYC 730 The Dream in Clinical Practice  
(Section A)

#### February 10 & 11

PY 859C Fundamental Clinical Skills II  
(Section A)

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

PY 863 Writing Workshop I (Section A)

#### February 17 & 18

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

#### February 24 & 25

PY 859C Fundamental Clinical Skills II  
(Section B)

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

#### March 31 & April 1

PY 868 Writing Workshop II (Section A)

#### April 14 & 15

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

#### April 21 & 22

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

#### April 28 & 29

PY 714 Clinical Psychopharmacology  
(Section A)

# Department of Clinical Psychology

## Course Descriptions

### PY 898

#### Advanced Practicum

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

**Section A: Lorraine Mangione**  
**Credits: 3**

### PY 856A

#### Advanced Seminar: Aftermath & Treatment of Trauma

COMPETENCY AREA: Clinical Techniques and Methods/Interventions

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

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

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

### PYC 717

#### Advanced Seminar: Assessment and Treatment of Couples

**CLASS CANCELLED 12/22/06**

COMPETENCY AREA: Clinical Techniques and Methods/Interventions

RESTRICTED TO Year IV students.

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

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

### PY 820A

#### Advanced Seminar: Brief Psychotherapy

COMPETENCY AREA: Clinical Techniques and Methods/Interventions

RESTRICTED TO Year III & Year IV students.

PRIORITY TO Year IV students.

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

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

### PYB 711

#### Advanced Seminar: Clinical Neuropsychology

COMPETENCY AREA: Biological Bases of Behavior

RESTRICTED TO Year III & Year IV students.

PRIORITY TO Year IV students.

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

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

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

### PYS 701

#### Advanced Seminar: Countertransference and Supervision

**CLASS ADDED 12/22/06**

COMPETENCY AREA: Management and Supervision

This advanced seminar focuses on the use of countertransference in the supervisory experience. The seminar considers issues of containment and safety, unconscious communication, the action of supervision, and the use of the group. The seminar will involve an active exploration of conceptual material as manifested in clinical cases. The seminar is specifically designed to offer students an opportunity to inform and further develop their practice as psychotherapists and supervisors.

**Section A: Colby Smith**  
**Time: Mondays, 9:00 - 11:30 am**  
**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-butressed opinions combined with other data include the Wechsler scales, Rorschach test (Comprehensive System), and MMPI-2. Other tests are discussed in the context of specific assessment activities. This class explores the assessment enterprise with clinics and for mental health professionals, in schools for learning and emotional difficulties, and for courts around forensic evaluations. With each of these tests and assessment contexts, students learn to better analyze and integrate complex information, applying this data skillfully to various systems.

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

### PYC 710

#### Advanced Seminar: Substance Abuse Theory and Practice **CLASS CANCELLED 01/10/07**

COMPETENCY AREA: Clinical Techniques and Methods/Interventions

RESTRICTED TO Year III and Year IV students.

PRIORITY TO Year IV students.

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

motivational conceptualizations and models of treatment will be covered, with an emphasis on evidence-based intervention strategies. Students will develop the clinical knowledge and skills for effective work with this population.

**Section A: David Hamolsky**  
**Time: Mondays, 4:30 - 7:30 pm**  
**Changed 11/30/06 to:**  
**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, April 28 & 29,**  
**9:00 am - 5:00 pm**  
**Changed 03/19/07 to:**  
**Time: Saturday & Sunday, April 21 & 22,**  
**9:00 am - 5:00pm**  
**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 Consultation: Theory and Practice 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 Consultation: Theory and Practice I.

**Section A: Ted Ellenhorn**  
**Time: Saturday & Sunday, February 17 & 18,**  
**9:00 am - 5:00 pm**  
**Maximum: 25**  
**Credits: 1**

### PY 899

### Doctoral Dissertation

Year V+ students who have not yet begun or have already completed 2,000 hours of internship, need register for only PY 899, Doctoral Dissertation. Students must be registered for Doctoral Dissertation in the semester during which they complete Final Orals. Students who anticipate completing

Final Orals during their fourth year MUST register for the Dissertation in the semester in which the Orals take place. Students must continue to register each semester until the dissertation is deposited.

**Section A: George Tremblay**  
**Credits: uncredited**

### PYR 876

### Doctoral Research Seminar II

COMPETENCY AREA: Research and Inquiry

REQUIRED OF AND RESTRICTED TO Year III students.

This course is a continuation of Doctoral Research Seminar I.

**Section A: Kathi Borden**  
**Section B: Ted Ellenhorn**  
**Section C: James Fauth**  
**Section D: Susan Hawes**  
**Section E: Vic Pantescio**  
**Section F: Roger Peterson**  
**Section G: Gargi Roysircar**  
**Section H: Colborn Smith**  
**Section I: 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 12, March 5 & 19, April 9 & 16)**  
**Maximum: 5 per section**  
**Credits: 1**

# Department of Clinical Psychology

## Course Descriptions

### **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 22 & 29;  
February 5, 19 & 26; March 26;  
April 2, 23 & 30; May 7)  
**Maximum:** 5 per section  
**Credits:** 2

### **PYC 730**

#### **The Dream in Clinical Practice**

COMPETENCY AREA: Clinical Techniques and  
Methods/Interventions

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

**Section A:** Ted Ellenhorn  
**Time:** Saturday & Sunday, January 27 & 28,  
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,  
February 10 & 11,  
9:00 am - 5:00 pm  
**Section B:** Saturday & Sunday,  
February 24 & 25,  
9:00 am - 5:00 pm  
**Maximum:** 15 per section  
**Credits:** 1

### **PY 777B**

#### **Human Diversity and the Clinical Enterprise**

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

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

**Sections A & B:** Gargi Roysircar  
**Time:** **Section A:** Tuesdays, 9:00 - 11:30 am  
**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 21 & 22  
9:00 am - 5:00 pm  
**Maximum:** 20  
**Credits:** 1

### **PY 896**

#### **Internship (Year IV students)**

### **PY 897**

#### **Internship (Year V+ students)**

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

**Section A:** Colborn Smith  
**Credits:** uncredited

### **PY 816**

#### **Methods of Psychological Assessment II**

COMPETENCY AREA: Clinical Techniques and  
Methods/Interventions

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

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

**Section A:** 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, train-

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## Course Descriptions

ing, 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 12, March 5 & 19, April 9 & 16)**  
**Maximum: 20**  
**Credits: 1**

### PY 730

#### Personality: Theory and Assessment

COMPETENCY AREA: Individual Behavior and Individual Differences  
REQUIRED OF AND RESTRICTED TO Year I students.

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

**Section A: Ted 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: Barbara Belcher-Timme**  
**Section B: Sue Quigley**  
**Section C: William Slammon**  
**Section D: David Junno**  
**(Section assignments will be made by the department)**  
**Time: Mondays, 1:00 - 3:30 pm**  
**Maximum: 8 per section**  
**Credits: 3**

### PY 883B

#### Professional Seminar IV: Case Conceptualization and Demonstrations

### PY 892

#### Practicum

REQUIRED OF AND RESTRICTED TO Year II students.

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

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

### 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 ther-

apist'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**

### 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 Discourses

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

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

**Section A: Susan Hawes**  
**Time: Saturday & Sunday, April 14 & 15**  
**9:00 am - 5:00 pm**  
**Maximum: 20**  
**Credits: 1**

### PY 894C

#### Special Proficiency Practicum

Restricted to Year IV students.

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

**Section A: Lorraine Mangione**  
**Credits: 1**

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### **CLASS ADDED 11/30/06**

#### **PYC 729**

#### **Sport & Exercise Psychology**

COMPETENCY AREA: Clinical Techniques & Methods/Interventions

This workshop focuses on introducing the student to the exciting and emerging field of Sport and Exercise Psychology. Teacher, researcher, clinician, consultant, and mental coach roles will be presented along with the theoretical underpinnings that provide the foundation for these roles. Another point of emphasis will be what one can do to successfully build a sport and exercise psychology component to one's professional career. Case examples and demonstrations will be used to demonstrate principles covered in the course.

**Section A: Jim Graves**

**Time: Saturday & Sunday, February 3 & 4,**

**9:00 am - 5:00 pm**

**Maximum: 20**

**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 and Education.)

**Sections A & B: David Junno**

**Time: Section A: Saturday & Sunday,  
February 10 & 11, 9:00 am - 5:00 pm**

**Time: Section B: Saturday & Sunday,  
February 24 & 25, 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.

#### **Applied Experience SIS Topics:**

Often students in Year III & Year IV, who wish to have a directed learning experience of a practical nature focused on a specific project, elect an SIS in an Applied Experience in Clinical Psychology. These Applied Experience 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 areas on the SIS contract; course numbers will be assigned by the Registrar's Office.

#### **PYE 890A**

#### **SIS: Applied Experience in Relationship Skills**

#### **PYE 890B**

#### **SIS: Applied Experience in Assessment**

#### **PYE 890C**

#### **SIS: Applied Experience in Intervention**

#### **PYE 890D**

#### **SIS: Applied Experience in Research and Evaluation**

#### **PYE 890E**

#### **SIS: Applied Experience in Consultation and Education**

#### **PYE 890F**

#### **SIS: Applied Experience in Management and Supervision**

#### **Advanced Supervised Study:**

The SIS list of Advanced Supervised Study is for Year III and Year IV students who wish to have a directed learning experience in the core knowledge bases of psychology. These Advanced Supervised Study SIS are organized according to the NCSPP educational model requirements and are designed to more clearly reflect advanced study for transcript, licensure, and internship application information.

#### **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**

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## 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, 2007**, 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**

### **PYS 723**

#### **Supervision**

COMPETENCY AREA: Management and Supervision  
REQUIRED OF AND RESTRICTED TO Year III students.

This course is designed to give students an introduction to supervision that is both didactic and experiential. The course begins with an overview of supervision, including such topics as the purpose and goals of supervision, theoretical models of supervision, roles in supervision, the development of the supervisor and the supervisee, the context of supervision, the evaluative process, the supervisory relationship, issues of diversity in supervision, ethics and supervisory practice, and research on supervision. After exploration and discussion of these areas, students have an opportunity to observe faculty and field supervisors demonstrate supervision in the classroom, as well as practice the role of supervisor in small groups with their peers.

**Section A: Lorraine Mangione**  
**Time: Mondays, 1:00 - 3:30 pm**  
**(10 weeks: January 22 & 29;**  
**February 5, 19 & 26; March 26;**  
**April 2, 23 & 30; May 7)**  
**Maximum: 25**  
**Credits: 2**

### **PY 863**

#### **Writing Workshop I**

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, February 10 & 11,**  
**9:00 am - 5:00 pm**  
**Changed 03/19/07 to:**  
**Time: Saturday & Sunday, April 14 & 15,**  
**9:00 am - 5:00 pm**  
**Maximum: 8**  
**Credits: 1**

### **PY 868**

#### **Writing Workshop II**

**CLASS CANCELLED 03/28/07**

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, March 31 & April 1,**  
**9:00 am - 5:00 pm**  
**Maximum: 8**  
**Credits: 1**

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