

ANTIOCH  
UNIVERSITY  

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NEW ENGLAND

Academic Catalog

2012-2013

## **Antioch University New England Student Handbook 2012-2013**

<http://www.antiochne.edu/handbook/>

On behalf of all faculty and staff, I am pleased to welcome you to Antioch University New England. The Antioch University New England community is made up of students, faculty, and staff of diverse backgrounds and experience. Students come to our campus from throughout the U.S. and around the world to pursue graduate study and change the world for the better.

We share a common commitment to Antioch University's mission with our colleagues at the other Antioch University campuses in Los Angeles, Santa Barbara, Seattle, and Yellow Springs, Ohio. All Antioch University campuses are covered by overarching policies; AUNE academic and administrative departments are guided by both these and our own campus policies and procedures.

This Student Handbook is a reference for registration, academic, and financial policies and procedures, as well as for campus resources and academic supports. You are responsible for familiarizing yourself with all pertinent policies and procedures and for adhering to them throughout your graduate studies. Of particular note are the Student Rights and Responsibilities.

Again, welcome to Antioch University New England. I sincerely hope your graduate studies are both personally and professionally rewarding.

David A. Caruso, PhD  
President

## **2012-2013 Degree Requirements**

Students are required to fulfill the set of course, competency area, and internship/practicum requirements in effect for the semester and year they enrolled as a degree student. Please be sure to refer to the correct academic year when consulting these pages. If you have any questions as to which curriculum you are governed by, please contact the Registrar's Office.

### **2012-2013 Degree Requirements: Applied Psychology**

- MA in Clinical Mental Health Counseling
- MA in Clinical Mental Health Counseling with a Specialization in Substance Abuse/Addictions Counseling
- MA in Marriage and Family Therapy
- PhD in Marriage & Family Therapy
- MA in Dance Movement Therapy and Counseling
- Post-Master's Certificate of Respecialization in Dance Movement Therapy
- Autism Spectrum Disorders Certificate Program
- Applied Behavior Analysis Certificate Program

#### **Special Requirements for All Programs in the Department of Applied Psychology**

Because these are programs of professional preparation, students must meet professional as well as academic standards. The Department of Applied Psychology adheres to the code of ethics of the following organizations: The American Association for Marriage & Family Therapy, The American Counseling Association, the American Mental Health Counselors Association, and the American Dance Therapy Association, the Behavior Analyst Certification Board and also requires that students maintain the ability to function in a professional capacity and seek help, when necessary, in managing their personal issues. Questions about personal/professional competence or ethical conduct will be discussed with the student before any administrative action is taken. If resolution is not possible at the departmental level, the issues may be referred for more formal resolution through the Student Grievance Procedure. Policies and procedures employed by the Department of Applied Psychology in evaluating academic, clinical, interpersonal effectiveness, and professional behavior can be found in the Department of Applied Psychology Handbook.

#### **Certification and Licensing**

Graduates of the Department of Applied Psychology may apply for professional credentials, recognizing their level of training and experience. Credentials may be granted by national professional boards/organizations or by the regulatory boards of individual states. Generally there are three levels:

#### **Licensure**

Licensure is a legislatively established form of regulation granted and administered by individual states. It may protect the practice of an occupation as well as the title. This makes it the most desirable, both for public protection (its primary purpose) as well as for members of that profession. Only states may grant licenses. State licensure establishes standards for insurance payers to use in identifying qualified practitioners. Examples of titles under current usage are licensed clinical mental health counselor, professional counselor, marriage and family therapist, licensed alcohol and drug addictions counselor, or creative arts therapist.

## **Certification**

Certification is a process of verifying one's professional qualifications. State laws may establish certification; national professional organizations/boards may also certify. Most often this includes a written examination of one's knowledge in the field. The National Board of Certified Counselors offers certification as a National Certified Counselor and several specialty certifications. Certification for drug and alcohol counselors is available both through professional organizations and through state certifying bodies. Certification for Behavior Analysts and Assistant Behavior Analysts is available through the Behavior Analyst Certification Board. Certifications, memberships, and registries are not generally recognized by insurance payers, but are useful to the public in assessing a practitioner's qualifications.

## **Registry or Roster**

Registry or roster usually refers to a listing of those using a title or providing a service. Registries can be maintained by the profession or by the state. Some states require rostering in order to practice. Clinical Membership in AAMFT and Registry through the American Dance Therapy Association (American Dance Therapists—Registered) are examples of this level of credential. The state of Vermont, for example, maintains a roster of unlicensed practitioners and requires rostering prior to obtaining post degree supervised hours for licensure. The state of New Hampshire requires that applicants have supervision plans filed prior to beginning post-master's practice. The legislature in each state establishes the criteria for licensure and an appointed board determines an individual's eligibility for licensure. The Department has designed its programs to be consistent with the standards of the representative professional organizations. Individual states, many of which base their legislation on professional organization standards, vary as to specific coursework, number of hours of supervised practice, supervisor qualification, and other required criteria. The Department of Applied Psychology recognizes the importance of licensing and certification as part of the preparation for professional practice and offers coursework and internships that allow students to achieve a licensable portfolio. However, because licensure is the sole province of the state regulating bodies, the Department cannot guarantee that students will be licensed or certified. It is the students' responsibility to obtain their state's regulations and to meet specific state requirements. This is especially important since some states require that all coursework be completed within the graduate degree program, and will not allow courses to be added at a later date. Additionally, board membership changes and new legislation may alter licensure requirements or interpretation of these requirements during a student's program. It is the student's responsibility to be aware of and to meet these requirements. The cost of any coursework over and above that required for the student's program is the responsibility of the student, including the cost of meeting any future changing regulations. Membership in state professional organizations and ongoing contact with licensing boards in their respective states will assist students in assuring their own eligibility for professional licensure. Core faculty members in the Department are available for advice and counsel on licensing matters.

## **Changing State Licensing Requirements**

AUNE, while not responsible for actions of external licensing agencies, does intend to support both current masters and doctoral degree students and graduates in meeting changing requirements. In doing so, we strive to be fair and consistent to all students. Therefore, if licensing requirements enacted by an external agency exceed the current degree requirements, the following options are available:

1. For current masters or doctoral degree students: additional coursework to satisfy licensing requirements (either existing courses or SISs). Current students may use elective credits, or if necessary, study an additional semester at the current per-credit rate.
2. For graduates of masters or doctoral degree programs: the opportunity to enroll as a Continuing Education Student in either the appropriate course or, as an exception, in an SIS, at the following rate: 50% of the Continuing Education master's per credit tuition. This charge is less than the current per credit fee for matriculated master's students.

## **MA in Clinical Mental Health Counseling 62 credits**

Students may enter the program in the Fall or Spring semesters. Both entry points require 6 semesters of study and the degree requirements are the same. The first year is an introduction to the foundations of Mental Health Counseling theory and practice. In the second year, students continue to study the fundamentals of the profession, adding a professional seminar and a 600-hour practicum/internship experience which should include a supervised experience in individual, group, and systems interventions. This field experience requires a commitment of about twenty hours per week over the course of two semesters. Students who wish to use their current employment as a practicum or internship must consult with the director of clinical training for the Clinical Mental Health Counseling Program. In the third year of the program, at least two concentration seminars are taken, selected from a variety of focused treatment or population courses such as: cognitive behavioral approaches, child and family counseling, mind-body and expressive approaches to mental health counseling. Students take another year of professional seminar and complete a 600-hour internship to meet their more advanced training needs. *Required Courses are Listed under Each Competency Area*

<b>Behavioral Science</b>	<b>9 credits</b>
<ul style="list-style-type: none"> <li>• PYB 550 Psychopathology: Diagnosis and Assessment</li> <li>• PYB 526 Human Development: Lifespan &amp; Systems Perspectives</li> <li>• PYB 590X Research &amp; Evaluation in Counseling &amp; Therapy</li> </ul>	
<b>Individual Assessment and Intervention</b>	<b>15 credits</b>
<ul style="list-style-type: none"> <li>• PYB 590A Fundamentals of Therapeutic Interaction</li> <li>• PYB 590A Fundamentals of Therapeutic Interaction</li> <li>• PYI 555 Counseling Theories, Models, and Approaches II</li> <li>• PYI 552 Career &amp; Lifestyle Counseling</li> <li>• PYI 514 Assessment: Principles and Methods</li> </ul>	
<b>Group and Social Systems Assessment and Intervention</b>	<b>6 credits</b>
<ul style="list-style-type: none"> <li>• PYB 606 Social-Cultural Diversity</li> <li>• PYG 603 Group Approaches to Mental Health Counseling</li> </ul>	
<b>Professional Identity and Practice</b>	<b>26 credits</b>
<ul style="list-style-type: none"> <li>• PYD 601 Professional Ethics for Counselors and Therapists (3 credits)</li> <li>• PY 683 Practicum Seminar in Mental Health Counseling (3 credits) &amp; PYP 696 Supervised Practicum (2 credits)</li> <li>• PY 684 Professional Seminar in Mental Health Counseling I (3 credits) &amp; PY 695D Supervised Internship (3 credits)</li> <li>• Professional Seminar in Mental Health Counseling II (3 credits) &amp; Supervised Internship (3 credits)</li> <li>• PY 688 Professional Seminar in Mental Health Counseling II (3 credits) &amp; PY 696C Supervised Internship (3 credits)</li> <li>• PY 689 Professional Seminar in MH Counseling III (3 credits)&amp; PY 696 Supervised Internship (3 credits)</li> </ul>	
<b>Major Areas of Concentration</b>	<b>6 credits</b>
<ul style="list-style-type: none"> <li>• Two 3-credit student selected concentration seminars</li> </ul>	
<b>Total Credits for MA in Clinical Mental Health Counseling</b>	<b>62 credits</b>

60-credit minimum is required if any courses are waived. All waivers must be submitted to the Registrar's Office in writing.

### **Master of Arts in Clinical Mental Health Counseling with a Specialization in Substance Abuse/Addictions Counseling —63 credits**

Students may enter the program in the Fall or Spring semesters. Both entry points require 6 semesters of study and the degree requirements are the same. Students in this concentration must also complete a weekend course in psychopharmacology of substance abuse. One of the two internship/practicum years must be completed in a substance abuse treatment setting or in a general setting with an identified substance abuse population (such as a student assistance program in a high school).The first year is an introduction to the foundations of Mental Health Counseling theory and practice. In the second year, students continue to study the fundamentals of the profession, adding a professional seminar and a 600-hour practicum/internship experience which should include a supervised experience in individual, group, and systems interventions. This field experience requires a commitment of about twenty hours per week over the course of two semesters. Students who wish to use their current employment as a practicum or internship must consult with the

director of clinical training for the Clinical Mental Health Counseling Program. In the third year of the program, two concentration seminars are taken: Integrative Approaches to Addictions Counseling, and Family Counseling Approaches to Addictions. Students take professional seminar and complete a different 600-hour internship to meet their more advanced training needs. Another year of Professional Seminar is completed: this seminar has an additional focus in addictions counseling. To earn the MA degree in Clinical Mental Health Counseling with a specialization in Substance Abuse/Addictions Counseling, a student must successfully complete a minimum of sixty-three credits, distributed as follows: *Required Courses are Listed under Each Competency Area*

<b>Behavioral Science</b>	<b>10 credits</b>
<ul style="list-style-type: none"> <li>• PYB 550 Psychopathology: Diagnosis &amp; Assessment</li> <li>• PYB 526 Human Development: Lifespan &amp; Systems</li> <li>• PY 563 Psychopharmacology of Substance Abuse</li> <li>• PY 563 Psychopharmacology of Substance Abuse</li> <li>• PYB 590X Research &amp; Evaluation in Counseling &amp; Therapy</li> </ul>	
<b>Individual Assessment and Intervention</b>	<b>15 credits</b>
<ul style="list-style-type: none"> <li>• PY 590A Fundamentals of Therapeutic Interaction</li> <li>• PYI 554 Counseling Theories, Models, and Approaches I</li> <li>• PYI 555 Counseling Theories, Models, and Approaches II</li> <li>• PYI 552 Career &amp; Lifestyle Counseling</li> <li>• PYI 552 Career &amp; Lifestyle Counseling</li> </ul>	
<b>Group and Social Systems Assessment and Intervention</b>	<b>6 credits</b>
<ul style="list-style-type: none"> <li>• PYB 606 Social-Cultural Diversity</li> <li>• PYG 603 Group Approaches to Mental Health Counseling</li> </ul>	
<b>Professional Identity and Practice</b>	<b>26 credit</b>
<ul style="list-style-type: none"> <li>• PYD 601 Professional Orientation and Ethics (3 credits)</li> <li>• PY 683 Practicum Seminar in Mental Health Counseling (3 credits) &amp; PYP 696 Supervised Practicum (2 credits)</li> <li>• PY 684 Professional Seminar in Mental Health Counseling I (3 credits) &amp; PY 695D Supervised Internship (3 credits)</li> <li>• PY 688 Professional Seminar in Mental Health Counseling II (3 credits) &amp; PY 696C Supervised Internship (3 credits)</li> <li>• PY 689 Professional Seminar in MH Counseling III (3 credits) &amp; PY 696 Supervised Internship (3 credits)</li> </ul>	
<b>Major Areas of Concentration</b>	<b>6</b>
<ul style="list-style-type: none"> <li>• PYC 626 Integrative Approaches to Addictions Counseling</li> <li>• PYC 666 Family Counseling Approaches to Addictions Counseling</li> </ul>	<b>credits</b>
<b>Total Credits for MA in Clinical Mental Health Counseling with Substance Abuse Concentration</b>	<b>63 credits</b>

60-credit minimum is required if any courses are waived. All waivers must be submitted to the Registrar's Office in writing.





## Master of Arts in Marriage & Family Therapy —63 credits

To earn an MA in Marriage and Family Therapy, you must earn sixty-one credits, (a minimum of sixty credits if any required courses are waived), as distributed below. Students will complete a 250 clock-hour practicum in the Fall and Spring of the first year of the program, and a twelve-month, 1,000 clock-hour internship, starting in May and extending through the Spring of their second year. The program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education, which is recognized by the U.S. Department of Education as the accrediting agency for the accreditation of clinical training programs in marriage and family therapy at the master's, doctoral, and postgraduate levels. Practicum and internship placements may require criminal background checks as well as verification of up-to-date vaccinations. *Required courses are listed under each Standard Curriculum Area Requirement as outlined by the Commission on Accreditation for Marriage and Family Therapy Education.*

<b>Area I: Theoretical Knowledge</b>	<b>9 credits</b>
<ul style="list-style-type: none"><li>• PY 642B Foundational Theories of Marriage and Family Therapy</li><li>• PY 576 Postmodern Approaches to Family Therapy</li><li>• PY 648A Couples Therapy from a Systemic Perspective</li></ul>	
<b>Area II: Clinical Knowledge</b>	<b>12 credits</b>
<ul style="list-style-type: none"><li>• PYB 550 Psychopathology: Diagnosis &amp; Assessment</li><li>• PYG 605 Family Therapy Seminar: DV and Larger Systems</li><li>• PYI 518 Human Sexuality and Sex Therapy</li><li>• PYC 626 Integrative Approaches to Addictions Counseling (3 credits)</li></ul>	
<b>Area III: Individual Development and Family Relations</b>	<b>9 credits</b>
<ul style="list-style-type: none"><li>• PYB 526 Human Development : Lifespan &amp; Systems Perspectives</li><li>• PYB 606 Social-Cultural Diversity</li><li>• PYB 519 Family Studies Seminar</li></ul>	
<b>Area IV: Professional Identity and Ethics</b>	<b>3 credits</b>
<ul style="list-style-type: none"><li>• PYD ___X Professional Orientation &amp; Ethics</li></ul>	
<b>Area V: Research</b>	<b>3 credits</b>
<ul style="list-style-type: none"><li>• PYB 590X Research &amp; Evaluation in Counseling &amp; Therapy</li></ul>	
<b>Additional Courses</b>	<b>25 credits</b>
<ul style="list-style-type: none"><li>• PY 686A Professional Seminar in MFT I and PY 687A Professional Seminar In MFT II (6 credits)</li><li>• PY 697 Practicum in MFT I &amp; II: 250 supervised clock hours over eight months in an approved practicum site (4 credits)</li><li>• PY 687B, 688B, and PY 689A Professional Seminars III, IV and V (9 credits)</li><li>• PY 698B and PY 698 Internship: 1,000 supervised clock hours over twelve months in an approved internship site (6 credits)</li></ul>	
<b>Total credits</b>	<b>61 credits</b>

**Note:** By the conclusion of the practicum and internship requirements, the student must have provided a minimum of 500 therapy hours including no fewer than 250 relational hours under approved supervision at the approved sites, and received no fewer than 100 hours of approved supervision, twenty-five hours of which must be live or videotaped therapy sessions and twenty-five of which must be live, videotaped, or audiotaped sessions directly observed by the supervisor. Students may be required to provide their own

video or audiotaping equipment at their internship site. All COAMFTE clinical requirements must be adhered to by the sites and supervisors. The Director of Clinical Training will provide current information and will assist MFT students to obtain an appropriate clinical site placement and supervision. A 60-credit minimum is required if any courses are waived. All waivers must be submitted to the Registrar's Office in writing.

**PhD in Marriage & Family Therapy —82 credits**

*Required Courses are Listed under Each Competency Area:*

<b>Theory</b>	<b>9 credits</b>
<ul style="list-style-type: none"> <li>• MFTT 701 Theories of Social Justice in MFT (3 credits)</li> <li>• MFT 705 Seminar in Current MFT Topics I (3 credits)</li> <li>• MFT 707 Seminar in Current MFT Topics II (3 credits)</li> </ul>	
<b>Clinical Practice</b>	<b>17+ credits</b>
<ul style="list-style-type: none"> <li>• MFTC 760, MFTC 762, MFTC 764 Clinical Practicum I, II &amp; III (3 credits each)</li> <li>• MFTC 740, MFTC 742, MFTC 744 Doctoral Professional Seminars I II &amp; III (3 credits for I and II, 2 credits for III)</li> <li>• Elective: MFTC 746, MFTC 768, and MFTC 770 Clinical Practicum IV, V, and VI (1 credit each)</li> <li>• Elective :MFTC 766 and MFTC 748, and MFTC 750 Doctoral Professional Seminar IV, V, &amp; VI (1 credit each)</li> </ul>	
<b>Individual Development and Family Relations</b>	<b>3 credits</b>
<ul style="list-style-type: none"> <li>• " MFTI 704 Family Policy and MFT (3 credits)</li> </ul>	
<b>Clinical Supervision</b>	<b>21 credits</b>
<ul style="list-style-type: none"> <li>• MFTS 709 Supervision I (3 credits)</li> <li>• MFTS 729 Supervision II (3 credits)</li> <li>• MFTS 730, MFTS 731 and MFTS 740 Supervision Practicum I, II, &amp; III (3 credits for I &amp; II, 1 credit for III)</li> <li>• MFTS 730, MFTS 731 and MFTS 740 Supervision Practicum I, II, &amp; III (3 credits for I &amp; II, 1 credit for III)</li> </ul>	
<b>Research</b>	<b>15 credits</b>
<ul style="list-style-type: none"> <li>• MFTR 711 Quantitative Research Methods (3 credits)</li> <li>• MFTR 705 Statistical Methods in MFT (3 credits)</li> <li>• MFTR 719 Qualitative Research Methods I (3 credits)</li> <li>• MFTR 719 Qualitative Research Methods I (3 credits)</li> <li>• MFTR 723 Outcome Research in MFT (3 credits)</li> </ul>	
<b>Additional Courses</b>	<b>15 credits</b>
<ul style="list-style-type: none"> <li>• MFT 700 Teaching in MFT (3 credits)</li> <li>• MFT 707 Seminar in Current MFT Topics II (3 credits)</li> <li>• MFT 711 Appraisal and Assessment in MFT (3 credits)</li> <li>• MFT 712 Professional Writing in MFT (3 credits)</li> <li>• MFT 715 Trauma, Grief, and Loss in Families (3 credits)</li> </ul>	
<b>Dissertation &amp; Internship</b>	<b>2 credits</b>
<ul style="list-style-type: none"> <li>• MFTR 800 Dissertation Seminar (2 credits)</li> <li>• MFTC 780, MFTC 782, &amp; MFTC 784 Internship I, II &amp; III (uncredited) (3 semesters required)</li> <li>• MFTR 899 Dissertation minimum of three semesters required (uncredited)</li> </ul>	
<b>Total Credits, PhD in Marriage &amp; Family Therapy</b>	<b>82 credits</b>

**Note:** A total of 1000 hours of clinical practice (i.e., face-to-face client contact, with at least 500 relational hours and 200 hours of supervision) - including internship and practicum is required. Students from COAMFTE-accredited master's degree programs may waive up to 500 clinical hours and Licensed Marriage and Family Therapists may waive an additional 350 clinical hours. Students without a background in MFT may be required to take additional prerequisite coursework. Practicum and internship placements may require criminal background checks as well as verification of up-to-date vaccinations. Additional degree requirements:

- Satisfactory completion of a doctoral dissertation which demonstrates doctoral level scholarship.
- Satisfactory performance on the Qualifying Examinations at the end of the second academic year.

Students have a maximum of seven years from initial enrollment to complete all course requirements, clinical hours, and dissertation.

### **Master of Arts in Dance Movement Therapy and Counseling—62 credits**

The program typically takes two-and-a-half to three years to complete, entailing two days per week of classes. In your first year, you will take core classes in dance/movement therapy, two semesters of practica in dance/movement therapy as well as counseling courses. During your second year, you will take advanced dance/movement therapy courses and additional counseling courses. You will also spend nine months over two semesters in a supervised counseling practicum/internship sequence, for 15 hours per week totaling 450 hours, and take a concurrent 6-credit Professional Seminar sequence. You will begin your six- to nine-month dance/movement therapy internship (700 hours) during the fall of your third year. Internship sites range from the local New England area to locations throughout the country; international sites are also a possibility when supervision is available. (The internship must be supervised by a BC-DMT.) Before graduation, each student must have taken a 3-credit course or its equivalent in Anatomy & Kinesiology. Documentation of this requirement must be submitted to the Program Director in order for degree requirements to be satisfied. Graduates of the MA program are eligible for R-DMT registration from the American Dance Therapy Association. They must apply directly to the ADTA. To earn the MA degree in Dance/Movement Therapy and Counseling students must successfully complete a minimum of sixty-two credits, distributed as follows:

*Required Courses are Listed under Each Competency Area*

<b>Behavioral Science Foundations</b>	<b>12 credits</b>
<ul style="list-style-type: none"> <li>• PYB 505 Human Development &amp; Diversity</li> <li>• PYB 506 Psychopathology: An Ecological Approach</li> <li>• PYB 502 Psychomotor Assessment of Children</li> <li>• PB 514 Psychomotor Assessment of Adults</li> </ul>	
<b>Individual Assessment and Intervention Strategies</b>	<b>15 credits</b>
<ul style="list-style-type: none"> <li>• PB 514 Fundamentals of Therapeutic Interaction</li> <li>• PY 580 Expressive Arts Therapy</li> <li>• PY 558B Dance/Movement Therapy with Children</li> <li>• PY 618A Dance/Movement Therapy with Adults</li> <li>• PYI 554 Counseling Theories Models and Approaches I</li> </ul>	
<b>Group &amp; Social Systems Assessment &amp; Intervention Strategies</b>	<b>6 credits</b>

- PYG 604 Group Work in Dance Movement Therapy and Counseling
- PYG 608 Social & Cultural Diversity in Dance Movement Therapy

<b>PY 680A, PY 681B, PY 686 and PY 687 Professional Seminar Professional Seminar</b>	<b>12 credits</b>
<b>PYP 691, PYP 692, PY 693, PYP 695 and PYP 695A Practicum and Internship</b>	<b>14 credits</b>
<b>PYB 590X Research and Evaluation in Counseling &amp; Therapy</b>	<b>3 credits</b>
<b>Total Credits for MA in Dance/Movement Therapy and Counseling</b>	<b>62 credits</b>

60-credit minimum is required if any courses are waived. All waivers must be submitted to the Registrar's Office in writing. **Please Note:** An MEd in Dance/Movement Therapy is also available. Course requirements are the same as for the MA, but there is more flexibility in the type of internship and supervision allowed. Internships not supervised by BC-DMT's, however, do not qualify the graduate for R-DMT registration. (62 credit minimum program)

**Post-Master's Certificate of Respecialization in Dance/Movement Therapy (Certificate) 32 credits**

The Certificate Program is completed over two academic years (fall and spring semesters only). In the first year, students take core classes and practica in dance/movement therapy. During the second year, they take advanced dance/movement therapy courses. In order to earn the certificate, students must earn 32 credits, distributed as follows:

*Required Courses are Listed under Each Term*

<b>Fall Semester, First Year</b>	<b>11 credits</b>
<ul style="list-style-type: none"> <li>• PYG 608 Social &amp; Cultural Diversity in Dance Movement Therapy</li> <li>• PYP 691 Practicum I in Dance/Movement Therapy</li> <li>• PYB 502 Psychomotor Assessment of Children</li> <li>• PY 680A Professional Seminar in Dance/Movement Therapy I</li> </ul>	
<b>Spring Semester, First Year</b>	<b>11 credits</b>
<ul style="list-style-type: none"> <li>• PYP 692 Practicum II Dance/Movement Therapy</li> <li>• PYB 514 Psychomotor Assessment of Adults</li> <li>• PY 681B Professional Seminar in Dance/Movement Therapy</li> <li>• PYG 604 Group Work in Dance Movement Therapy and Counseling</li> </ul>	
<b>Fall Semester, Second year</b>	<b>6 credits</b>
<ul style="list-style-type: none"> <li>• PY 558B Dance/Movement Therapy with Children and Adolescents</li> <li>• PY 580 Expressive Arts Therapy</li> </ul>	
<b>Spring Semester, Second Year</b>	<b>4 credits</b>
<ul style="list-style-type: none"> <li>• PY 618A Dance/Movement Therapy with Adults</li> <li>• One Elective credit</li> </ul>	
<b>Total Credits for Dance Movement Therapy Certificate</b>	<b>32 credits</b>

### **Autism Spectrum Disorders Certificate Program – 12 credits**

The Autism Spectrum Disorders Certificate Program is completed over two academic semesters starting in the fall. In the first semester students take six 1-credit introductory courses in autism spectrum disorders. During the second semester students take three additional 1-credit courses and take one 3-credit advanced specialty seminar.

**6 credits**

#### **Fall Semester**

- PYB 530 Introduction to Autism Spectrum Disorders
- PYB 530 Sensory Issues of Individuals on the Autism Spectrum
- PYI 542 Training in the Social Use of Language
- PYI 540 Clinical and Educational Assessment of Individuals with ASD
- PYI 544 Educational Interventions for ASD I
- PYI 535 Introduction to Counseling Interventions for Autism Spectrum Disorders

#### **Spring Semester**

- PYI 539 Educational Interventions for ASD II
- PYI 537 Working with Teens and Adults on the Spectrum
- PYI 543 Advocacy Applications for Individuals on the Autism Spectrum
- A 3-credit advanced specialty seminar chosen from the following:
  - Pragmatic Language Groups: Advanced Assessment and Interventions for Autism Spectrum Disorders
  - PYI 541 Advanced Counseling Interventions for Autism Spectrum Disorders
  - PYI 546 Advanced Educational Interventions for Autism Spectrum Disorders
  - PYI 550 Positive Behavioral Support in ASD
  - PYI 549 Classic Autism: Advanced Assessment and Intervention

**6 credits**

#### **Total Credits for the Autism Spectrum Disorders Certificate**

**12  
credits**

### **Applied Behavior Analysis Certificate Program – 21 to 27 credits**

The Applied Behavior Analysis Certificate Program is a four semester certificate program. The program is available either with or without a 6-credit clinical component. Students accepted into the clinical component will register to take Practica in the second, third and fourth semesters.

#### **Behavioral**

**10 credits**

- PYB 530 Introduction to Autism Spectrum Disorders
- PYB 560 Ethical Considerations in Behavior Analysis 1
- PYB 561 Ethical Considerations in Behavior Analysis 2
- PYB 562 Concepts & Principles of Behavior Analysis
- PYB 565 Fundamentals of Behavior Change
- PYB 564 Behavioral Methods Lab

#### **Individual Assessment and Interventional Strategies**

**8 credits**

- PYI 560 Identification of Problem & Assessment
- PYI 562 Research Methods in Behavior Analysis

- PYI 538 Applied Behavior Analysis Interventions, Systems & Implementation

**Professional Identity and Practice**

**9 credits**

- PY 682 Professional Seminar in Applied Behavior Analysis 1
- PY 680 Professional Seminar in Behavior Analysis 2
- PY 681 Professional Seminar in Behavior Analysis 3

**Total Credits for the Applied Behavioral Analysis Certificate without Clinical Practicums 21 credits**

**For students accepted into the Clinical Program**

**Additional 6 credits**

- PY 691 Practicum 1 in Applied Behavior Analysis
- PY 692 Practicum 2 in Applied Behavior Analysis
- PY 694 Practicum 3 in Applied Behavior Analysis

**Total Credits for the Applied Behavioral Analysis Certificate with Clinical Practicums 27 credits**

**2012-13 Degree Requirements: Clinical Psychology**  
**Doctor of Psychology in Clinical Psychology**

**PsyD - 120 Credits, or 114 with half-time internship in year 4**

The PsyD Program in Clinical Psychology is a five-year, full-time program that includes four years of coursework plus the completion of a year-long internship (which may be done half-time over two years). Full-time study is defined as the completion of, on average, 30 credits within a calendar year (or 24 credits plus a half-time internship or a total of 120-128 semester hour credits over the four years or 114 minimum if half-time standing is done in the fourth year). In addition to 28 to 30 semester hours of classes taken on Mondays, Tuesdays, and during the week at practicum placements, students are also required to take at least two weekend courses or Supervised Independent Studies (1 weekend = 1 semester hour credit) over each program year. The requirements outlined also show how the program meets the requirements for accreditation by the American Psychological Association (APA) and our National Council of Schools and Programs of Professional Psychology (NCSPP) educational model with its seven competencies. The program's curriculum customarily prepares students to be eligible for licensure in psychology. It remains for the student to ensure they are eligible for licensing in the specific state(s) in which they intend to practice. The program also meets the requirements for the National Register of Health Service Providers in Psychology, which has included the program in its list of Designated Doctoral Programs in Psychology.



**Biological Aspects of Behavior (APA, NCSPP):**

- PY 710 Biological Foundations of Clinical Psychology (2 credits)
- At least 1 credit selected from the following electives:
  - PYB 710 Advanced Seminar: Clinical Psychopharmacology (3 credits)
  - PYB 711 Advanced Seminar: Clinical Neuropsychology (3 credits)
  - PY 714 Clinical Psychopharmacology (1 credit)

**Cognitive and Affective Aspects of Behavior (APA, NCSPP):**

- PY 714 Cognitive Aspects of Behavior (3 credits)

**Consultation and Education (APA, NCSPP):**

- PY 812A Consultation: Theory and Practice I (1 credit) and PY 812B Consultation: Theory and Practice II (1 credit)

**Cultural and Individual Diversity (APA, NCSPP):**

- PY 777B Human Diversity and the Clinical Enterprise (3 credits)

**Dysfunctional Behavior or Psychopathology (APA, NCSPP):**

- PY 731 Psychopathology and Behavioral Disorders (3 credits)

**History and Systems of Psychology (APA, NCSPP):**

- PY 702 Historical and Social Contexts of Psychology (3 credits)

**Human Development (APA, NCSPP):**

- PY 732 Psychological Development (3 credits)

**Individual Differences (APA, NCSPP):**

- PY 730 Personality: Theory and Assessment (3 credits)

**Interventions (APA, NCSPP):**

- PY 700 Psychotherapeutic Intervention I and PYC 701 Psychotherapeutic Intervention II: : Individual and Family (3 credits each, 6 total)
- PY 702 Psychotherapeutic Intervention III: Group (2 credits)
- PY 708 Psychotherapeutic Intervention IV: Special Topics in Intervention (2 credits)

**Management and Supervision (NCSPP):**

- PY 775 Public Policy and Advocacy (1 credit)
- PY 723 Supervision (2 credits)
- PY 799 Management (1 credit)
- PY 780 Health Service Delivery Systems (1 credit)

**Psychological Measurement (APA, NCSPP):**

- PY 780 Tests and Measurements in Psychology (3 credits)

**Relationship (NCSPP):**

- PY 792 Intake Interviewing Skills (1 credit)
- PYC 711 Social Justice in the Practice of Clinical Psychology (1 credit)
- PY 880B Professional Seminar I: Relationships, Roles and Ethics (3 credits) and PY 881B Professional Seminar II: Relationships, Roles and Ethics (3 credits)

**Research Methodology, Techniques of Data Analysis and Evaluating the Efficacy of Interventions (APA, NCSPP):**

- PY 871 Research Methods and Statistics I and PY 872 Research Methods and Statistics (3 credits)
- PYR 875 Doctoral Research Seminar I (1 credit), PYR 876 Doctoral Research Seminar II (2 credits), PYR 877 Doctoral Research Seminar III (2 credits), PYR 878 Doctoral Research Seminar IV (1 credit) (1 credit, 2 credits, 2 credits, 1 credit = 6 credits)

**Social Aspects of Behavior (APA, NCSPP):**

- PYS Advanced Seminar: Conflict Resolution: Theory and Practice (2 credits)
- PY 772 Psychology in the Community (2 credits)
- PY 786 Social Psychology and Social Responsibility (2 credits)

**Theories and Methods of Assessment and Diagnosis (APA, NCSPP):**

- PY 815C Methods of Psychological Assessment I (3 credits) and PY 816 Methods of Psychological

Assessment II (3 credits)

**A total of at least 17 credits in advanced seminars. The following elective courses are examples that have been regularly offered:**

**Advanced Seminar:**

- PYC 716 Advanced Projective Testing (3 credits)
- PY 856A Aftermath and Treatment of Trauma (3 credits)
- PYC 717 Assessment and Treatment of Couples (3 credits)
- PY 820A Brief Psychotherapy (3 credits)
- PY 740B Clinical Child Psychology Psychopathology and Assessment (3 credits)
- PYB 711 Clinical Neuropsychology (3 credits)
- PYB 710 Clinical Psychopharmacology (3 credits)
- PYC 706 Cognitive-Behavior Therapy (3 credits)
- PYS 776 Conflict Resolution: Theory and Practice (2 credits)
- PYC 712 Contemporary Psychoanalytic Practice (3 credits)
- PYS 701 Countertransference and Supervision (3 credits)
- PYI 705 Forensic Psychology (3 credits)
- PY 719 Health Psychology (3 credits)
- PYI 704 Integrative Psychotherapy (3 credits)
- PY 821 Intervention with Children and Adolescents (3 credits)
- PYI 707 Mindfulness (3 credits)
- PY 737A Object Relations Theory and Therapy (3 credits)
- PY 842 Professional Geropsychology (3 credits)
- PY 816F Psychological Assessment-Evaluations for Clinics, Schools, and Courts (3 credits)
- PYI 708 Spirituality and Religious Issues (3 credits)
- PYC 710 Substance Abuse Theory and Practice (3 credits)
- PYI 702 The Psychology of Performance (3 credits)

**A minimum of two weekend courses or SISs per year in the program (1 credit each)**

- PY 714 Clinical Psychopharmacology
- PYC 705 Dialectical Behavior Therapy
- PY 789 Dialogue and Difference
- PY 721A Ericksonian Hypnotherapy
- PY 718A Human Sexuality and Sex Therapy
- PYC 735 Infant Mental Health
- PYC 726 Positive Psychology: Research & Practice
- PYC 707 Psychotherapy with LGBT Clients
- PY 822 Sleep Dimension in Psychotherapy
- PY 703 Social History Popular Psych Discourses
- PYC 729 Sport & Exercise Psychology
- PYC 730 The Dream in Clinical Practice
- PY 842A Workshop in Gerontological Psychology
- PY 863 Writing Workshop I
- PY 868 Writing Workshop II

**Required Practicum (600 hours of approved practicum during each of the second and third years)**

**Intervention and Assessment (APA, NCSPP):**

- PY 892 Second Year Clinical Practicum (6 credits)
- PY 893 Third Year Clinical Practicum (6 credits)

**Elective Practicum Intervention and Assessment (APA, NCSPP):**

- PY 898 Advanced Practicum (3 credits) - 300 hours per semester in the fourth year
- PY 894C Special Proficiency Practicum (1 credit) - 100 hours per semester in the third (summer only) and fourth year

**Professional Seminar and Case Conferences (continuous enrollment required)(Professional Standards and Ethics & Relationships (APA, NCSPP)):**

- PY 880B Professional Seminar I: Roles, Relationships and Ethics (3 credits) and PY 881B Professional Seminar II: Relationships, Roles and Psychologist (3 credits)

**(Intervention (APA, NCSPP)):**

- PY 882B Professional Seminar III: Case Conceptualization and Demonstrations (3 credits) and PY 883B Professional Seminar IV: Case Conceptualization
- PY 884A Case Conference I (3 credits) and PY 885A Case Conference II (3 credits)

**1800 hours of internship within 24 consecutive months or participation in an APA approved internship, beginning the fourth or fifth year. Satisfactory performance on the Qualifying Examination with one part at the beginning and another at the end of the third academic year. Satisfactory completion of a doctoral dissertation which demonstrates doctoral level scholarship. Master of Science in Clinical Psychology** After the successful completion of required coursework specified for the first three years of the program (90 credits) including two years of practicum placements, matriculated students are awarded the Master of Science degree in Clinical Psychology. Courses must be completed through the spring semester of the third year; Qualifying Examinations are not required. Students are not admitted separately for the MS, nor is the degree designed to meet master's level licensing requirements. The MS is an additional credential that makes our students more attractive for some internships.

## 2012-13 Degree Requirements: Education

### Elementary & Early Childhood Teacher Certification (Integrated Learning)

- MEd in Elementary/Early Childhood Education with Arts & Humanities Concentration
- MEd in Elementary/Early Childhood Education with Science & Environmental Education Concentration
- MEd in Elementary Education with Special Education Certification

### Waldorf Programs and Concentrations

- MEd in Elementary Education Waldorf Concentration with Elementary Teaching Certification (Year Round Program)
- MEd in Elementary Education Waldorf Concentration with Elementary Focus (Year-Round Program)
- Certificate in Waldorf Elementary Education (Year Round Program)
- MEd in Foundations of Education Waldorf Concentration, Elementary Focus (Summer Sequence Program)
- Certificate in Waldorf Education, Elementary Focus (Summer Sequence Program)

### Experienced Educators

- MEd in Foundations of Education with Teacher Leadership Concentration
- MEd in Foundations of Education with Problem-Based Learning Concentration
- MEd in Foundations of Education with Next Generation Educational Technology Concentration
- MEd in Foundations of Education with Applied Behavioral Analysis Concentration
- MEd in Foundations of Education added to a certificate in Applied Behavioral Analysis
- MEd in Foundations of Education added to a certificate in Autism Spectrum Disorders
- MEd in Foundations of Education with Educating for Sustainability Concentration
- MEd in Foundations of Education with Educational Leadership & Administration Concentration
- Certificate in Educational Leadership & Administration (Post-Masters Principal Certification Track)

### **Master of Education in Elementary/Early Childhood Education with Arts & Humanities Concentration (Integrated Learning)**

MEd—40 credits To earn the MEd degree in Elementary/Early Childhood Education with New Hampshire Elementary and/or Early Childhood Education Teaching Certification you must meet the general education requirements, and you must successfully complete a minimum of 40 credits distributed as follows: *Required Courses are Listed under Each Competency Area*

#### **Theoretical & Philosophical Foundations of Education**

**9 credits**

- EDT 572 Human Development
- EDT 532 Conceptual Development & Learning Theory
- EDT 574 Philosophy of Education

#### **Curriculum & Instruction**

**15-18 credits**

- EDC 680 Reading/Literacy- Early Childhood or EDC 555 Reading/Literacy

Elementary

- EDC 577 Problem Solving Science or EDC 572 Elementary School Science I & EDC 579 Elementary School Science II
- EDC 563 Math Methods - Elementary or EDC 553A Math Methods Early Childhood
- EDC 551A Integrated Learning: Theory into Practice
- Social Studies Curriculum (2 credits)
- EDC 648 Early Childhood Curriculum and Methods (EC Certification only)
- EDC 665 Movement and Storytelling (EC Certification only)
- EDC 550 Integrated Arts

**Educational & Social Policy**

**3 credits**

- EDP 590 Teaching Exceptional Children
- EDP 598 School Law

**Electives**

**4-7 credits**

**Elementary and/or Early Childhood Internship**

**6-8 credits**

- Students must complete 240—300-hour semester-long internships in approved, self-contained classrooms assuming all responsibilities of a teacher conducting integrated curriculum in a progressive elementary school. Early Childhood internships should be in a pre-school, kindergarten, or first grade classrooms. Elementary internships should be in grades 1-6.

**Total Credits**

**40 credits**

**Master of Education in Elementary/Early Childhood Education with Science & Environmental Education Concentration (Integrated Learning)**

**MEd—40 credits**

To earn the MEd degree in Elementary/Early Childhood Education with New Hampshire Elementary Certification you must meet the general education requirements, and you must successfully complete a minimum of 40 credits distributed as follows:

*Required Courses are Listed under Each Competency Area*

**Theoretical & Philosophical Foundations**

**9 credits**

- EDT 572 Human Development
- EDT 532 Conceptual Development & Learning Theory
- EDT 574 Philosophy of Education

**Curriculum & Instruction**

**16 credits**

- EDC 551A Integrated Learning: Theory into Practice
- EDC 680 Reading/Literacy- Early Childhood or EDC 555 Reading/Literacy Elementary
- EDC 563 Math Methods - Elementary or EDC 553A Math Methods Early Childhood

- Social Studies Curriculum (2 credits)
- EDC 577 Problem Solving Science or EDC 572 Elementary School Science I & EDC 579 Elementary School Science II
- EDC 549 Place-based Education
- EDC 528 Ecology of Imagination in Childhood

**Educational & Social Policy** **3 credits**

- EDP 590 Teaching Exceptional Children
- EDP 598 School Law

**Education & Environmental Studies Electives** **4-6 credits**

- Choose from courses in Environmental Studies or Education.

**Internships** **6 credits**

- Students complete two 240—300-hour semester-long internships. One internship is in an approved, self-contained classroom where the intern assumes all the responsibilities of a teacher conducting integrated curriculum in a progressive elementary school, grades 1-6. The other semester-long internship focuses on science, environmental or place-based education either at the elementary or middle school level. This internship can be conducted in a formal school setting, or in informal educational settings such as a nature center, education consulting organization, or a children's museum.

**Total Credits** **40 credits**

**Master of Education in Elementary Education with Special Education Certification (Integrated Learning) MEd—42 credits**

To earn the MEd degree in Elementary Education with New Hampshire Elementary Education Teaching Certification and New Hampshire General Special Education Certification you must meet the general education requirements, and you must successfully complete a minimum of 42 credits distributed as follows:

*Required Courses are Listed under Each Competency Area*

**Theoretical & Philosophical Foundations of Education** **9 credits**

- EDT 572 Human Development
- EDT 532 Conceptual Development & Learning Theory
- EDT 574 Philosophy of Education

**Curriculum & Instruction** **16 credits**

- EDC 680 Reading/Literacy- Early Childhood or EDC 555 Reading/Literacy Elementary
- EDC 577 Problem Solving Science or EDC 572 Elementary School Science I & EDC 579 Elementary School Science II
- EDC 563 Math Methods - Elementary or EDC 553A Math Methods Early Childhood
- EDC 551A Integrated Learning: Theory into Practice

- Social Studies Curriculum (2 credits)
- Leading Inclusion: Building Bridges
- SpEd Assessment and Instructional Strategies

**Educational & Social Policy** **6 credits**

- EDP 590 Teaching Exceptional Children
- EDP 598 School Law
- SpEd Families and Supportive Networks
- SpEd Law and Policy

**Electives** **5 credits**

**Elementary and Special Education Internship** **6 credits**

- Students must complete 240—300-hour semester-long internships in approved, self-contained classrooms assuming all responsibilities of a teacher conducting integrated curriculum in a progressive elementary school. Elementary internships should be in grades 1-6. Special Education internships should be in schools or special education settings.

**Total Credits** **42 credits**

**Master of Education in Elementary Education**

**(Waldorf Concentration with Elementary Teaching Certification) Year-Round Program MEd—44 credits**

To earn the MEd degree with New Hampshire Elementary Education Teaching Certification and at the same time be endorsed as a Waldorf Teacher, you must meet the general education requirements, and you must successfully complete a minimum of 44 credits distributed as follows:

*Required Courses are Listed under Each Competency Area*

**Theoretical & Philosophical Foundations of Education** **11 credits**

- EDT 584 Human Development
- EDT 532 Conceptual Development & Learning Theory
- EDT 584 Anthroposophy: Projective Geometry
- EDT 583 Evolving Consciousness
- EDT 607 Foundations of Human Experience

**Curriculum & Instruction** **22 credits**

- EDC 563 Math Methods - Elementary
- EDC 555 Reading/Literacy Elementary
- EDC 551A Integrated Learning: Theory into Practice
- EDC 559 Waldorf Curriculum
- EDC 559A Waldorf Curriculum II)
- Creative Arts (e.g., EDC 542 Painting, EDC 540 Clay Modeling, EDC 535 Music Curriculum, EDC 543 Eurythmy 1, EDC 541 Speech 1, EDC 545 Speech 2, EDNC 009 Oberufer Play, and EDC 571A Drawing)
- EDC 536 Science Curriculum

• EDC 538 Waldorf Math and Language Arts	
<b>Educational &amp; Social Policy</b>	<b>4 credits</b>
• EDP 590 Teaching Exceptional Children	
• EDP 598 School Law	
• EDP 630 Waldorf Administration	
<b>Elementary Teaching Internships</b>	<b>7 credits</b>
• One semester of supervised teaching in an approved public school Elementary setting.	
• One semester of supervised teaching in a Waldorf School under an approved Waldorf teacher.	
<b>Total Credits</b>	<b>44 credits</b>

**Master of Education in Elementary Education**

**Waldorf Concentration with Elementary Focus Year-Round Program MEd—40 credits**

To earn the MEd degree (*without N.H. Certification*) you must successfully complete a minimum of 40 credits distributed as follows:

*Required Courses are Listed under Each Competency Area*

<b>Theoretical &amp; Philosophical Foundations of Education</b>	<b>8 credits</b>
• EDT 582 Human Development	
• EDT 584 Anthroposophy: Projective Geometry	
• EDT 607 Foundations of Human Experience/li>	
• EDT 583 Evolving Consciousness	
<b>Curriculum &amp; Instruction</b>	<b>14 credits</b>
• EDC 559 Waldorf Curriculum I	
• EDC 559A Waldorf Curriculum II	
• Creative Arts (e.g., EDC 542 Painting, EDC 540 Clay Modeling, EDC 535 Music Curriculum, EDC 543 Eurythmy 1, EDC 541 Speech 1, EDC 545 Speech 2, EDNC 009 Oberufer Play, and EDC 571A Drawing)	
• EDC 536 Science Curriculum	
• EDC 538 Waldorf Math and Language Arts	
<b>Educational &amp; Social Policy</b>	<b>3 credits</b>
• EDP 630 Waldorf Administration	
• EDP 654 Waldorf Masters Project Research Preparation	
• EDP 592 Adolescent	
<b>Electives</b>	<b>3 credits</b>
• Courses of relevance to student's professional goals selected from the above three areas or from other Antioch University New England departmental offerings. At least one of these credits must be in the Curriculum & Instruction Competency area.	
<b>Master's Project ED 699</b>	<b>5 credits</b>
<b>Internships</b>	<b>7 credits</b>
• Two semesters of supervised teaching in an approved Waldorf elementary setting.	
<b>Total Credits</b>	<b>40 credits</b>





**Certificate in Waldorf Elementary Education**

**Year Round Program—28 credits**

This option is available to those who wish training in the Waldorf approach to education without acquiring the MEd degree. In order to earn the certificate, students must earn a minimum of 28 credits, distributed as follows:

*Required Courses are Listed under Each Competency Area*

<b>Theoretical &amp; Philosophical Foundations of Education</b>	<b>8 credits</b>
<ul style="list-style-type: none"><li>• EDT 582 Human Development</li><li>• EDT 583 Evolving Consciousness</li><li>• EDT 607 Foundations of Human Experience</li><li>• EDT 584 Anthroposophy: Projective Geometry</li></ul>	
<b>Curriculum &amp; Instruction</b>	<b>14 credits</b>
<ul style="list-style-type: none"><li>• EDC 559 Waldorf Curriculum</li><li>• EDC 559A Waldorf Curriculum II</li><li>• Creative Arts (e.g., EDC 542 Painting, EDC 540 Clay Modeling, EDC 535 Music Curriculum, EDC 543 Eurythmy 1, EDC 541 Speech 1, EDC 545 Speech 2, EDNC 009 Oberufer Play, and EDC 571A Drawing)</li><li>• EDC 536 Science Curriculum</li><li>• EDC 538 Waldorf Math and Language Arts</li></ul>	
<b>Educational and Social Policy</b>	<b>2 credits</b>
<ul style="list-style-type: none"><li>• EDP 592 Adolescent</li><li>• EDP 630 Waldorf Administration</li></ul>	
<b>Electives</b>	<b>1 credit</b>
<ul style="list-style-type: none"><li>• Student selected courses</li></ul>	
<b>Teaching Internship</b>	<b>3 credits</b>
<ul style="list-style-type: none"><li>• One semester of supervised teaching in an approved Waldorf Elementary setting under an approved Waldorf elementary teacher.</li></ul>	
<b>Total Credits</b>	<b>28 credits</b>

**Certificate in Waldorf Education**

**Summer Sequence Regular Program—28 credits**

This option is available to experienced teachers who wish training in the Waldorf approach to education without acquiring the MEd degree. In order to earn the certificate, students must earn a minimum of 28 credits, distributed as follows:

*Required Courses are Listed under Each Competency Area*

<b>Theoretical &amp; Philosophical Foundations of Education</b>	<b>10 credits</b>
<ul style="list-style-type: none"><li>• EDT 584 Human Development</li><li>• EEDT 614 Education for Social Renewal</li><li>• EDT 586 Evolving Consciousness</li><li>• EDT 607 Foundations of Human Experience</li><li>• EDT 582 Anthroposophy - Projective Geometry</li></ul>	

<b>Curriculum &amp; Instruction</b>	<b>11 credits</b>
<ul style="list-style-type: none"> <li>• EDC 559C Waldorf Elementary Curriculum Seminar</li> <li>• EDC 536 Waldorf Science Curriculum</li> <li>• EDC 570 Waldorf Math and Language Arts</li> <li>• Creative Arts (e.g., EDC 544 Painting 1, EDC 544B Painting 2, EDC Music Curriculum, EDC 571 Drawing, EDC 543 Eurythmy 1, EDC 543A Eurythmy 2, EDC 541 Speech 1, EDC 545 Speech 2)</li> </ul>	
<b>Education &amp; Social Policy</b>	<b>3 credits</b>
<ul style="list-style-type: none"> <li>• EDP 604A Research for Social &amp; Personal Change</li> <li>• EDP 592 Adolescent</li> </ul>	
<b>Teaching Internship</b>	<b>4 credits</b>
<ul style="list-style-type: none"> <li>• One semester of supervised teaching in an approved Waldorf Elementary School.</li> </ul>	
<b>Total Credits</b>	<b>28 credits</b>

### **Master of Education in Foundations of Education**

#### **Waldorf Concentration, Summer Sequence Regular Program, Elementary Focus —MEd-32 credits**

To earn the MEd degree in Foundations of Education, you must successfully complete a minimum of 32 credits distributed as follows:

<b>Theoretical &amp; Philosophical Foundations of Education</b>	<b>7 credits</b>
<ul style="list-style-type: none"> <li>• EDT 584 Human Development</li> <li>• EDT 586 Evolving Consciousness</li> <li>• EDT 582 Anthroposophy - Projective Geometry</li> <li>• EDT 607 Foundations of Human Experience</li> <li>• EDT 534 Today's Child</li> </ul>	
<b>Curriculum &amp; Instruction</b>	<b>12 credits</b>
<ul style="list-style-type: none"> <li>• Creative Arts (e.g., EDC 544 Painting 1, EDC 544B Painting 2, EDC Music Curriculum, EDC 571 Drawing, EDC 543 Eurythmy 1, EDC 543A Eurythmy 2, EDC 541 Speech 1, EDC 545 Speech 2)</li> <li>• EDC 536 Science Curriculum</li> <li>• EDC 559C Waldorf Elementary Curriculum Seminar</li> <li>• EDC 570 Waldorf Math and Language Arts</li> </ul>	
<b>Educational &amp; Social Policy</b>	<b>5 credits</b>
<ul style="list-style-type: none"> <li>• EDP 604A Research for Social &amp; Personal Change</li> <li>• EDP 580 Action Research</li> <li>• EDP 592 Adolescent</li> </ul>	
<b>Teaching Internship</b>	<b>4 credits</b>
<ul style="list-style-type: none"> <li>• One semester of supervised teaching in approved Waldorf Elementary School setting.</li> </ul>	
<b>Master's Project</b>	<b>4 credits</b>
<b>Total Credits</b>	<b>32 credits</b>

**Masters of Education in Foundations of Education with Teacher Leadership Concentration – 33 Credits**

<b>Theoretical &amp; Philosophical Foundations of Education</b>	<b>9 credits</b>
<ul style="list-style-type: none"><li>• Facilitative Teacher Leadership</li><li>• EDT 545 Philosophy of Education and Change</li><li>• EDT 626 Developing Mind</li></ul>	
<b>Educational Research</b>	<b>9 credits</b>
<ul style="list-style-type: none"><li>• Using feedback and data to improve authentic student learning</li><li>• EDR 692 Child Study Practicum</li><li>• EDR 694 Curriculum Practicum</li></ul>	
<b>Educational &amp; Social Policy</b>	<b>9 credits</b>
<ul style="list-style-type: none"><li>• EDP 633 School Change: Theory and Practice</li><li>• Connecting Schools, Families and Communities</li><li>• EDR 620 Equity and Change Practicum</li></ul>	
<b>Curriculum and Instruction</b>	<b>6 credits</b>
<ul style="list-style-type: none"><li>• The Cycle of Inquiry: ways to improve teacher practice and student learning</li><li>• EDC 521 Professional Learning Communities</li></ul>	
<b>Total Credits</b>	<b>33 credits</b>

**Masters of Education in Foundations of Education with Problem-Based Learning Concentration —33 Credits**

<b>Theoretical and Philosophical Foundations of Education</b>	<b>9 credits</b>
<ul style="list-style-type: none"><li>• EDT 546 Teacher Facilitation in a PBL Classroom</li><li>• EDT 545 Philosophy of Education and Change</li><li>• EDT 626 Developing Mind</li></ul>	
<b>Educational Research</b>	<b>9 credits</b>
<ul style="list-style-type: none"><li>• Assessment in a PBL Classroom – A Focus on Learning (3)</li><li>• EDR 692 Child Study Practicum</li><li>• EDR 694 Curriculum Practicum</li></ul>	
<b>Educational &amp; Social Policy</b>	<b>6 credits</b>
<ul style="list-style-type: none"><li>• EDP 629 Critical Skills for Critical Times</li><li>• EDR 620 Equity and Change Practicum</li></ul>	
<b>Curriculum and Instruction</b>	<b>9 credits</b>
<ul style="list-style-type: none"><li>• Instructional Design — Crafting Problem–Based Challenges</li><li>• EDT 550A Critical Skills Level I Institute</li><li>• EDC 682 Building Strong Classroom Learning Communities</li></ul>	
<b>Total Credits</b>	<b>33 credits</b>

**Masters of Education in Foundations of Education with Educational Technology Concentration —33 Credits**

<b>Theoretical and Philosophical Foundations of Education</b>	<b>9 credits</b>
<ul style="list-style-type: none"> <li>• EDT 547 Is there an ap for that? Introduction to Next Generation Learning</li> <li>• EDT 545 Philosophy of Education and Change</li> <li>• EDT 626 Developing Mind</li> </ul>	
<b>Educational Research</b>	<b>9 credits</b>
<ul style="list-style-type: none"> <li>• Teaching and Learning in the 21st Century Classroom (3)</li> <li>• EDR 692 Child Study Practicum</li> <li>• EDR 694 Curriculum Practicum</li> </ul>	
<b>Educational &amp; Social Policy</b>	<b>6 credits</b>
<ul style="list-style-type: none"> <li>• EDP 663 A Community is More Than a Place</li> <li>• EDR 620 Equity and Change Practicum</li> </ul>	
<b>Curriculum and Instruction</b>	<b>6 credits</b>
<ul style="list-style-type: none"> <li>• Powerful Learning Designs for the 21st Century Learner</li> <li>• The Dangerous Door: Social Media</li> </ul>	
<b>Elective</b>	<b>3 credits</b>
<ul style="list-style-type: none"> <li>• One additional elective in any competency category for the degree</li> </ul>	
<b>Total Credits</b>	<b>33 credits</b>

**Masters of Education in Foundations of Education with Applied Behavioral Analysis Concentration —33 Credits**

Students who are admitted to the Applied Behavioral Analysis program in the Applied Psychology Department who wish to add a Masters of Education in Foundations of Education with a Concentration in Applied Behavioral Analysis can do so by completing the Application process to transfer into the MEd program with a concentration in Applied Behavioral Analysis. This includes filling out the front page of the application form from the admissions office and meeting with an Education Department Representative to review transcripts and practicum needs. Students will apply and interview with Education Department Faculty before being enrolled in the program.

**ABA students who completed the 25 credit ABA program will be required to earn the following 8 credits:**

<b>ABA Certificate</b>	<b>25 credits</b>
<b>Theoretical and Philosophical Foundations of Education</b>	<b>3 credits</b>
<ul style="list-style-type: none"> <li>• EDT 545 Philosophy of Education and Change</li> </ul>	
<b>Education And Social Policy</b>	<b>3 credits</b>
<ul style="list-style-type: none"> <li>• EDR 620 Equity and Change Practicum (3)</li> </ul>	
<b>Elective</b>	<b>2 credits</b>
<ul style="list-style-type: none"> <li>• Elective (This can be an education department course or an ASD course) (1)</li> </ul>	
<b>Total Credits</b>	<b>33 credits</b>

**ABA students who completed the 19 credit ABA program be required to earn the following 14 credits:**

<b>ABA Certificate</b>	<b>19 credits</b>
<b>Theoretical and Philosophical Foundations of Education</b>	<b>6 credits</b>
• EDT 545 Philosophy of Education and Change	
• EDT 626 Developing Mind (3)	
<b>Education And Social Policy</b>	<b>3 credits</b>
• EDR 620 Equity and Change Practicum (3)	
<b>Educational Research</b>	<b>2 credits</b>
• EDR 692 Child Study Practicum (3)	
<b>Elective</b>	<b>2 credits</b>
• Elective (This can be an education department course or an ASD course)	
<b>Total Credits</b>	<b>33 credits</b>

**ABA students who have also completed the ASD certificate program will be able to add the MEd in one additional semester. Students in this program will be required to take the following 6 credits:**

**Fall 2012**

- |                                                              |                  |
|--------------------------------------------------------------|------------------|
| • EDT 545 Philosophy of Education and Change (on-line class) | <b>3 credits</b> |
| • EDR 620 Equity and Change Practicum                        | <b>3 credits</b> |

**ABA students in the 27 credit program will be able to add the MEd in one additional semester. Students in this program will be required to take the following 6 credits:**

**Summer 2013 (This is the first summer of their ABA program when they have no scheduled ABA course work)**

- |                                              |                  |
|----------------------------------------------|------------------|
| • EDT 545 Philosophy of Education and Change | <b>3 credits</b> |
| • Elective                                   | <b>3 credits</b> |

**ABA students in the 21 credit program be able to add the MEd in two semesters. This is a 33 credit degree program. Students in this program will be required to take the following 12 credits:**

**Summer 2013 (During the first summer of their ABA program when they have no scheduled ABA course work)**

- |                           |                  |
|---------------------------|------------------|
| • EDT 626 Developing Mind | <b>3 credits</b> |
| • Elective                | <b>3 credits</b> |

**Fall 2014 (After completing ABA Course Work)**

- |                                              |                  |
|----------------------------------------------|------------------|
| • EDR 620 Equity & Change Practicum          | <b>3 credits</b> |
| • EDT 545 Philosophy of Education and Change | <b>3 credits</b> |

**Total Credits** **33 credits**

**Master of Education in Foundations of Education with a self-designed concentration – 33 credits**  
**Degree Requirements for the Self-Designed Concentration Students in the Self Designed Concentration**  
**would have the following degree requirements:**

<b>Theoretical and Philosophical Foundations of Education</b>	<b>6 credits</b>
<ul style="list-style-type: none"> <li>• EDT 545 Philosophy of Education and Change</li> <li>• EDT 626 Developing Mind</li> </ul>	
<b>Educational Research</b>	<b>6 credits</b>
<ul style="list-style-type: none"> <li>• EDR 692 Child Study Practicum</li> <li>• EDR 694 Curriculum Practicum</li> </ul>	
<b>Educational &amp; Social Policy</b>	<b>3 credits</b>
<ul style="list-style-type: none"> <li>• EDR 620 Equity and Change Practicum</li> </ul>	
<b>Curriculum and Instruction</b>	<b>3 credits</b>
<ul style="list-style-type: none"> <li>• At least one course with an EDC prefix (curriculum focus)</li> </ul>	
<b>Self-Designed Concentration Credits</b>	<b>15 credits</b>
<ul style="list-style-type: none"> <li>• (mixed degree requirement areas)</li> </ul>	
<b>Total Credits</b>	<b>33 credits</b>

**Masters of Education in Foundations of Education added to a certificate in Autism Spectrum Disorders - 33 Credits**

Students who are admitted to Autism Spectrum Disorders program in the Applied Psychology Department who wish to add a Masters of Education in Foundations of Education with a concentration in Autism Spectrum Disorders can do so by completing the Application process to transfer into the MEd program. Students will apply and interview with Education Department Faculty before being enrolled in the program.

<b>Total Credits completed for the Autism Spectrum Disorders Certificate</b>	<b>12 credits</b>
<b>Additional 21 credits to complete M.Ed.</b>	
<b>Theoretical and Philosophical Foundations of Education</b>	<b>6 credits</b>
<ul style="list-style-type: none"> <li>• EDT 545 Philosophy of Education and Change (3)</li> <li>• EDT 626 Developing Mind (3)</li> </ul>	
<b>Educational Research</b>	<b>6 credits</b>
<ul style="list-style-type: none"> <li>• EDR 694 Curriculum Practicum (3)</li> <li>• EDR 692 Child Study Practicum (3)</li> </ul>	
<b>Education and Social Policy</b>	<b>3 credits</b>
<ul style="list-style-type: none"> <li>• EDR 620 Equity and Change Practicum (3)</li> </ul>	
<b>Elective - in any degree requirement category</b>	<b>3 credits</b>
<b>Curriculum and Instruction</b>	<b>3 credits</b>
<ul style="list-style-type: none"> <li>• Must take at least one elective with an EDC designation (3)</li> </ul>	
<b>Total Credits</b>	<b>33 credits</b>

**Master of Education in Foundations of Education with Educating for Sustainability Concentration —33 credits**

<b>Theoretical and Philosophical Foundations of Education</b>	<b>9 credits</b>
<ul style="list-style-type: none"><li>• EDT 616 Principles of Sustainability</li><li>• EDT 620 History &amp; Practice of EFS</li><li>• EDT 536 Childhood &amp; Nature</li></ul>	
<b>Educational Research</b>	<b>12 credits</b>
<ul style="list-style-type: none"><li>• EDP 662 Integrating Environment, Economics &amp; Equity (the 3 E's)</li><li>• EDP 616 Real World Sustainability</li><li>• EDP 655 Sustainable Leadership</li><li>• EDR 620 Equity and Change Practicum</li></ul>	
<b>Curriculum and Instruction</b>	<b>6 credits</b>
<ul style="list-style-type: none"><li>• EDT 519 Curriculum Design for EFS</li><li>• EDC 576 Connecting Communities</li></ul>	
<b>Research</b>	<b>6 credits</b>
<ul style="list-style-type: none"><li>• EDR 692 Child Study Practicum</li><li>• EDR 694 Curriculum Practicum</li></ul>	
<b>Total Credits</b>	<b>33 credits</b>

**Master of Education in Foundations of Education with Educational Leadership & Administration (Principal Certification Track) —33 credits**

The Foundations of Education Experienced Educator Program offers principal certification in conjunction with the Post-Master's Certificate in Educational Leadership & Administration program. To earn the MEd degree with certification as a School principal students must enter the program having completed three years of teaching experience in a K-12 school.

	<b>3 credits</b>
<b>Theoretical &amp; Philosophical Foundations of Education</b>	
<ul style="list-style-type: none"><li>• Elective in the EDT competency</li></ul>	
<b>Curriculum &amp; Instruction</b>	<b>4 credits</b>
<ul style="list-style-type: none"><li>• EDC 521 Professional Learning Communities</li><li>• EDL 629 The Learner Centered School</li></ul>	
<b>Educational &amp; Social Policy</b>	<b>7 credits</b>
<ul style="list-style-type: none"><li>• EDP 594 Equity Challenge for Leaders</li><li>• EDL 639 School Law and Ethics</li><li>• EDR 620 Equity and Change Practicum</li></ul>	
<b>Educational Research</b>	
<ul style="list-style-type: none"><li>• EDR 694A Curriculum Design Practicum</li><li>• EDR 610 Leading with Data - A School profile</li></ul>	<b>5 credits</b>
<b>Practicum</b>	<b>4 credits</b>
<ul style="list-style-type: none"><li>• EDC 567 Critical Friends Coaching (CFG) Practicum I</li><li>• ED 696 Critical Friends Coaching (CFG) Practicum II</li></ul>	



**Leadership****7 credits**

- EDL 627 Leading Transformations
- EDL 630 Conflict Resolution for Leaders
- EDL 637 School Finance
- EDL 628 Community Partnerships
- EDL 633 Human Resource Management
- EDL 625 Leadership Seminar I
- EDL 635 Leadership Seminar II

**Elective****3 credits**

- One additional Elective in any competency category for the degree

**Total Credits for MEd****33 credits**

A minimum of 33 credits required if any required courses waived.

## 2012-13 Degree Requirements: Environmental Studies

- MS in Environmental Studies
- MS in Environmental Studies with an Advocacy for Social Justice and Sustainability Concentration
- MS in Environmental Studies with a Conservation Biology Concentration
- MS in Environmental Studies with an Environmental Education Concentration
- MS in Environmental Studies with Science Teacher Certification
- MS in Environmental Studies with a Self-Designed Studies Concentration
- MS in Environmental Studies with a Sustainable Development and Climate Change Concentration
- MS in Resource Management & Conservation PhD in Environmental Studies

### Master of Science in Environmental Studies —42 credits

The MS in Environmental Studies degree, with or without certification, requires a minimum of five semesters and 42 credits. All students must fulfill each competency area for the number of credits indicated or submit a request for a waiver form to the Department of Environmental Studies. A minimum of two semesters of an appropriate professional internship is also required. Students are expected to develop basic competencies in the areas listed on the following pages. Together with your advisor, students will develop a program plan during your first semester which will:

1. describe planned internship;
2. list the specific methods to be taken to develop needed competencies;
3. indicate courses or requirements, if any, to be waived and why;
4. indicate other special arrangements such as advanced standing, general education requirements which need to be met, etc.

### Master of Science in Environmental Studies with a Concentration in Advocacy for Social Justice and Sustainability —42 credits

To earn the MS degree in Environmental Studies, you must earn a minimum of 42 credits distributed as follows:

*Required Courses are Listed Under Each Competency Area*

<b>Core Areas</b>	<b>9 credits</b>
<ul style="list-style-type: none"><li>• ESC 550 Community Ecology of the New England Landscape(3)</li><li>• ESC 572 Earth Systems and Climate Change (3)</li><li>• ESC 544 Leadership for Change (3)</li></ul>	
<b>Concentration Requirements</b>	<b>6 credits</b>
<ul style="list-style-type: none"><li>• ES 515 Organizing for Social Change (3)</li><li>• ES 517 Diversity, Justice and Inclusion (3)</li></ul>	
<b>Methods</b>	<b>15 credits</b>
<ul style="list-style-type: none"><li>• Choose from any course designated as "methods" in the competency area</li></ul>	
<b>Internship and Seminar</b>	<b>6 credits</b>
<ul style="list-style-type: none"><li>• ES 696 A minimum of two 3-credits professional internships (3) + (3)</li></ul>	
<b>Capstone Project</b>	<b>3 credits</b>
<ul style="list-style-type: none"><li>• ES 699A Master's Project or ES 699C Master's Thesis or ES 600 Collaborative Service Initiative (3)</li></ul>	

**Total Credits for MS in Environmental Studies with a Concentration in Advocacy for Social Justice & Sustainability** **42 credits**

**Master of Science in Environmental Studies with a Concentration in Conservation Biology —42 credits**

To earn the MS degree in Environmental Studies, you must earn a minimum of 42 credits distributed as follows:

*Required Courses are Listed under Each Competency Area*

**Core Areas**

- ESC 550 Community Ecology of the New England Landscape (3)
- ESC 572 Earth Systems and Climate Change (3) **12 credits**
- ESC 544 Leadership for Change (3)
- ESC 601 Political Economy and Sustainability (3)

**Concentration Requirements**

- ES 519 Biostatistics **6 credits**
- ES 563 Conservation Biology

**Methods**

- Choose from any methods and concentration courses **15 credits**

**Internship and Seminar**

- ES 696 a minimum of two 3-credit professional internships (3) + (3) **6 credits**

**Capstone Project**

- ES 699A Master's Project or ES 699C Master's Thesis or ES 600 Collaborative Service Initiative (3) **3 credits**

**Total Credits for MS in Environmental Studies with a Concentration in Conservation Biology** **42 credits**

**Master of Science in Environmental Studies with a Concentration in Environmental Education — 42 credits**

To earn the MS degree in Environmental Studies, you must earn a minimum of 42 credits distributed as follows:

*Required Courses are Listed under Each Competency Area*

**Core Areas**

- ESC 550 Community Ecology of the New England Landscape (3)
- ESC 572 Earth Systems and Climate Change (3) **12 credits**
- ESC 544 Leadership for Change (3)
- ESC 601 Political Economy and Sustainability (3)

**Concentration Requirements**

- ESE 502 Foundations of Environmental Education (3 credits) **6 credits**
- ESE 514 Program Planning and Design (3 credits)

**Methods**

- Choose from any course designated as "methods" in the competency area **15 credits**

**Internship and Seminar**

- ES 696 A minimum of two 3-credit professional internships (3) + (3) **6 credits**

## Capstone Project

- ES 699A Master's Project or ES 699C Master's Thesis or ES 600 Collaborative Service Initiative (3) **3 credits**

**Total Credits for MS in Environmental Studies with a Concentration in Environmental Education 42 credits**

### Master of Science in Environmental Studies with Science Teacher Certification —42 credits

To earn the MS degree with certification in either Life Sciences or Middle Level Science you must meet the general education requirements, satisfy the prerequisites listed below, and successfully complete a minimum of 42 credits, distributed as follows, in the section following the prerequisites:

#### Life Science Certification Prerequisites

You must satisfactorily complete ("B" or better) the following courses from an accredited undergraduate or graduate institution (within the last 10 years of beginning the program) or obtain a passing score on an equivalent CLEP exam before you can be recommended for certification to the State of NH.

- two semesters of Basic Biology with lab (molecular and cellular, CLEP accepted toward one of the two semesters)
- one semester of Chemistry with a lab (CLEP accepted)
- one semester of Mathematics (CLEP accepted)
- one semester of Physics (not available at Antioch; CLEP test not offered by ETS)

#### Middle Level Science Prerequisites

In addition to a solid academic background in at least one science area, you must satisfactorily complete ("B" or better) the following courses from an accredited undergraduate or graduate institution (within the last 10 years of beginning the program), or obtain a passing score on an equivalent CLEP exam before you can be recommended for certification to the State of NH.

- one semester of Basic Biology with lab (molecular and cellular, CLEP accepted)
- one semester of Chemistry with a lab (CLEP accepted)
- one semester of Mathematics (CLEP accepted)
- semester of Physics (not available at Antioch; CLEP test not offered by ETS)
- Course and Internship

Requirements *Required Courses are Listed Under Each Competency Area*

#### Core Areas

**12 credits**

- ESC 550 Community Ecology of the New England Landscape (3)
- ESC 572 Earth Systems and Climate Change (3)
- ESC 544 Leadership for Change (3)
- ESC 601 Political Economy and Sustainability (3)

#### Concentration Requirements

**6 credits**

- ESE 544 Curriculum Design (3)
- ESE 521 Problem Solving and Inquiry-Based Science Teaching (3)

#### Required Methods Courses

**12 credits**

- ESE 535 Conceptual & Human Development (3)
- ESE 536 Foundations of Science & Environmental Education (3)
- ESE 520 Science Teaching Methods (3)

- EDP 598 School Law (1)
- ESE 522 Teaching Exceptional Children (2))

**Additional Methods course selections** **6 credits**

- Choose from any course designated as "methods" in the competency area

**Capstone Project** **6 credits**

- ES 691, ES 692 or ES 694 Student Teaching Internship and Seminar (6)
- A full-time, 15-week student teaching internship at an approved site in the area of your certification tract

**Total Credits for MS in Environmental Studies with Science Teacher Certification** **42 credits**

**Master of Science in Environmental Studies with a Concentration in Self-Designed Studies —42 credits**

This program is designed for students with strong academic backgrounds in their concentration and significant work experience in the environmental field. Students interested in self-designed studies must submit a program title, description, and course plan to the Director of Self-Designed Studies for approval upon matriculation. The approved plan must then be placed in your academic record in the Registrar's Office. To earn an MS in Environmental Studies, with a Self-Designed Studies, you must earn a minimum of 42 credits distributed as follows:

*Required Courses are Listed under Each Competency Area*

**Core Areas**

- ESC 550 Community Ecology of the New England Landscape (3)
- ESC 572 Earth Systems and Climate Change (3) **12 credits**
- ESC 544 Leadership for Change (3)
- ESC 601 Political Economy and Sustainability (3)

**Concentration Requirements**

- Self-designed concentration course (3) **6 credits**
- Self-designed concentration course (3)

**Methods Courses**

- Choose from any course designated as "methods" in the competency area **15 credits**

**Internship and Seminar**

- ES 696 A minimum of two 3-credit professional internships (3) + (3) **6 credits**

**Capstone Project**

- ES 696 A minimum of two 3-credit professional internships (3) + (3) **3 credits**

**Total Credits for MS in Environmental Studies with a Concentration in Self-Designed Studies** **42 credits**

**Master of Science in Environmental Studies with a Concentration in Sustainable Development and Climate Change —42 credits**

To earn an MS in Environmental Studies with a Concentration in Sustainable Development and Climate Change, you must earn a minimum of 42 credits distributed as follows:

*Required Courses are Listed under Each Competency Area*

**Core Areas**

- ESC 550 Community Ecology of the New England Landscape (3)
- ESC 572 Earth Systems and Climate Change (3)Earth Systems and Climate Change (3) **12 credits**
- Ecological Dynamics of Landscapes (3)
- ESC 544 Leadership for Change (3)
- ESC 601 Political Economy and Sustainability (3)

**Concentration Requirements**

- ES 570 Climate Change Resilience, Adaptation and Mitigation (3) **6 credits**
- ESPE 570A Environmental Assessment Planning and Design Strategies (3)

**Methods Courses**

- Choose from any course designated as "methods" in the competency area Electives **15 credits**

**Internship and Seminar**

- ES 696 A minimum of two 3-credit professional internships (3) + (3) **6 credits**

**Capstone Project**

- ES 699A Master's Project or ES 699C Master's Thesis or ES 600 Collaborative Service Initiative (3) **3 credits**

**Total Credits for MS in Environmental Studies with a Concentration in Sustainable Development and Climate Change** **42 credits**

**Master of Science in Resource Management & Conservation —30 credits**

To earn the MS degree in Resource Management & Conservation you must earn a minimum of 30 credits distributed as follows:

*Required Courses are Listed under Each Competency Area*

**RMC Concentration Requirements**

**27 credits**

- ESM 516 Building Sustainable Organizations (3)
- ES 570 Climate Change Resilience, Adaptation and Mitigation (3)
- ES 602 Comparative Ecological Analysis (3)
- ESPE 560 Energy and Materials Sustainability (3)
- ESAF 500 Financial Administration (3)
- ES 510 Geographical Information Systems (3)
- ESC 544 Leadership for Change (3)
- ES 524 Proposal Writing and Project Management (3)
- ES 532 Qualitative and Quantitative Research Techniques (3)

**Capstone Project**

**3 credits**

- ES 600 Collaborative Service Initiative , ES 699A Master's Project or ES 699C Master's Thesis

**Total Credits for Master of Science in Resource Management & Conservation** **30 credits**

## Doctor of Philosophy in Environmental Studies —69 credits

The doctoral program in Environmental Studies is at minimum a four-year, full-time program with the exception of candidacy, which is half-time. Students are required to attend classes for an 8-day intensive during each of the four summer sessions of the program. They are also required to attend classes on campus four weekends (Friday - Sunday) during the fall semester and four weekends during the spring semester of the first phase of the program; three weekends in the fall and three in the spring of the second phase; and two weekends each fall and spring semester in the third and fourth phases of the program. These doctoral weekends typically fall on the first or second weekend of each month. The program also requires weekly online work to supplement class time on campus. All of the courses described below are required courses, unless otherwise indicated. Students have a maximum limit of ten years from the date of entry to complete all degree requirements, including the dissertation, and 69 semester-hour credits beyond the master's. The student must complete the Candidacy Exam and successfully defend the Dissertation Proposal before admission to The Dissertation Year.

*Required courses are listed under each competency area.*

<b>Foundation</b>	<b>18 credits</b>
<ul style="list-style-type: none"><li>• ES 707 Introduction to Research Design (3)</li><li>• ES 700 Ecological Thought (3)</li><li>• ES 702 Comparative Ecological Analysis (3)</li><li>• ES 703 Global Environmental Change (3)</li><li>• ES 705 Political Economy and Sustainability (3)</li><li>• ES 704 Environmental History (3)</li></ul>	
<b>Learning Domain</b>	
<ul style="list-style-type: none"><li>• ES 727 Research Strategy: Theory, Method, and Design (6)</li><li>• ES 726 Doctoral Learning Domain and Environmental Leadership I &amp; II (6)</li><li>• Individualized Learning Contract (12)</li></ul>	<b>24 credits</b>
To be selected from:	
<ul style="list-style-type: none"><li>• Approved Antioch graduate courses</li><li>• Doctoral Learning Domain Projects (independent studies, formal courses)</li><li>• Reading Seminars</li></ul>	
<b>Candidacy</b>	<b>4 credits</b>
<ul style="list-style-type: none"><li>• ES 771 Doctoral Qualifying Exam (0)</li><li>• ES 774 Dissertation Proposal Seminar *(4)</li></ul>	
<b>Dissertation</b>	
<ul style="list-style-type: none"><li>• ES 776 Dissertation Seminar (2 semesters, 4 credits each = 8)</li><li>• ES 899 Doctoral Dissertation (2 semesters, 4 credits each = 8)</li><li>• ES ___ Service Learning Seminar *(4)</li><li>• ES 752 Service Learning Project *(3) * May be taken the previous year in the program with permission of advisor and instructor.</li></ul>	<b>23 credits</b>
<b>Total Credits for PhD in Environmental Studies</b>	<b>69 credits</b>

## 2012-13 Degree Requirements: Management

### Practicum Requirements

Students in the MBA in Sustainability are required to complete 3 credits of practicum work in an appropriate topic. The practicum generally takes place during the final semesters of a student's degree program.

**Masters of Business Administration in Sustainability (weekend, accelerated, and part-time) — 36 credits**

Each program may have different enrollment policies. Check with your department.

*Required Courses are Listed under Each Competency Area*

<b>Systems &amp; Strategic Thinking</b>	<b>6 credits</b>
<ul style="list-style-type: none"><li>• MNS 522 Marketing and Communication Strategy (3)</li><li>• MNS 525 Integrative Strategic Management (3)</li></ul>	
<b>Collaboration &amp; Group Dynamics</b>	<b>3 credits</b>
<ul style="list-style-type: none"><li>• MNG 545 Teamwork and Diversity (3)</li></ul>	
<b>Purposeful Systemic Change</b>	<b>3 credits</b>
<ul style="list-style-type: none"><li>• MNC 695 Practicum (3) OR MNC 692 Practicum Strategy &amp; Research (2) and MNC 693 Practicum Implementation (1)</li></ul>	
<b>Natural Systems</b>	<b>6 credits</b>
<ul style="list-style-type: none"><li>• MNN 508 Introduction to Sustainability (3)</li><li>• MNN 502 Earth Systems in Organizations (3)</li></ul>	
<b>Finance &amp; Economics</b>	<b>9 credits</b>
<ul style="list-style-type: none"><li>• MNFE 502 Finance I (3) OR MNFE 501A Finance IA (1) and MNFE 501B Finance IB (1) and MNFE 501C Finance IC (1)</li><li>• MNFE 504 Finance II (3)</li><li>• MNFE 507 Ecological Economics (3)</li></ul>	
<b>Management &amp; Decision-Making</b>	<b>6 credits</b>
<ul style="list-style-type: none"><li>• MNM 500 Developing Human Resources (3)</li><li>• MNM 503 Supply Chain &amp; Green IT Operations (3)</li></ul>	
<b>Leadership &amp; Self Development</b>	<b>3 credits</b>
<ul style="list-style-type: none"><li>• MND 550 Leadership, Entrepreneurship and Leading Change (3)</li></ul>	
<b>Total Credits for MBA in Sustainability</b>	<b>36 credits</b>



### **Degree Requirements Interdisciplinary Studies, 2012-2013**

The Interdisciplinary Studies Program reflects Antioch University New England's long-standing commitment to the concept of individualized learning within reasonable boundaries, with the learner taking an active role in the design of the program of study. The interdisciplinary studies degree option is designed to provide students with the opportunity to individualize a degree program that combines study in two or more of the major academic disciplines at Antioch University New England or undertake a specialized concentration within a degree program currently offered. This five semester program includes coursework, a required internship or practicum, and a culminating Master's Project.

During the first semester, the student is expected to enroll in coursework at Antioch University New England. Additionally, a complete Degree Plan, identifying specific core learning areas and competencies, credit expectations, and methodologies for competency acquisition, will be formulated by the student in consultation with his or her advisor. Final approval must be secured from the President.

Degree candidates are required to complete a minimum of 15 credits of their approved Degree Plan through coursework and workshops at Antioch University New England. The remaining credits, other than those required in an internship (8-10 credits) and Master's Project (4 credits), may be earned through an approved combination of additional coursework at Antioch University New England, coursework taken elsewhere, SISs, and advanced standing, if applicable.

Upon acceptance, the student is assigned a faculty advisor who works closely with the student in developing a program of studies. This advisor/student link is especially critical to the interdisciplinary studies degree option.

## **Policies & Procedures**

Antioch University is an Affirmative Action/Equal Opportunity Employer. It is the policy of the University not to discriminate against and to provide equal employment opportunity to all qualified persons without regard to race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, and veteran status.

*Antioch University (AU) and Antioch University New England (AUNE) reserve the right to revise or modify these policies and procedures or create new policies and procedures at any time as deemed necessary and appropriate.*

### **AU Academic & Administrative Policies**

#### **Academic Appeal**

Policy Number 6.111 - [http://aura.antioch.edu/policies\\_600\\_1x/4/](http://aura.antioch.edu/policies_600_1x/4/)

#### **Academic Integrity**

Policy Number 6.105 - [http://aura.antioch.edu/policies\\_600\\_1x/6/](http://aura.antioch.edu/policies_600_1x/6/)

#### **Academic Rights and Freedom**

Policy Number 6.102 - [http://aura.antioch.edu/policies\\_600\\_1x/7/](http://aura.antioch.edu/policies_600_1x/7/)

#### **Grievance**

Policy Number 6.109 - [http://aura.antioch.edu/policies\\_600\\_1x/5/](http://aura.antioch.edu/policies_600_1x/5/)

#### **Non-Smoking Environment**

Policy Number 4.507 - [http://aura.antioch.edu/policies\\_400\\_5x/2/](http://aura.antioch.edu/policies_400_5x/2/)

#### **Service and Other Animals on Campus**

Policy Number 4.515 - [http://aura.antioch.edu/policies\\_400\\_5x/7/](http://aura.antioch.edu/policies_400_5x/7/)

#### **Sexual Harassment**

Policy Number 4.607 - [http://aura.antioch.edu/policies\\_400\\_6x/12/](http://aura.antioch.edu/policies_400_6x/12/)

#### **Student Conduct**

Policy Number 6.103 – [http://aura.antioch.edu/policies\\_600\\_1x/2/](http://aura.antioch.edu/policies_600_1x/2/)

#### **Student Rights and Responsibilities – aggregate of important policies**

Policy Number 6.100 – [http://aura.antioch.edu/policies\\_600\\_1x/](http://aura.antioch.edu/policies_600_1x/)

Includes:

6.101 Disability Support Services - [http://aura.antioch.edu/policies\\_600\\_1x/1/](http://aura.antioch.edu/policies_600_1x/1/)

6.102 Student Academic Rights and Freedom - [http://aura.antioch.edu/policies\\_600\\_1x/7/](http://aura.antioch.edu/policies_600_1x/7/)

6.103 Student Conduct - [http://aura.antioch.edu/policies\\_600\\_1x/2/](http://aura.antioch.edu/policies_600_1x/2/)

6.105 Student Academic Integrity - [http://aura.antioch.edu/policies\\_600\\_1x/6/](http://aura.antioch.edu/policies_600_1x/6/)

6.109 Student Grievance Policy - [http://aura.antioch.edu/policies\\_600\\_1x/5/](http://aura.antioch.edu/policies_600_1x/5/)

6.111 Academic Appeal Policy - [http://aura.antioch.edu/policies\\_600\\_1x/4/](http://aura.antioch.edu/policies_600_1x/4/)

6.127 Student Organizations, Speech and Publications - [http://aura.antioch.edu/policies\\_600\\_1x/3/](http://aura.antioch.edu/policies_600_1x/3/)

## **Campus procedures and policies**

### **Campus Resources**

#### **Accessibility for Students with Disabilities**

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Antioch University New England does not exclude or discriminate against otherwise qualified students with disabilities. Students with disabilities, diagnosed by a qualified professional and disclosed to the coordinator for Student Disability Services, may request and receive reasonable accommodations that will allow them to participate in the institution's programs and services. For more information about Antioch University New England's procedures please contact the coordinator for an appointment to discuss your needs and receive a copy of Antioch University New England's policies on accommodations.

#### **Advising**

On entering a degree program, you will be assigned an advisor, who is a faculty member of your department.

Though Antioch University New England is small enough that you will come to know most, if not all, faculty in your department, your advisor plays an especially important role. The extent of this role will vary from department to department, but certain elements remain constant.

Your advisor is the faculty member directly responsible for consulting with you throughout your educational processes. You may expect to work with other faculty members on your internship or practicum, SIS projects, curriculum design, and regular academic course work. However, your advisor will be expected to work with you to design your full program, and to discuss your registration each semester.

If during the course of your time at Antioch you wish to change your advisor, you should discuss this request with him/her and your department chairperson. Such changes, often come as a consequence of your increasing contact and affinity with another member of the faculty. This change can usually be accommodated if the faculty member to whom you wish to transfer is willing and is not already committed to a full advising load.

Questions about compliance with degree requirements, certification requirements, advanced standing applications may be directed to the registrar as well as your advisor.

#### **Bookstore**

Books for classes may be purchased at Follett Virtual Bookstore.

Students may view Textbooks and course Materials associated with their registered courses. Follett Virtual Bookstore also provides the option to rent books and buy back books.

## **Campus Security Information**

The Crime Awareness and Campus Security Act of 1990, Title II of Public Law 101-542 requires an institution to begin to collect certain information about crimes on campus. It also requires that the institution prepare, publish, and distribute this information to all current students, employees, and any applicants for enrollment or employment upon request. The spirit of this legislation is to make our campus a safer place through awareness and clear channels of communication, and encourages each of us to take reasonable precautions.

### **Procedures For Reporting Criminal Action**

Security concerns during the office hours of 8:30 am to 4:30 pm should be reported directly to the Vice President for Finance and Administration or to the Director of Facilities Services. After office hours and when the facilities are open, make your reports to the person on duty at the Information desk. It is Antioch's policy to respond quickly to any threats to the safety of students, employees, or Antioch property. At off-campus sites, criminal activity should be reported to the site director or faculty member present, who in turn will notify the appropriate local authority.

### **Access to Campus Facilities**

From Monday through Friday, while classes are in session, Antioch facilities are generally open from 8:00 am to 10:00 pm or one-half hour after the end of the last scheduled class, whichever is earlier. When classes are scheduled on the weekends, the appropriate spaces within the facilities are open from 8:00 am to 5:00 pm or one-half hour after the end of the last class, whichever is earlier. On those days when there are no classes scheduled, but the administrative offices are open, the appropriate campus facilities are generally open from 8:00 am to 5:00 pm. Off-campus sites are open during posted hours. Since Antioch is a private university, access to our facilities is limited to current and prospective students, staff and faculty, and their guests. A community member should report anyone in the building they suspect is not a member of the educational community.

## **Campus Law Enforcement Policies**

Antioch employees who are involved with security matters are authorized to take actions required to protect Antiochians and property of Antioch from immediate danger. They are not legal law enforcement officers so they will immediately call the Keene Police Department when there is danger to persons or facilities. It is our policy to promptly report all crimes to the Keene Police Department. As stated in "Procedures for Reporting Criminal Action," report any suspected criminal activity to the appropriate official. In an emergency involving immediate threat to persons or property you should call the Keene Police Department at 352-2222, or dial 9 (for an outside line) followed by 911, and notify the appropriate Antioch staff member as soon as is reasonable. Antioch University New England is on one of the Keene Police Department's routine patrol routes.

### **Other Information on Campus Security**

As a non-residential campus with a regional student body, Antioch University New England relies on local, state, and federal programs to inform its students, faculty, and staff of crime prevention methods. The Crime Awareness and Campus Security Act of 1990 requires disclosure of crimes. For an annual update of

crime statistics for Antioch University New England, refer to the website of the Department of Education, Office of Post-secondary Education.

### **Career Services**

Antioch University New England assists students in planning their careers and seeking employment in several ways. Job listings are posted on bulletin boards maintained by each of the academic departments. Reference books on resume writing and interviewing for jobs are available in the library. Your advisor can also help you with advice on career planning and professional networking in your field of interest. Academic departments also sponsor practicum/internship and job fairs for current students.

Alumni and finishing students may also access our online Alumni Career Resources for career consulting tips, job listings, and networking with other alumni.

### **Drug-Free Workplace**

Under the provisions of the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Community Act Amendments of 1989, Antioch University New England students and employees are prohibited from the unlawful manufacture, possession, distribution, dispensation, or use of a controlled substance, as a condition of their enrollment or employment at Antioch. A controlled substance is defined as a drug that cannot be purchased 'over the counter'.

Any student or employee convicted under a criminal drug statute for conduct at Antioch University New England is required to report this to the University Office of Human Resources within five days of the conviction, and may be subject to the following:

- Required participation in a drug rehabilitation program approved by Antioch
- Suspension from employment or enrollment until satisfactory progress has been made in a drug rehabilitation program
- Immediate dismissal from employment or enrollment

The sale, use or possession of alcoholic beverages by students on the campus of Antioch University New England is strictly prohibited.

Information covering the health risks of drug and alcohol abuse, and an overview of the legal sanctions applicable under local, state, and federal law is made available to all students. Information concerning drug and alcohol counseling, treatment and rehabilitation is available in the Antioch University New England Office of Human Resources.

A complete policy statement regarding the sale and use of illegal drugs is distributed to all employees and students each year.

### **Enrollment Services**

Services that help students enroll at AUNE are provided by four offices—Admissions, Financial Aid, the Registrar's Office, and the Student Accounts Office. These offices are staffed from 8:30 am to 4:30 pm,

Monday through Friday, and may also receive requests during off hours through email. Visit Offices on the AUNE website for helpful information, including current tuition and fees, how to apply for financial aid, academic calendars, course descriptions, how to order transcripts, and more. You may download a PDF, listing in detail all the services and functions performed by each office in the Enrollment Services group. <http://www.antiochne.edu/wp-content/uploads/2012/08/EnrollmentServices2012.pdf>

### **Fax Machine**

Antioch University New England sends and receives fax transmissions. The institution's fax number is 603-357-0718; individual departments also have fax facilities. In sending a document to AUNE, please be sure to include a cover transmission sheet stating to whom the document should be delivered. Confidentiality of faxes cannot be guaranteed.

### **Library**

The library's services and collections are designed to support the low-residency graduate student. The library serves students on campus, off campus, and at cluster sites.

Research and instruction librarians offer professional and personal research support to our graduate students, both online and in person and course-specific sessions and workshops on topics of interest throughout the semester.

The library's curriculum-focused collection includes print and electronic books and journals, and online research databases. Items not held in the local collection can be obtained through Interlibrary Loan at no cost to the student.

The library offers circulating audio-visual equipment, including portable projectors and projector carts, digital still and video cameras, tape recorders, conference phones, laptop computers, netbooks, and more. Reservations are recommended.

The electronic infrastructure of the library requires that students have computer systems and skills that meet the AUNE standards as noted in this handbook. All electronic communications with the library must come through the student's Antioch email account (not a personal email account), which authenticates the student. The library provides complete technical support for all electronic library services.

For complete policies regarding circulation, interlibrary loan, audiovisual equipment, and other library resources and services, please check the library's website.

#### **Fines and Fees**

The library reserves the right to charge replacement and processing fees for lost or damaged items. Patrons with overdue books or unpaid fines may be denied access to library services. After due process, all unpaid fines and other charges will be turned over to the Students Accounts Office for collection. Once this action is taken, library privileges will be suspended until payment is received. The provision of enrollment or other academic services (such as transcripts, diplomas, registration for future terms) to students with outstanding library charges may be affected.



## **Library Hours**

Library hours are posted at the beginning of each semester. In general, the library is open seven days a week when school is in session. More limited hours are offered during vacation periods. For up-to-date information on library hours, check the library's web site.

### Contact Information

The library can be reached at 603-283-2400, or by emailing [circulation.ane@antioch.edu](mailto:circulation.ane@antioch.edu). Library staff contact information can be found on the library's web site.

## **Mailboxes**

Individual student mailboxes may be maintained within each department; however, administrative offices will forward mail to a student's address of record.

Mailboxes for chairpersons, faculty, and administrators are located on the first floor in the north wing. Adjunct faculty at Antioch University New England have mailboxes arranged by their home department.

There is an "after hours" mailbox available on the first floor in the lobby by the elevator. You may use this for leaving completed forms, messages, and information for employees in the evenings and on weekends.

## **Medical Facilities**

If you need a doctor or medical attention Keene has excellent medical facilities. Dartmouth Hitchcock Keene is located on Court Street. It is open daily and the hospital has around-the-clock medical assistance and a complete emergency staff on call.

## **Parking**

The Antioch University New England campus on Avon Street has ample on-site parking in the parking lots. To maintain a good neighborhood relationship with the Avon Street businesses, Antioch asks employees and students NOT to park along Avon Street.

In addition to generating neighborhood complaints and damaging Antioch's relationship with the Keene community, employees and students who park illegally run the risk of being ticketed or having their cars towed.

## **Psychological Services Center**

The Antioch Psychological Services (PSC) is located at the Antioch University New England campus. The clinic functions as a mental health center and offers a range of therapy and counseling services to Antioch students and people in the Monadnock area. It is staffed by student clinicians and supervised by faculty within the Clinical Psychology doctoral program. The Clinic is a "model" training facility in professional psychology and emphasizes training, supervision, and current themes in research and service delivery in the health care field.



The clinic is open Tuesday through Friday throughout the year. Call for an appointment 603.352.1024 or email [psc.ane@antioch.edu](mailto:psc.ane@antioch.edu). Please call us and visit our website for more information.

### **Therapy and Counseling**

Our services include individual therapy for children, adolescents, and adults, in addition to couples' and family counseling. Group therapy and psycho educational workshops also run throughout the year. We can accommodate a number of personal difficulties, including but not limited to anxiety, depression, and adjustment to challenging and stressful life situations. Therapists are trained to treat commonly encountered childhood problems and help parents cope with these difficulties. Fees are extremely reasonable. Please note- the Clinic is not equipped to accommodate "walk-ins" or those needing emergency services.

### **Testing and Assessment Services**

Psychology clinicians perform comprehensive psycho-education evaluations for learning disabilities, attention deficit disorders, and psychological factors related to achievement. In addition, we can provide psychological and diagnostic assessments for local professionals and schools. Vocational interest assessments are also available. All are available to Antioch students for a reduced fee.

### **Room Requests**

Room scheduling policies have been developed with consideration of the nature of our academic delivery model, the physical characteristics of our building, limited facilities, our status as a commuter campus, and current liability insurance coverage. All room reservation requests will be governed by these policies. Gatherings beyond the scope of the academic program, (i.e., purely social events), are discouraged due to liability, security, and associated costs (reception coverage and cleaning).

1. All room requests, whether for individual use or group activities, must be sponsored by your department, and faculty/staff must be present during the event.
2. Requests are to be submitted by the department administrative assistant with specifics as to event, faculty sponsors, numbers of attendees, and planned activities. Since events are scheduled for only those evenings we're open for classes, the coordinator may not approve events that could be disruptive to scheduled classes.
3. Conference rooms are primarily for administrative purposes, academic/faculty meetings, etc. Conference rooms may be scheduled as above for meetings of a recognized student group (e.g., SERD, CTEC), with department sponsorship and faculty presence at the meeting or event.
4. The casual use of rooms other than those scheduled according to the above parameters is strongly discouraged. Although a room may appear empty, other groups (internal and external) may be assigned to the space. We have requested that faculty request break-out rooms for classes in which groups may move to remote (i.e., out of classroom) space to discuss academic issues.
5. Events are not to be announced publicly until appropriate room reservations have been requested via a department administrative assistant, and acknowledged.
6. Use of first and second floor lobby areas is arranged by the process noted above.



## **Safety & Emergency Procedures**

### **General Emergency Response Guidelines**

In an emergency requiring Police, Fire or Ambulance assistance, dial 9 + 911. Then notify the President's office by dialing 283-2436 or 283-2434.

### **Medical Emergencies**

In the case of a medical emergency stay with the patient IF it is possible to send someone else to call 911. Provide all the requested information and do not hang up until instructed to do so by the dispatcher. First-aid kits are located at the Receptionist's desk, in the Staff Lounge, and in the Library.

### **Fire Emergencies**

For fire, smoke, explosions, large spills of toxic chemicals, strong irritating odors or gases, pull the nearest fire alarm and evacuate the building immediately. This alerts the Fire Department. Report all necessary information to the President's Office (x2436 or x2434), Director of Facilities and Safety (x2391), Vice President of Finance and Administration (x2394), or to the Keene Fire Department Incident Commander as soon as possible.

All alarms are real. When the evacuation alarm sounds, leave the building immediately.

Walk directly to the nearest ground floor exit marked by lighted green EXIT signs. Maps for general evacuation routes are posted inside the door of all rooms throughout the building and in corridors and common areas.

Proceed to the end of the parking area farthest from the building and wait for additional instructions. Do NOT enter vehicles and attempt to leave the parking area. This action will result in delaying the incoming emergency apparatus.

If there is to be a long delay in reentering the building, the Fire or Police Department will set up traffic control to facilitate departure in a controlled manner.

### **Earthquakes, Explosions, Building Collapse**

Should an earthquake occur, seek shelter from flying glass and possible collapse of building components, under the nearest desk or lay face down against the nearest interior wall. Protect your neck and head with your arms. When quaking stops, evacuate and help others to evacuate, by the nearest outside opening. If you must leave through a window opening, use any means available to clear glass from the frame.

### **Worker's Compensation**

In the event of occupational injury or sickness, employees are protected under benefits of the Workers' Compensation Law. If you are injured on the job, contact the Human Resource Specialist as soon as possible. Antioch must report all injuries to the State of NH within five (5) working days of the incidence. A First Report of Injury form must be completed even if the injury does not require medical attention. This will protect you in the event that the injury causes a delayed reaction.

### **Minor Safety Concerns**

All minor safety concerns including but not limited to spills of non-toxic materials, body fluids (vomit, blood, etc.), electrical or chemical odors, mechanical malfunctions, hazardous storage, blockage of

corridors, stairways, entrances and exits must be brought to the attention of the Director of Facilities and Safety (x2391), Vice President of Finance and Administration (x2394). On weekends please see a library staff member.

## **Safety and Emergencies**

### **Access to Campus Facilities**

Antioch facilities are generally open from 8:00 AM to 5:30 PM weekdays, or one-half hour after the end of the last scheduled class, whichever is later.

On weekends the building is open when there are classes or events scheduled, generally from 8:00 AM to 5:00 PM, or one-half hour after the end of the last class whichever is later. Off-campus sites are open during posted hours.

Since Antioch is a private university, access to our facilities is limited to current and prospective students, staff and faculty, and their guests. A community member should report anyone in the building they suspect is not a member of the educational community.

### **Campus Law Enforcement Policies**

Antioch employees who are involved with security matters are authorized to take actions required to protect Antiochians and property of Antioch from immediate danger. They are not legal law enforcement officers so they will immediately call the Keene Police Department when there is danger to persons or facilities. It is our policy to promptly report all crimes to the Keene Police Department. As stated in Procedures for Reporting Criminal Action, report any suspected criminal activity to the appropriate official. In an emergency involving immediate threat to persons or property you should call the Keene Police Department at 352-2222 or dial 9 (for an outside line) followed by 911, and notify the appropriate Antioch staff member as soon as is reasonable. Antioch New England is on the Keene Police Department's routine patrol routes.

### **Campus Security Information**

The Crime Awareness and Campus Security Act of 1990, Title II of Public Law 101-542 requires an institution to begin to collect certain information about crimes on campus. It also requires that the institution prepare, publish and distribute this information to all current students, employees, and any applicants for enrollment or employment upon request. The spirit of this legislation is to make our campus a safer place through awareness, clear channels of communication, and encouraging each of us to take reasonable precautions.

### **Procedures for Reporting Criminal Action**

Security concerns that do not need an emergency Police response (9-911) should be reported directly to the Vice President of Finance and Administration (x2394) or to the Director of Facilities and Security (x2391).

It is Antioch's policy to respond quickly to any threats to the safety of students, employees or Antioch property. At off campus sites, criminal activity should be reported to the Site Director or faculty member present, who in turn will notify the appropriate local authority.

Statistics on Campus Crime and Arrests The Crime Awareness and Campus Security Act of 1990 requires disclosure of crimes beginning September 1, 1991 and each year thereafter. For an annual update of crime statistics for Antioch New England, refer to the website of the Department of Education, Office of Postsecondary Education.

### **Student Health Insurance**

Antioch University New England as an institution does not offer student health insurance. However, we do have information available on student health insurance administered by a private carrier. Further information can be obtained at the Student Accounts Office or on their Health page.

### **Student Identification Cards**

Student Identification Cards are available from the Registrar's Office for use while you are enrolled. Your student I.D. will admit you to the Antioch University New England library and will also serve as identification at functions which offer student discount rates.

### **Student Lounge**

The main student lounge, located on the second floor, is a place for students to meet, relax, and study.

We ask that students please help us keep the lounge an inviting place for fellow students and visitors by picking up after themselves.

### **Writing Center**

Writers at all levels benefit from getting feedback on their writing. At AUNE, you have three options for writing support:

- face-to-face support, available at the AUNE Writing Center in the library
- writing support via phone or Skype, also available through the AUNE Writing Center
- online writing support, available via the Virtual Writing Center, which operates out of AU Seattle and serves all AU students (contact them at [vwc.antioch.edu](http://vwc.antioch.edu))

To learn more, visit [antiochne.edu/writingcenter](http://antiochne.edu/writingcenter) or email [csnow1@antioch.edu](mailto:csnow1@antioch.edu).

## Financial Policies

### Explanation of Fees

#### Comprehensive Fee

All Antioch University New England students will be assessed a Comprehensive Fee each semester when tuition is due. This fee covers the cost of administrative and academic student services, basic instructional copying and materials, library services, and your diploma. It does not include books, which are purchased by you.

#### Dissertation Advising Fee

All Doctoral students must register for dissertation until and including the semester orals are held. If the dissertation is deposited prior to the drop deadline of the new semester, the Dissertation Advising Fee for the new semester will be refunded. However, all financial aid funds must be returned to the lending institution.

#### Doctoral Internship Fee

All Clinical Psychology students must register and pay the Internship Advising Fee for each term they are engaged in a doctoral internship.

#### Graduation Extension Fee

All master's level students, not enrolled in thesis/master's project continuation, will be charged a Graduation Extension Fee if all required course or practicum work is not submitted by deadline specified in the Academic Calendar or if all degree requirements are not satisfied by deadline specified for each degree conferral date in the Academic Calendar. The fee helps defray costs of maintaining and reviewing your records for a future degree conferral.

#### Laboratory Fee

All Environmental Studies students will be required to pay a Laboratory Fee each semester when tuition is due. This fee covers the costs associated with the purchase, repair, and replacement of supplies and equipment needed to conduct field, science, and selected communications courses. A partial list includes a variety of test kits, microscopes and related supplies, chemicals, maps, measuring and surveying devices, and specialized computer equipment. These resources are used in over half of the environmental studies courses in the field and the classroom, as well as in the laboratory.

#### Liability Insurance Fee

All Applied and Clinical Psychology students will be assessed a Liability Insurance Fee each semester when tuition is due. This insurance provides professional liability coverage when students are doing internships and practica.

#### Master's Thesis/Project Continuation Fee

All master's level students who are required or elect to do a master's project or thesis will pay a Master's Thesis/Project Continuation Fee each semester following their last scheduled semester of coursework, until the thesis/master's project is credited in the Registrar's Office. If the project is credited by the drop

deadline of the new semester, the fee for that semester will be refunded, or returned to the lender for those receiving financial aid. This fee helps defray costs of advising, faculty evaluation of work, library and enrollment services.

The Fee will be charged even if the student is not registered for the semester. However, lack of official registration by the student will jeopardize their loan deferments.

### **Non-credit Workshop Fee**

All Waldorf students will be required to pay a non-credit workshop fee each semester when tuition is due. This fee covers the costs associated with the non-credit workshops offered by the Waldorf program. As part of the accreditation by the Waldorf Schools Association of North America, the New England Waldorf Teacher Education Council requires that Waldorf students take additional courses in the arts and anthroposophy. The courses include: singing, bothmer gymnastics, recorder, eurhythmy, karmic relationships, drawing, rhythms in teaching, painting and occasional guest presentations.

### **Student Activity Fee**

All Antioch University New England students will be assessed a Student Activity Fee each semester when tuition is due. This fee provides funds for student use as approved by the Student Government.

### **Technology Fee**

All Antioch University New England students will be assessed a Technology Fee each semester when tuition is due. This fee covers the cost of technology support for the use of Sakai, myAntioch, Antioch sponsored email, HelpDesk, AUeID, and the Antioch Portal, in addition to servicing the Computer Resource Room.

### **Financial Aid: Student Employment/Work Study**

The Federal Work Study Program provides paid employment possibilities and is awarded to financial aid applicants with the highest level of need, who meet the priority deadline, on a first come, first served basis until the funds are depleted.

#### **Students with Federal Work Study Awards have the following options:**

1. Apply for a student assistant, project assistant, teaching assistant, or research assistant position on campus, **or**
2. Apply for an on-campus practicum/internship experience, subject to availability and the approval of your academic department. You will also need to determine if your award is sufficient to fund the entire practicum. Contact the Financial Aid Office for more information

To determine eligibility:

1. Complete a FAFSA at <http://www.fafsa.ed.gov> before the priority deadline.
2. Complete a Financial Aid Request Form before the priority deadline and indicate "Work Study only" if you will not be applying for loans.

### **Financial Aid: Student Loans**

The Federal Direct Student Loan Program is the primary source of funding for most AUNE financial aid applicants. Stafford Student Loans, less any applicable origination and guarantee fees, are disbursed to Antioch University New England. Funds are issued to Antioch University New England in up to three disbursements annually, in the form of electronic funds transfer or checks. Upon Antioch's receipt of funds, a final assessment of eligibility will be conducted before the funds will be credited to the account. Information about Perkins Loans, Graduate Plus Loans, and Alternative Educational Loans is available in the Financial Services section of our website, or from the Financial Aid Office.

### **Loan Fees**

The Federal government charges a fee for originating Federal Student Loans. The fee ranging from 1 to 4 percent will be deducted from the amount you borrow prior to being credited to your student account.

### **Electronic Funds Transfer**

Loan funds arrive by this method. You will be notified by the Student Accounts Office when the funds have been applied to your student account. If this transaction results in a credit balance in excess of \$32, a refund check will be processed.

### **Important Notice for Credit Card Users**

In accordance with our credit card Merchant Agreement, any refund due to a student within ninety days of a credit card transaction **must first** be refunded directly to that credit card. Students will be notified via Antioch email if this should occur.

### **Scholarships and Grants**

Visit AUNE Financial Services for a list of grants and scholarships available.

### **Satisfactory Progress/Good Academic Standing**

According to the Education Amendments of 1976, a student shall be entitled to receive Federal Student Assistance benefits only if "that student is maintaining satisfactory progress in the course of study she/he is pursuing, according to the standards and practices of the institution."

Antioch University New England uses the following guidelines for determining satisfactory progress: Students in all master's programs will be reviewed by the registrar after their second term of study. The review usually takes place in the middle of the third semester, allowing time for verification sheets to be received from instructors. At this time all students, except those in extended programs studying half time, must have a minimum of twelve credits verified. Extended master's students must have a minimum of seven credits verified. Repayment of Stafford Loans is based on the date of less-than-half-time status, not the graduation date.

Students whose programs extend beyond five terms will be reviewed in each successive third term. After their fifth term of study, students must have a minimum of twenty-four credits verified. Extended students must have fourteen credits verified.

Doctoral students will be reviewed in each of their four years, after two full terms of study (usually the Spring semester). The minimum number of credits required after completion of the second semester of each year of study for those students doing practicum is the same as for Master's level students, i.e., 12



credits. Doctoral students doing internships are required to have a minimum of 10 credits verified. Subsequent to a student's first year, at least 80% of the previous year's work also must have been completed by the time of the review.

A student who does not meet minimum credit standards will be considered ineligible to receive any federal financial aid. In the case of a student who has already been awarded aid, the Registrar will notify the Financial Aid Office immediately after determining any student is not maintaining satisfactory academic progress (SAP). The Financial Aid Office will then immediately contact the student in writing. The student is required to make acceptable arrangements with the Financial Aid Office within five days. Acceptable arrangements constitute the student's written explanation for having not maintained SAP and then outlining a plan of action to achieve it. Minimum credit requirements must be fulfilled before a student is considered to have achieved SAP. An agreed upon timeline will be made.

### **Federal Work Study**

If the student does not respond or make acceptable arrangements within five working days, the student is terminated from the work-study position and the award rescinded. If SAP is not achieved by the deadline, the student will be terminated from the work-study position and the award rescinded.

### **Federal Perkins Loan**

If the student does not respond or make acceptable arrangements within five working days, the loan for the semester during which the review took place and for all subsequent semesters will be rescinded.

### **Other Federal Student Loans**

When a student loan disbursement arrives at Antioch University New England, the student's academic progress is checked. For funds to be released (applied to your student account or issued as a refund), a student must be making Satisfactory Academic Progress.

### **Interim Status and Financial Aid**

A student who goes on interim or leave of absence, either by choice, or as required by an academic department or the Degree Review Committee, will not receive financial aid during the interim. If the loan is disbursed before a student goes on interim, the student is responsible for refunding that money to the lending institution. Note: If a student is not enrolled for a period of six months, for any reason, including being on Interim, repayment on Stafford Loans will begin.

### **Repayment of Student Loans**

Federal loans enter a grace period (or repayment) as soon as a student ceases to be registered at least half time. Because there is almost always a gap between the end of the last term registered and the degree conferral date, students should be aware that the lender must use the last date a student is actually registered.

### **Financial Aid: Suspension of Financial Aid**

The effective date of suspension of financial aid shall be determined as follows:

1. If the student has not met the minimum credit requirement to maintain satisfactory academic progress by the end of the semester in which the review takes place, awards for upcoming semesters will be suspended.
2. If the review takes place between semesters, and the student does not meet minimum credit requirements, financial aid already awarded but not yet disbursed for the coming semester(s) will be suspended.

### **Reapplying for Financial Aid After Suspension**

Minimum credit requirements (as evidenced by complete credits in your file in the Registrar's Office) must be fulfilled before a student may reapply for financial aid. Under no circumstances will financial aid money be held in reserve for students who have had an award suspended.

If a student is able to re-establish satisfactory progress before the end of a semester of suspension, aid may be awarded retroactively for that semester, subject to the availability of funds. If, however, a student does not meet minimum credit requirements by the end of the semester, the financial aid award is forfeited, and subsequent awards will not be increased to reflect the loss of aid.

### **Student Consumer Information**

Student Consumer Information is available for review in the Financial Aid Office.

Withdrawal/graduation/completion rates for programs are available from the Registrar's office.

### **Tuition and Billing**

For students enrolled in a Doctoral program, tuition is assessed by semester. For students enrolled in a master's program, tuition is assessed on a per credit basis for each degree and certificate program. All programs have a minimum number of required semesters. Students pay the tuition charges plus applicable fees each semester they are enrolled. Please refer to the tuition schedules below for the minimum number of semesters in each program. See <http://www.antiochne.edu/financial/tuition/> for detailed tuition and fee information.

### **Veterans' Benefits**

Antioch University New England is approved for Veterans' Benefits. Those who are eligible may see the Registrar for the appropriate forms to initiate requests for benefits. Veterans' Administration regulations state that:

"The records (of the school) must be sufficient to show continued pursuit at the rate for which enrolled and the progress being made. They must include final grade (credit) in each subject for each term, quarter, semester; record of withdrawal from any subject to include the last date of attendance for a resident course. The school policy relative to standards of progress must be specific enough to determine the point in time when educational benefits should be discontinued..." (UR & E Trans Sheet 434) In compliance with the above regulations, we require the following:

1. Students enrolled for seven or more credits in the fall and spring semesters and five or more credits in the summer semester will be certified as full-time. You may also be certified for three-quarter (5 credits) or half-time (3.5 credits) benefits.
2. Eligible students are certified each semester and review of their coursework is done at that time. After you register for the upcoming semester and it is determined whether you are eligible for full-

time or part-time benefits (based on the number of credits registered for and satisfactory progress), you will be certified for the subsequent semester.

3. Faculty will be notified of veteran students enrolled in their classes and asked to notify the Registrar if they are not attending. If it is found that you are not working toward the number of credits you had registered for, both you and the VA will be notified.

### **Withdrawal and Tuition Refund Policy**

To withdraw from Antioch University New England, students must notify the Registrar’s Office in writing, via a Change of Status Form, signed letter, or Antioch email directed to Registrar Office. (To protect your privacy and ensure authenticity of communications from students, email from outside email accounts cannot be accepted.) Withdrawals become effective the date the written notice is received by the Registrar’s Office.

Students who intend to complete the current semester and make their withdrawal effective at the end of the semester, should clearly state this in their written withdrawal notice. All required course work for the current semester must then be submitted to faculty by the last day of the semester — no extensions of this verification deadline will be granted.

Incomplete courses from previous semesters (with or without second extensions filed) will automatically be graded as No Credit (NC)s.

### **Tuition Refunds after Withdrawal**

When a student withdraws after the semester begins, Antioch refunds a portion of the tuition and other fees charged, based on the schedule noted below. In addition, if the student received any financial aid prior to their withdrawal, the student may be liable to Antioch for a portion of the aid received.

Withdrawals received after the first day of the semester become effective on the day the written notification is received by the Registrar’s Office and are subject to the following tuition refund schedule:

<b>Date Change of Status Form is received by Registrar</b>	<b>Amount of Tuition and Fees Refunded</b>
Prior to first day of the semester (as defined by the <a href="#">academic calendar</a> )	100 percent
After the first day of the semester	Amount based on percent of semester completed prior to completing 60 percent of the semester
After completion of 60 percent of the semester	0 percent

NOTE: Calculation of tuition and fees to be refunded is based on the expectation of the students program sequence.

**The Hold Place Fee is non-refundable.**

**Return of Federal Funds Policy**

The financial aid office recalculates federal financial aid\* eligibility for students who withdraw, drop out, are dismissed, or take an interim or a leave of absence prior to completing 60% of the semester. Recalculation is based on the percent of earned aid using the following formula:

**Percent earned** = Number of days completed up to withdrawal date†/total days in the semester

Federal Financial Aid is returned to the federal government based on the percent of unearned aid using the following formula:

**Aid to be returned** = (100 percent – percent earned) X (the amount of aid disbursed toward institutional charges).

When aid is returned, the student may owe a balance to the school. The student will be contacted by the Student Accounts Office to make arrangements to pay the balance.

\* Federal financial aid includes the Perkins Loan, Stafford Loan, and TEACH Grant.

†Withdrawal Date is defined as the actual date the Registrar's Office receives written or e-mail notification from the student of their withdrawal.

## Registration & Enrollment Policies

### Academic Progress Review – Department of Clinical Psychology

Your progress will be formally reviewed after each year of your program. An Annual Review at the end of the first and second years of the program will involve assessing your progress and identifying any areas of difficulty. A Degree Candidacy Review at the end of the third year of the program will examine the results of the Doctoral Qualifying Examination and input from your advisor, faculty, and practicum supervisors. Students satisfactorily passing this review will be certified as Doctoral Candidates and may proceed with their Doctoral Dissertation Project and be eligible to pursue application for internship. Additional review of student progress will be held as needed.

The mechanisms for Academic Progress Review include the following:

1. Each term there is a review of each student's academic records by the student's advisor, under the direction of the Director of Student Affairs, to determine if satisfactory progress is being made.
2. A more comprehensive Annual Review of each student's academic, interpersonal, and professional performance and conduct take place following completion of the Spring semester.
3. A Special Review can be initiated at any time by the student or any faculty member, when circumstances warrant.

Should difficulties in your academic progress, in areas specified in the Department Handbook, be identified as a result of a department Special and/or Annual Review, one or more of the following might be required of you:

Extensive consultation and academic progress review with your advisor

- Interim status in order to meet expectations set by the review
- Recommendation to the Registrar for disenrollment from Antioch University New England

If a particular faculty member has questions about your academic competence and progress, the matter will be discussed with you before any administrative action is taken.

You will be informed in writing of the results of your reviews. All students have the right to due process and can appeal decisions of interim or disenrollment to the chairperson of the Department of Clinical Psychology or, if necessary, the Vice President for Academic Affairs (See Student Grievance Procedures). The decision to recommend disenrollment of a student for unsatisfactory academic progress can be made at any time during a student's program.

For further details regarding these guidelines, see the departmental handbook.

### Academic Progress Status – Department of Clinical Psychology

#### I. Satisfactory Progress

To maintain satisfactory progress, students are expected to:

1. Accumulate departmental credit hours, verified by credit reports, as follows:
  - End of year one: 30-32 credit hours
  - End of year two: 60-64 credit hours
  - End of year three: 90-96 credit hours

- End of year four: 120-128 credit hours

(with the exception of the student who takes a half-time internship in their fourth year; in which case the credit hours for year four are twenty-four).

2. Complete the program within seven years, consistent with the Program's Statute of Limitations policy. (A student who has taken an approved leave or forced interim will have the maximum time frame for completion of the program extended for the length of the leave or interim period.)
3. Be up-to-date on all program requirements including, but not limited to, completion of required courses and practica and the timely completion of Qualifying Examinations.
4. Earn a rating of "Good" or better in the "Overall Course Performance" category for all courses except weekend workshops, in which "Satisfactory with Concerns" will constitute minimally satisfactory academic progress. The "Overall Course Performance" is the overall rating that a faculty member gives in their course evaluations. This is the rating that is used as the part of the probation policy.

## **II. Academic Warning**

1. Academic Warning is considered a pre-probationary warning and can be assigned out of any academic review process (advisor meeting, special review, annual review).

## **III. Academic Probation**

1. Probationary status indicates substandard performance which, if the pattern persists, would result in disenrollment from the doctoral program. Formal designation of probationary status is intended to alert the student and faculty to the severity of the problem, and to mobilize appropriate efforts to resolve it.
2. The following situations automatically trigger probationary status:
  - a. Failure to complete the minimum required credits for each year as specified above. A student who has dropped a required course is failing to complete the minimum credit hours.
  - b. Receipt of more than one "Overall Course Performance" rating of "Satisfactory with Concerns" in a semester length course.
  - c. Receipt of one "No Credit (NC)" or "Unsatisfactory" in an "Overall Course Performance" rating in any course.
3. A student may also be placed on probation for any of a variety of other performance or conduct concerns identified in an Annual Review or Special Annual Review. Such concerns include but are not limited to issues surrounding interpersonal fitness, unprofessional behavior, ethical violations, lack of dissertation progress, a pattern of "Satisfactory with Concerns" or "Unsatisfactory" descriptors that are not in the "Overall Course Performance" area, problems on internship, etc. A student may be placed on probation even if the student passes the course or practicum in which the problematic incident occurred and credit was received.

4. Students will receive written or email notification of academic probation from the Department within three weeks (counting only weeks when school is in session) after the determination of probationary status.
5. Probationary status ends by:
  - . Retaking the courses that were problematic and achieving a “Good” or better in the “Overall Course Performance” rating. A successful retake establishes the student’s competence in the relevant domain, but it does not eradicate the earlier evaluation for purposes of cumulative review. In particular, the earlier evaluation will still be counted toward the total number of credits of S or U, which are among the triggers for special review: and;
  - a. Attaining candidacy, which requires that all requirements up to the Fall of the fourth year be satisfactorily completed. In some circumstances candidacy may be granted if there is a viable plan for completing all outstanding elements of the program, with the exception of the dissertation, within the year prior to internship (e.g., completing a required workshop that was not done earlier). Students must obtain candidacy to apply for internships.

#### **IV. Disenrollment**

1. Students are automatically recommended for disenrollment to the Antioch University New England Registrar for failure to perform satisfactorily at the graduate level and/or make satisfactory progress towards the degree for any of the following reasons:
  - . Failure to meet the requirements for removal from Academic Probation by the end of the sixth year in the program
  - a. Receipt of an “Overall Course Performance” rating in two or more courses of “No Credit (NC)” or “Unsatisfactory”, including a retake of the same course
  - b. Accumulating a total of six (6) or more credits of U or a combination of eight (8) or more credits of “S” and “U” ratings in “Overall Course Performance”
  - c. By two failures of EITHER the Comprehensive Section of the Qualifying Examination or the Intervention Section of the Qualifying Examination (students would not be automatically recommended for disenrollment until they had failed two administrations of the same QE section).
2. A student may also be recommended for disenrollment for other serious reasons according to the judgment of any academic review [advisor meeting, special review, annual review]. They include but are not limited to issues surrounding interpersonal fitness, unprofessional behavior, ethical violations, lack of dissertation progress, a pattern of “Satisfactory with Concerns” or “Unsatisfactory” descriptors that are not in the overall area, problems on internship, etc. This may be done even if the student passes the course or practicum in which the problematic incident occurred and credit was received.
3. Students will receive written or email notification of the recommendation for disenrollment from the Department within three weeks (counting only weeks when school is in session) after the determination of that status.

4. The disenrollment policy applies whether or not a student is currently or was previously on probation.

For further details regarding these guidelines, see the departmental handbook.

### **Attendance & Residence**

Students are expected to attend all scheduled classes and to contribute to the learning of his or her peers. Credit may be denied for failure to regularly attend classes, and/or for missing a designated percentage of class meetings, as specified by each academic department.

If you find that a conflict exists between one of your scheduled classes and a religious holiday, please see Holiday Policy. Our programs are arranged so that students can live within the community in which they are doing their internship or practicum. However, each of our graduate students is required to complete a substantial portion of his or her program through classes, seminars, and workshops. Only by rare exception are you permitted to pursue a program in which you do an extended portion of your study away from Antioch University New England. Such an exception (e.g., studying abroad) requires that you petition your department chairperson for approval and be able to demonstrate that the quality of your learning will not be affected adversely if the petition is approved.

### **Audit**

In order for an audited course to appear on your transcript, you have to meet all course requirements except for the submission of documentation which is required for credit. Therefore, you have to register as an auditing student and attend all class sessions. You will be charged the appropriate Audit Per Credit Fee.

Students registering for credit have priority over students registering for audits.

Therefore, students may change from credit to audit until the end of the drop period only if there is or was no waiting list for the course. The standard drop deadlines specified in the Academic Calendar apply for consideration of a tuition refund associated with this change. Students changing from Audit to Credit will incur additional tuition charges based on this change.

### **Class Lists**

If your name does not appear on a class list, you will not receive credit for that course. To have your name added to a class list after registration, or emailing the Registrar's Office if web registration is closed. If the course you wish is full, you may add your name to the waiting list.

### **Change of Program**

If you wish to change your degree program once you have been admitted to Antioch University New England, you would start with your present program director. It is possible that you would need to complete part of the admissions process such as interviewing with the new department. In any case, you would need a Change of Status form, signed by both your present program director and the chairperson of the department you want to transfer, and submit it to the Registrar's Office. In addition, you will be asked to complete a Program Plan form available in the Registrar's Office.

If you are thinking of changing from one program of study to another, please be aware that your tuition may change or you may incur additional expenses, because you will have to fulfill a new set of degree



requirements. You should consult with your current advisor, the chairperson or program coordinator of the program you are interested in, the Registrar and Director of Student Accounts to help you fully understand the academic and financial implications of changing your degree program.

Change of Status forms and program plans should be submitted to the Registrar 60 days prior to when the change is to take effect.

### **Changing Your Registration**

Any changes to your schedule, must be done by you online using myAntioch, as your transcript is derived from your registration from each semester. Please note that failure to meet the drop deadline for dropping a course will mean that this course will stay on your record as a withdrawal or No Credit (NC).

**Please Note:** Check your registration instructions and degree requirements each term to make sure you are registered for every course you are attending and for the courses you need for degree completion. Requests for substantive changes to a student’s transcript, i.e., those involving the inclusion or exclusion of courses, including assignment of no credits and withdrawals, must be made within one calendar year from the end of the semester in which the course appears. After one year, no requests for changes will be considered.

### **Computer/Technology Requirement**

Students in all Antioch University New England programs are required to have regular computer and Internet access available on a daily basis. Students are also required to regularly use their Antioch-issued email account.

Our intent is to provide student services including, but not limited to: expanded access to academic resources and services provided by the Antioch University New England library; technological applications related to the delivery of courses and content via learning management software (Sakai); enhanced and more convenient communication with faculty and staff around academic and enrollment matters; and a significantly enhanced sense of a learning community through communication opportunities between class meetings. And finally, we envision a substantial reduction in the amount of paper used to conduct business.

Should you need to purchase a computer to meet this requirement, and you have a financial aid package, the cost may be covered through financial aid. Please contact the Financial Aid Office at 603-283-2490 for further information.

Please refer to the “Minimum Computer Requirements” listed below for details of specific hardware and software configuration requirements.

### **Antioch University New England Minimum Computer Requirements**

Below are computing requirements for all students. Individual departments and programs may require additional software (e.g., NVIVO, SPSS). Check with your department for other requirements or recommendations they may have specific to your degree.

### **Internet Connectivity**

All students must have a consistent and reliable Internet connection. Most courses, even those that meet face-to-face, take advantage of our online course management system, and the Antioch community uses several online technologies to communicate and collaborate. We strongly recommend a high-speed Internet connection (e.g., cable, DSL, or wireless). Using slower dial-up or satellite connections will greatly increase the amount of time spent on accomplishing your online educational activities.

### **Computer Hardware / Operating System**

Antioch University (AU) strongly recommends laptop computers to allow for mobility and flexibility in completing your academic work both on and off campus.

Mac or Windows PC with a minimum of 1 GB of RAM; 2 GB preferred.

- PC – Windows XP or higher
- Mac – OS 10.4 or higher

Older operating systems and computers with less memory (RAM) and processing power may function but may not meet your courses' requirements.

### **Office Productivity Software**

Your computer software should include a word processing program that saves and opens text files and that saves in multiple file formats. A good choice is a current office suite package such as Microsoft Office that includes word processing, presentation, spreadsheet, and other useful software. Some new computer purchases have this software already installed. NOTE: Microsoft Office suites are currently used at most Antioch University (AU) campuses. Some options are listed below.

- Microsoft Office Ultimate 2007 Steal for AU students
- Open Office 2009: The free and open productivity suite.
- Google Docs: Free online documents creation capabilities.

### **Anti-Virus/Computer Protection**

AU urges that you take steps to prevent viruses and other malware from infecting your educational home computing environment. Here are some programs that our IT staff recommends:

#### **Anti-Virus Protection**

- Avast Home Edition (free)
- Norton Anti-Virus 2009
- McAfee Virus ScanPlus

#### **Malware/Spyware Protection**

- AdAware
- SpyBot Search & Destroy

## Internet Browsers

Most of AU's technologies are accessed through a web browser, so having a supported browser on your home computing system is critical. Antioch supports the following browsers:

### Windows

- Firefox 2 or higher
- Internet Explorer 7 or higher

### Mac

- Firefox 2 or higher
- (Safari is not supported with Antioch Sakai)

## Browser Plugins / Players

AU also recommends several freely-available adjunct programs that will be helpful in using the Internet for academic work. Some free software and applications you may want to install include:

- **Adobe Acrobat Reader:** For viewing PDF documents:  
<http://www.adobe.com/products/acrobat/readstep.html>
- **Zotero:** Citation management program for capturing citations and creating bibliographies (must be using FireFox as your Web browser): <http://www.zotero.org/>
- **QuickTime Player / iTunes:** For playing multimedia files, podcasts, and streaming video:  
<http://www.apple.com/quicktime/download/index.html>
- **Windows Media Player:** For playing multimedia files:  
<http://www.microsoft.com/windows/windowsmedia/download/>
- **Adobe Flash Player:** For playing animations and Adobe Flash web content (multimedia):  
<http://get.adobe.com/flashplayer/>
- **RealPlayer:** For playing specific streaming media: <http://www.real.com/realplayer> – Look for the FREE RealPlayer download.

## Continuing Education Credits

Credits earned at Antioch University New England within five years prior to matriculation will be applied to a student's master's degree program as electives or course/competency area requirements as appropriate, except in the case of non-BA applicants. A maximum of three credits is accepted into degree programs of 32 credits or less; a maximum of six credits is accepted into degree programs of more than 32 credits.

Courses taken more than five years before matriculation are not eligible for inclusion in the degree program. Exceptions to the five-year rule may be made by the Vice President for Academic Affairs or designee.

Continuing Education courses considered as part of a non-BA applicant's admissions portfolio cannot be counted toward fulfillment of degree requirements.

## Continuing Education Status

### Registration

Continuing Education status is possible for those who wish to attend Antioch University New England as non-matriculated students (non-degree status). Six credits is the maximum a Continuing Education Student is permitted to earn. Continuing Education Students cannot earn Internship or Practicum credits or register for

SISs because we do not provide advisory or supervision services to Continuing Education Students, and these are required on Internship or Practicum and SIS work.

Continuing Education Students must fill out a Continuing Education Application Form available on the AUNE website for each semester they wish to study. They are registered after all matriculated students have registered; therefore, it is advisable to list alternate choices. Forms and payments should be submitted at least two weeks prior the start of the requested courses.

### **Fees/Payment**

Tuition must be paid upon submission of an application form to the Registrar's Office. Checks should be made payable to Antioch University New England.

### **Disenrollment**

A student's enrollment may be terminated by Antioch University New England for any of the following reasons:

#### **Academic:**

- For failure to perform satisfactorily at the graduate level and/or make satisfactory progress towards the degree
- For failure to register for more than one expected semester without an authorized leave of absence
- For failure to graduate within the maximum time limit allowed

#### **Unprofessional Personal Conduct:**

- For failure to behave consistently with the codes of ethics of one's profession, rules and regulations of AUNE, or behaviors which seriously interfere with the overall learning environment
- For failure to uphold principles of academic honesty and integrity. (See Academic Integrity)

#### **Financial:**

- For failure to meet tuition and financial obligations to AUNE

All disenrollments will be processed through the Registrar. Disenrollment may be appealed by following the student grievance procedure.

For further information regarding the taking of interim or leaves of absence on disenrollment, see the Interim and Leave of Absence Policy.

### **Dissertation & Doctoral Internships**

Students must register and pay the Internship Fee and/or the Dissertation Advising Fee for each term they are engaged in a doctoral internship and/or dissertation.

Students registered for full- or half-time internships and/or for dissertation will be considered full-time students for new loan and loan deferment purposes. You must register for dissertation until and including the semester your orals are held. If you deposit your dissertation prior to the drop deadline of the new semester, your dissertation advising fee will be refunded for the new semester. However, if you are a financial aid recipient for that semester, the amount will be returned to your lending institution.

**Please Note:** Failure to register for and pay the fee for dissertation advising by the first day of classes will result in disenrollment from AUNE.

### **Drop/Add**

How to Add a Course

Students may add a course through web registration on myAntioch. Full instructions are available in the AUNE Guide to Web Registration.

### **When to Add a Course**

The deadlines for adding are shown in the Academic Calendar:

Full semester courses:

Fall & Spring: By the drop deadline

Summer: By the drop deadline

All other partial semester courses: One week before the first meeting

### **How to Drop a Course**

Courses, workshops, internships, practica, and independent studies may all be dropped through web registration on myAntioch until the Drop Deadline. Full instructions are available in the AUNE Guide to Web Registration.

### **When to Drop a Course**

ALL DROPS must be done by the DROP Deadline, three weeks into the semester. After that deadline, students remain financially liable for the class. See the Academic Calendar for specific dates.

Courses dropped after the official deadlines up through the last day of classes will be considered Withdrawal After Deadline (WD), and will remain on your academic record. Students remain financially liable for the tuition.

WD's appear on your working transcript, but do not appear on the final official transcript. A course may not be dropped, either officially or unofficially, after the last day of the semester.

Failure to email a request to the Registrar's Office for a Withdrawal After Deadline by the end of a semester for a course or workshop you did not attend will result in your getting No Credit (NC) for which you are financially liable.

Students needing to take a year or semester off from study can request an interim status or leave of absence.

### **Extended and Modified Programs of Study – Program Plans**

All master's programs have a minimum number of expected semesters and a specified expected study sequence. Expected study sequences are described in detail on the academic departments' web pages. Students with special circumstances requiring them to alter the expected study sequence must complete an Application for Extended or Modified Program of Study and an accompanying program plan form, which lays out the proposed plan of study, semester by semester.

#### **There are a variety of circumstances under which a student might apply for this status:**

- Students unable to sustain the minimum number of credits specified by their department and need additional semesters beyond the minimum to complete degree requirements, for example.
- Students doing an internship or practicum at a location far enough away from AUNE that they cannot take other classes/credits can file a program plan showing, for example, one four-credit practicum semester, and an additional semester beyond the minimum number of semesters.
- Students returning to finish a degree or obtain a NH teacher certification endorsement may only need a reduced credit load for one or two terms to finish their requirements.
- Students with enough transfer or continuing education credits may also be able to modify their program possibly to shorten their program by one semester, or to take a reduced credit load in one or more terms of their required minimum number of semesters.

#### **Please Note:**

- Only students with transfer or continuing education credits taken not more than five years before matriculation are eligible to shorten their program.
- Only Students with approved modified programs of study (must be on file in the Registrar's Office) are eligible to enroll in fewer than stated minimum number of credits specified by their department.

More information and instructions accompany the Application for Extended or Modified Program of Study.

### **Failure to Register (All Students)**

Students (except those on dissertation) who fail either to register or pay tuition by the first day of the semester will automatically be placed on interim. If this happens you will be charged the normal interim fee, and the semester will be counted as one of the two you are allowed during the course of your program.

Students who go on interim after the first day of the semester will be charged an interim fee, plus a portion of the semester's tuition (see Interim & Leave of Absence Policy.)

Master's candidates doing Master's Projects, and doctoral students in the dissertation phase of their programs who have not yet completed and had their dissertations approved by the faculty must be registered for dissertation/master's project advising by the first day of each semester. Dissertation students who fail to register will be subject to disenrollment.

### **Holiday Policy**

Antioch University New England recognizes that we are a multicultural community with a variety of spiritual and religious practices and therefore, supports the needs of individual faculty, students, and staff to observe their traditional holidays. Given our unique program structures and delivery systems, whenever possible and

feasible, it is the intention of the Antioch University New England to provide accommodations for both federal and religious holidays.

Each year Antioch University New England seeks to avoid obvious conflicts with holidays that involve Antioch students, faculty, and staff, and tries to schedule semester breaks to avoid as many conflicts as possible.

Academic departments have the autonomy to schedule classes within the boundaries of the academic calendar to avoid conflict with religious holidays. If a conflict does exist, the academic department is expected to make accommodations based on the need of the individuals involved. Faculty should communicate with students at the beginning of each semester to identify conflicts. Students who wish to observe holidays that fall on class days must inform their instructors of their intent to observe the holiday, in order that alternative arrangements can be made.

Students are expected to make up classroom work, and the faculty is expected to provide reasonable opportunities for students to make up missed work. Students will not be penalized for missing classes for religious holidays.

Faculty, staff, and students should also be responsive to the needs of religious groups when planning special events, avoiding conflict whenever possible.

### **Graduation and Completion of Degree Requirements**

Antioch University New England officially confers degrees three times a year, in April, July, and November. The dates are listed in the academic calendar. Our programs are designed so that you will graduate on the official graduation date following your last semester. Therefore, you may not be registered for credit during the semester you are to graduate. Doctoral candidates will receive a letter and a Diploma Order Form about six weeks prior to your scheduled graduation date. Doctoral degrees are considered earned when all level credits have been earned, verification sheets and/or waivers for all required courses and internships and the dissertation cover sheet (signed by dissertation committee members) are all on file in the Registrar's Office. The Registrar cannot confirm your degree has been earned until all necessary documentation is on file.

While the Registrar's Office will notify you of anything missing from your file which is necessary for your graduation, you are ultimately responsible for getting the required materials and attending to the completion of your file by the deadlines specified in the academic calendar.

### **Be advised that deadlines are strictly adhered to—they provide us with adequate time for auditing and approving files.**

If you cannot complete all degree requirements by the deadline and need an extension until the next scheduled degree conferral date, a Graduation Extension Fee will be assessed.

### **Maximum Time Limit for Completing Master's Degrees**

Master's candidates whose program does not require a thesis are required to graduate by the fourth official graduation date (one year from date of the first scheduled graduation). Students in Environmental Studies enrolled in a master's thesis are allowed a total of ten semesters to complete all degree requirements, including thesis. Failure to complete will result in disenrollment unless you have received an exception. A

request for exception to this policy must be approved by your academic department, submitted in writing and granted by the Registrar, prior to your fourth expected graduation date.

### **Maximum Time Limit for Completing the Doctoral Degree**

Doctoral students are expected to complete all degree requirements, including the dissertation, within seven years of entering the program or be subject to the disenrollment process.

### **Interim and Leave of Absence Policy**

If you are a student in good standing and cannot study during a specific period of time due to unusual personal, professional, or academic circumstances, you may be granted an Interim Status for one semester off, or a Leave of Absence, for up to three semesters (one year). To go on interim or leave of absence, you must fill out a Change of Status Form (COS), and return it to the Registrar's Office.

There are fees associated with interim and leave of absence (see Master's or Doctoral Level Fees), and the fee is due on the tuition deadline for the semester. A maximum of two interims or leaves of absence may be granted during your program. Students who fail to register as scheduled after two interims or leaves, will be disenrolled (dismissed) from AUNE.

Students who fail either to register and pay tuition or request interim status by the continuing student registration deadline will automatically be placed on interim, and will be charged the normal interim fee. The semester will be counted as one of the two you are allowed during the course of your program. If you then fail to either register or request a second interim or a leave of absence, you will be subject to disenrollment.

**Please note:** students on interim or leave of absence may not attend classes, start or continue with internships/practica, or receive academic credit while on interim. Students who are in the Thesis or Dissertation phase of their program must register for appropriate Continuation each term, and may not take Interim or Leave of Absence.

Students who request an interim or leave of absence after registering will be charged the appropriate fee, in addition to the semester's tuition according to the following schedule:

### **Fall/Spring**

<b>Date Change of Status form Received by Registrar</b>	<b>% of Tuition Owed</b>
Prior to first day of the semester (as defined in the academic calendar)	0%
During Weeks One through Eight	Amount based on percentage of semester completed
After Week Eight	100%



## Summer

<b>Date Change of Status form Received by Registrar</b>	<b>% of Tuition Owed</b>
Prior to first day of the semester (as defined in the academic calendar)	0%
During Weeks One through Five	Amount based on percentage of semester completed
After Week Five	100%

If a student withdraws at the end of an interim or leave, all fees, including tuition, are non-refundable.

Students receiving Federal loan funds such as Perkins or Stafford Loans should see Return of Federal Funds Policy.

### **Additional Interim And Leave Of Absence Policies for Doctoral Students (PsyD and PhD)**

Doctoral students are required to complete a minimum of four years of full time study and pay four full year's tuition. If you are a first through fourth year student in good standing and cannot study full time due to unusual personal, professional or academic difficulties, your department may require, or you may request one of the following options:

1. **Take a full year's Leave of Absence.** Students on leave of absence students are not registered for any courses, workshops, independent studies, or practica/internships. To go on leave, submit a completed a Change of Status form, to the Registrar by the registration deadline for the semester. Students granted a leave of absence are charged a fee (See Doctoral Level Fees) that is due on the tuition deadline for the semester. A student is limited to a maximum of two leaves of absence. If you fail to register after your second leave of absence, you will be disenrolled from Antioch University New England.
2. **Take off one semester by going on Interim Status.** Because the curriculum is built around a required sequence of two-semester courses, this option is not recommended for the Fall or Spring semesters or for the summer after the first year of study. Students may take the summers between years two and three or three and four without difficulty, however, as the courses may be made up the following summer. To go on interim, submit a completed Change of Status form, to the Registrar by the registration deadline for the semester with appropriate payment (See Doctoral Level Fees). You are limited to a maximum of two interims or one interim and one leave of absence. If you fail to register after your second interim, you will be disenrolled from Antioch University New England.
3. **(Clinical Psychology students Only) Register for workshops only as a Matriculated Student with Less than half-time status.** This option allows students to maintain academic contact with the institution during a leave of absence of two or three semesters. Students will pay the regular Leave of Absence fee (See Doctoral Level Fees), in addition to the per credit charge for each workshop. If you register for, and then officially drop a workshop, the tuition paid will be credited to your student account.  
Please be aware that being a less than half-time student does not qualify you for either new guaranteed student loans or deferment of payment of previous loans.

4. **(Clinical Psychology students Only) Request a Reduced Course Load for one year.** In unusual circumstances, a student may be required by the Program, or request of the chairperson of the Department of Clinical Psychology or his designee to take a reduced load of four to six credits per semester for a year. The decision on requests for reduced course load rests with the department. The tuition charge will be based on a per credit fee. Students should be aware that this status will be allowed only in rare circumstances, and the year cannot usually be counted towards the four years of full-time study requirement.
5. **Emergency Medical Leave for Dissertation Students** Doctoral level students who have completed all required coursework and are working on dissertations are expected to register for dissertation advising each semester after completion of course work, and are not allowed to take semesters off through the interim or leave of absence procedure. The only exception to this policy is when a severe medical condition incapacitates a student from performing the research and writing necessary for work on the dissertation. In order to be eligible for medical interim, the student must submit a letter from his or her physician certifying the incapacity for academic work, along with a Change of Status form. Emergency medical leaves will be granted for only one semester at a time. If at the end of one semester the student is still unable to study, a new Change of Status form and accompanying new medical certification of incapacity must be filed. No more than three (3) semesters of medical leave will be granted.

## **Master's and Doctoral Programs Level – Degree Candidacy Review**

### **When to Register**

Continuing degree and certificate students register on the web during the last month of each semester for the following semester (e.g., students register for the Fall during the Summer). Check the academic calendar for specific dates and deadlines. Course Selection Instructions, Course Listings, and Course Descriptions are available on the Registrar's Office web site at least two weeks before online registration opens.

Students are expected to be enrolled full-time, following the course curriculum outline for their program. Once the registration has been submitted in myAntioch, the student should proceed to the "Pay On My Account" section and make the necessary payment. If a student is a financial aid recipient, payment should be made for any balance not covered by the NET aid award. The Student Accounts Office is available for assistance on this.

If payment of an outstanding balance is not completed by the Registration Deadline as noted in the Academic Calendar, the student will be administratively withdrawn from the semester. Seats in all classes will be forfeited. At that time, the student will be placed on financial hold and will need to contact the Student Accounts Office to make payment arrangements, including payment of Late Fees. Once payment arrangements are completed, access to registration will be provided and the student will re-submit their registration. **There is no guarantee that seats for all courses will be available for re-submitted registrations.**

Students who do not register or submit a Change of Status Form by the registration deadline will automatically be placed on interim status and charged accordingly. Continuing students will be allowed to register late through the end of the drop/add period, and will be charged a late registration fee (and late payment fee if applicable).

New Students register on the web and pay during the month before their first semester begins and attend an in-person orientation prior to the beginning of classes (See Academic Calendar). Information will be sent to incoming students on accessing course selection instructions, course listings, and the AUNE Web Registration Guide.

### **How to Register**

Instructions for accessing and completing online registrations can be found on the Registrar's Office web pages at <http://www.antiochne.edu/registrar/registration>

Registering for courses obligates the student for payment of applicable tuition, fees, and other charges on a student's account. Current students must have a zero balance. Failure to attend courses does not constitute withdrawal from Antioch or exemption from tuition payment.

The student is considered to be enrolled for the semester as of the first day of the semester (as defined in the academic calendar.) This date is separate from the first class meeting.

Please Note: If you are not officially registered and on class lists, you may not attend classes or continue with internships or practica. No academic credit may be earned in a semester in which a student is not officially registered or on interim or leave of absence.

Be sure to register online for all courses for both credit and non-credit, and internship or practicum. Students must notify the Registrar's Office about audit requests since MyAntioch has no option for "Audits."

You will be registered for a Supervised Independent Study (SIS) if the Registrar's Office receives your faculty approved contract by the required deadlines (see section on SIS.)

**Class Cancellation:** Classes with fewer than ten students will be subject to cancellation at the discretion of department chairpersons. Students affected will be notified.

### **Master's Project or Thesis**

Master's degree candidates whose programs require them to do a Master's Thesis or Project, or those who elect to do so, are expected to register for Master's Thesis/Project credit by their last expected semester in the program:

- All Environmental Studies Programs by the fifth semester;
- Waldorf Program by the fifth semester;
- Elementary Teacher Certification non-certification students by the fourth semester;
- Experienced Educators Program by the sixth semester.

If the project or thesis has not been completed by the end of their last expected semester, students must register for Master's Project or Thesis Continuation for each successive semester until the project has been completed and credited.

Students registering for Master's Project or Thesis Continuation will be considered half-time students for loan deferment purposes.

Students who are required to or elect to do a thesis or master's project are not eligible to take an interim or leave of absence after their last expected semester of classes in the program.

### **Thesis & Master's Project Continuation Charges**

Students who matriculated prior to Summer 2007 will be charged a Graduation Extension Fee if their project is not credited in time for the next scheduled graduation (degree conferral) date, and for each successive graduation date missed.

Students who matriculate in Summer 2007 and after will be charged a Master's Project/Thesis Continuation Fee for each semester following their last expected semester. The fee will be charged even if the student is not registered for the semester. However, lack of registration by the student will jeopardize their loan deferments. If the project is credited by the end of the drop deadline of the new semester, the fee for that semester will be refunded. However, for financial aid recipients for that term, the amount will be returned to the lending institution.

### **Official Communications to Enrolled Students**

Communications concerning individual student matters, including enrollment status, completion of course and degree requirements, academic standing, financial aid or student account status will be sent from academic departments and enrollment services offices (Admissions, Registrar, Financial Aid and Student Accounts) through several channels:

- Antioch University New England email
- US Post Office
- On-campus departmental mailboxes

Students are required to regularly use their Antioch-issued email account.

Therefore, it is incumbent upon students to regularly check their email for individualized notices, as well as online academic department conferences for notices of a general nature.

Students are also required to keep Antioch University New England informed of a current mailing address where they regularly receive postal mail.

The official designated recipient of change of address notices for enrolled students is the Registrar's Office. Changes must be submitted in writing and may be sent either through your Antioch University New England e-mail to registrar.ane@antioch.edu, in person by visiting the Registrar's Office or by US Mail.

Please help us keep you informed of important institutional information by both reading AUNE email and keeping us current on your mailing address.

### **Readmission**

If you have withdrawn from Antioch University New England, and wish to reenter the same degree and program within five years of withdrawing, you must:

1. Submit an application for readmission (available at the Registrar's Office) to the Registrar  
**and**
2. be interviewed and accepted by the program director  
**and**

3. pay any prior balance.

If approved for reentry, you will be assessed a readmission fee, payable at the time your tuition is due.

If you wish to reenter five years or more after withdrawing, or wish to enter a different degree program you must submit a new Application for Admission. Please see a member of the Admissions Office for details.

Applicants for readmission will be subject to a readmission fee (see Tuition & Fees: Master's Fees).

Students must satisfy the degree/curriculum requirements in existence at the time of their re-entry.

### **Teacher & Principal Certification – New Hampshire**

Antioch has received program approval from the New Hampshire State Board of Education to endorse students for Teacher Certification and School Administration (Principal). If you desire certification, you must be officially enrolled in a program that leads to certification (see degree requirements section). Please contact the AUNE Certification Officer for details.

### **General Education Requirements for Certification Programs**

In addition to satisfying the Antioch University New England degree requirements outlined previously, matriculated students seeking an institutional recommendation for first certification in one (or more) of the following programs—elementary, early childhood, life science, and middle science education—must also satisfactorily demonstrate general education competencies in the liberal arts. This includes the broad areas of the humanities, mathematics, the biological and physical sciences, and the social and behavioral sciences. Specifically, competence in the area of general education has been defined by the State of New Hampshire as having the ability to:

- Understand and apply language skills in oral and written communication
- Appreciate and use literature to understand the human condition
- Appreciate the aesthetic values expressed throughout the arts
- Understand and apply scientific and mathematical concepts
- Understand and appreciate divergent cultural, social, geographic, political and economic conditions and their impact on past and current issues in the nation and the world
- Understand and appreciate the growth and development of our nation's role in world affairs
- Understand the ethics principles of values that are the underpinning of our democratic society and demonstrate knowledge of American history and government
- Understand and apply information retrieval skills including those related to technology

Students may meet these general education requirements in a variety of ways:

1. Credited undergraduate and/or graduate work. It is expected that a student's undergraduate and/or previous graduate preparation will have covered most, if not all, of the above areas, and successful completion of relevant coursework as evidenced by the official transcript will suffice as demonstration. In certain circumstances, students may be required to submit copies of course descriptions as an accompanying step to the transcript analysis process.
2. Prior learning derived from life experience. In cases where a competency cannot be demonstrated through specific coursework completed elsewhere, a student may choose to document and demonstrate a specific competency through a variety of alternative methods that include, but are not limited to topical essays, case presentations, etc. This approach is particularly recommended for

students who have derived significant learning from life experience. Consultative help on putting a presentation together for evaluation is available from department chairpersons and/or the President. Evaluation of submitted materials will be done by an Antioch University New England faculty member or an outside expert, chosen by Antioch University New England, who has expertise in the academic/subject area(s) in which competency is being assessed.

3. CLEP examinations
4. Approved coursework taken at Antioch University New England or another accredited college or university. A list of regularly offered Antioch University New England courses which meet the general education competencies above, is available from the Department Chairperson or the President.

The initial general education assessment shall be completed no later than the end of student's first semester, and wherever possible, prior to matriculation.

### **Teaching Reciprocity**

The State of New Hampshire participates in a reciprocal agreement, the NASDTEC Interstate Certification Contract which facilitates the movement of educators among the states and other jurisdictions that have signed the contract.

As of this date, the states listed below have signed the NASDTEC Interstate Certification, with New Hampshire:

Alabama	Louisiana	Ohio
Arizona	Maine	Oklahoma
Arkansas	Maryland	Oregon
California	Massachusetts	Pennsylvania
Colorado	Michigan	Rhode Island
Connecticut	Mississippi	South Carolina
Delaware	Missouri	South Dakota
District of Columbia		Tennessee
Florida	Montana	Utah
Hawaii	Nevada	Vermont
Idaho	New Jersey	Virginia
Illinois	New Mexico	Washington
Indiana	New York	West Virginia
Kansas	North Carolina	Wisconsin
Kentucky	North Dakota	Wyoming

### **Important**

Students should know that individual states may withdraw from the contract upon one year's written notice to each member and to NASDTEC. The safest course for anyone seeking certification in the future is to keep in touch with the Department of Education in the appropriate state.

Certification applicants should also be aware that other states, even those listed with whom New Hampshire has reciprocity, may require a different competency test than New Hampshire requires before certification will be issued, or impose additional requirements which must be met within a reasonable period of time. Students should check with the Department of Education in the state they will be teaching in to be sure.

Prior to graduation the Registrar's Office will notify you that a certification application file has been originated on the NH Department of Education website, and your file number will be supplied to you. Students will access their file on the NH DOE website and pay the appropriate fee (currently \$130.00 for first license; \$20.00 for each additional certification application). Your application will be endorsed and forwarded to the New Hampshire State Department of Education. After your degree conferral date, your application on the NH DOE website will be endorsed. Your certification will be mailed directly to you by the State, approximately two-four weeks after AUNE's endorsement.

### **Dual Certification**

It is possible to earn certification in more than one field, e.g., life science and elementary education. Dual certification may be complex to achieve, and can require additional coursework and internship, possibly increasing your tuition and length of your program.

Students interested in dual certification should begin by talking with the chairperson or program director of the second field in which you wish to apply for certification. A Change of Status form, with the approval of the program director of the second certification program, must be completed and returned to the Registrar's Office. Students are eligible for certification recommendations only if officially enrolled in a program leading to New Hampshire certification. Please contact the AUNE certification officer for details.

### **Advanced Standing**

#### Overview

1. Antioch University New England will credit prior learning achieved through recent coursework taken for graduate academic credit at an accredited institution and prior learning through various other life experiences. If you believe that you have achieved significant learning beyond your bachelor's degree, and want that learning to appear on your Antioch transcript, you may apply for Advanced Standing. We emphasize, however, that credit will not be awarded merely for life experiences, regardless of how valuable they may have been to you. Antioch University New England will award credit only for the demonstrated learning consistent with your degree plan achieved through prior experience.
2. A maximum of twenty-five percent of a master's degree program may be awarded for prior learning (including Continuing Education credits at AUNE):
  - 4 credits of a 32-credit program
  - 10 credits of a 40-credit program
  - 12 credits of a 50-credit program
  - 15 credits of a 60-credit program

Exceptions to this rule must be approved by the Vice President for Academic Affairs.

3. The use of transfer credits toward a doctoral degree is at the discretion of the doctoral program director. Please see your academic department for further information.

4. Transfer credits or credit for prior learning through life experience cannot be applied to reduce internship credits. Internship or practicum credits taken at another school may not be applied toward course requirements at Antioch University New England.
5. Earned graduate credits which have been applied toward another degree cannot be credited toward an Antioch degree through the advanced standing process.
6. Courses taken at Antioch University New England as a non-matriculated student within five years of matriculation will automatically be applied to a student's program, and are not considered transfer credits. A maximum of three credits will be applied to programs of 32 credits or less; a maximum of six credits for programs over 32 credits.
7. Students who propose to shorten their program by one or two semesters upon submission of a program plan may be exempt from the minimum number of semesters required for their program.

**Please Note:** Students without bachelor's degrees must take a full program as a matriculated student. Continuing Education credits earned will not be eligible for inclusion in the degree program.

#### **Advanced Standing: Fees for Assessment of Advanced Standing**

Transfer Credits:           \$75 application fee

Life Experience Credits: \$125 application fee plus  
                                  \$100 per credit awarded

#### **Prior Learning Credit**

Prior Learning Defined

Prior learning from life experience must meet two initial tests:

1. It must be equivalent to a graduate-level learning experience
2. It must be relevant to your current degree program. This means that the student believes that a previous learning experience has direct relationship to some of the requirements needed for the student's degree program.

Prior learning is acquired from a variety of experiences, including:

1. Non-credit-bearing professional training such as summer institutes, in-house training, workshops, and professional development sponsored by employers
2. Professional experiences such as job-related work projects, committee and task force work
3. Volunteer work in community organizations or local government
4. Significant personal experience such as travel
5. Graduate work more than five years old
6. Undergraduate courses taken after earning the bachelor's degree
7. Graduate work at an unaccredited institution

Candidates for prior learning from life experience credits should be aware that some colleges and universities view life experience credit differently from classroom-based credit. Students considering transfer to, or additional graduate study at other institutions should make themselves aware of



relevant transfer and admissions policies at those institutions before applying for prior learning credit.

#### Demonstration and Documentation:

Students who seek credit for learning derived from life experience must be able both to document their experience and to demonstrate not only their learning but how that prior learning might meet some of their degree requirements.

Documentation is the provision of written materials, or other products, confirming that you have had certain experiences which resulted in learning. Examples of acceptable documentation would include: job descriptions, certificates of attendance or achievement; copies of speeches made or articles, papers, or reports written, curriculum units designed, supporting letters from supervisors or colleagues.

Demonstration is the process by which you articulate the learning that has resulted from these experiences. Most demonstrations are in the form of essays, critiques, or case studies.

Application for the crediting of prior learning proceeds in three phases:

#### Step I: Development and approval of a plan

1. Meet with your advisor for a preliminary discussion on the content and process of the application.
2. Identify and define the areas in which you have knowledge and/or skills that could be credited towards meeting degree requirements in your program.
3. Identify options for documenting and demonstrating your work.
4. Submit to your advisor:
  - a. An application form for advanced standing credit award for prior learning based on life experience (available in Registrar's Office), listing the learning areas you plan to document
  - b. A plan for documenting each area of competence proposed for prior learning credit
  - c. A plan for demonstrating competence in each area
5. Once approved by the advisor, all materials go to the chair of your academic department. S/he can either approve the submitted plan, propose modification, or recommend against the application.

#### Step II: Completion of Plan

Once the advanced standing plan has been given final approval by the department chairperson, you:

- a. Obtain documentation of each area of competence
- b. Complete demonstration of each area of competence
- c. Assemble and submit a portfolio of all materials to the Vice President for Academic Affairs or designee

#### Step III: Approval of Credit

The chairperson of your department will review the portfolio and, as a general rule, will seek the counsel and review of faculty who are qualified to evaluate your work, and make a final determination in the award of credit.

#### Responsibilities of Participants

- A. The student has primary responsibility for determining areas of prior learning to be assessed, planning and gathering documentation, arranging for the demonstration of knowledge and/or skills, and completing all application materials. The student is expected to work closely with his or her advisor in the process.
- B. The advisor is responsible for guiding you in the development of your plan and documentation.
- C. The chair of your department is responsible for consultation in the planning process, for approval of the student's plans for documentation and demonstration, for contact and designation of outside experts, and/or a Review Committee to review the student's material, and for the overall supervision of the advanced standing process.
- D. Experts who agree to participate at the request of the chairperson are responsible for evaluating the student's prior learning in their specific area of expertise.

#### Timing of Applying for Advanced Standing

Students who wish to apply for advanced standing are advised to speak with their program director or department chairperson upon admission. An application should be obtained from the Registrar's Office and completed during your first semester. Decisions on advanced standing will be made during your second semester and will take into account your first semester performance as well as all material submitted with your application.

If you anticipate that an award of advanced standing credits will shorten the number of semesters in the program, you must file a program plan with your advanced standing application. Please see your advisor for details. Program plan forms are available in your department and in the Registrar's Office.

#### Transfer Credit

For graduate level coursework taken for academic credit within the past five years at accredited institutions (only a grade of B or better will be accepted for transfer credit if the institution uses a traditional graded system of evaluation):

1. You are responsible for submitting to your advisor the following:
  - a. Transfer of Credit Application Form obtained from the Registrar's Office (also available in the Student Handbook, Forms section).
  - b. Course description(s)
2. Official transcript(s) must be sent directly to the Registrar's Office at Antioch University New England from the institution—we will not accept copies from students.
3. The coursework must be related to your area of concentration and must have been earned within five years prior to your date of matriculation at Antioch University New England. Credit for academic work which is more than five years old may be applied for as learning derived from experience.
4. Continuing education units or professional development credits may not be transferred, but may be the basis for learning derived from life experience.
5. If your advisor approves your application, it goes to the department chairperson and then to the registrar for approval.

6. The Registrar's Office, will then post the credit(s) to your Antioch University New England transcript, file the original copy in your permanent file and distribute other copies as designated on the application form. Transfer credits will then appear on your online academic credit history.

Students in the PsyD program should refer to the Department of Clinical Psychology Handbook for additional Advanced Standing policies.

### **Transfer Credit vs. Waiver of Course Requirements**

If the awarding of advanced standing is such that you believe you may be able to shorten the published minimum numbers of semesters required by your program, you may consider applying for a Modified Program of Study.

An alternative to transferring credits into the degree program is to request a waiver of a course or competency area requirement from the program director or chairperson of your department. This will allow you to take more elective credits in subjects that interest you, but will not lower the minimum number of credits you take at Antioch University New England.

**Please Note:** 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 the Academic Calendar) to have the waived course dropped from your schedule.

### **Waivers of Degree Requirements**

To earn a degree or certificate, all students must meet the exact degree requirements specified for their degree and concentration. (see Degree Requirements).

In order to be exempted from a course or competency area requirement, students must have academic department-approved written waivers on file in the Registrar's Office. Waiver forms can be obtained from each academic department.

If you are requesting a waiver based on coursework taken at another college or university, it may be necessary to provide the evaluator with course descriptions or syllabi documenting the course content. Please contact your advisor for further information on your department's procedures.

### **Course Crediting & Grades**

#### Course Crediting Policies Overview

Antioch University New England uses a credit/no credit system supplemented by faculty evaluation of four dimensions of your learning in all courses, Supervised Independent Study, and master's projects.

The four dimensions evaluated are:

1. Class participation
2. Mastery of course content
3. Quality of documentation (papers, tests, and oral presentations)
4. Overall course performance (a summative category)

One of the following evaluative descriptors will be assigned in each of the four dimensions assessed:

- Outstanding
- Excellent
- Very Good
- Good
- Satisfactory with concerns
- Unsatisfactory

In assigning evaluative codes, faculty will be guided by the meanings attached to each rating in the chart of Evaluative Descriptors.

Additional narrative comments will be provided to the student on or attached to the final paper or project presented for credit.

In order to receive credit for a course, you are required to verify that you have acquired proficiency in the specific learning objectives of the course. You must submit all required work to the instructor by the due date and the work must be of “satisfactory with concerns” quality or better in the category of Overall Course Performance.

### **Deadlines for Submission of Required Work**

All coursework is due the last day of the semester.

The instructor then evaluates your work in accordance with the learning objectives stated in the course syllabus, and takes one of the following steps:

1. Awards credit for the course
2. Returns your documentation and asks for revisions to the submission (in this case an extension will be granted to you to complete the work)
3. Returns your documentation and awards No Credit (NC)

Should a situation arise where you encounter difficulty in negotiating the revision of coursework and/or you believe that you have an academic grievance, you may make an appeal through the student grievance process.

### **Extension Deadlines**

Unless your instructor specified an earlier date, submission of all required course work is due during the last week of the semester on the last class meeting day for each academic program. (Weekend and partial semester courses routinely have earlier deadlines.)

If you cannot complete the required work by the due date, a student may request an extension until the first day of classes of the new semester. Extensions are granted at the discretion of the instructor – they are not an automatic right. You must fill out and give your instructor a Request for Extension of Verification Deadline Form (also known as a first extension or “green sheet”) before the due date of the required course work. If the extension is denied, documentation must be submitted to the instructor by the last day of class or you will receive no credit. If the extension is approved, your work will be due on the first day of classes of the next semester.

Faculty members have been instructed to automatically award No Credit (NC) to a student whose course work and documentation have not been received by the extension deadline. Individual faculty members do not have the authority to award an extension beyond the current limitations.

### **Academic Work Covered By the Extension Policy**

The extension deadlines apply to all registered courses, internships, practica, and independent studies registered. Deadlines for master's projects and doctoral dissertations will continue to be governed by the institution's policies on the time limits for completing degree requirements.

### **Second Extensions**

Antioch University New England recognizes that in exceptional cases there may be extenuating circumstances that make it impossible for a student to meet the first extension deadline. Therefore, it is possible for a student to seek an additional period of time.

The maximum time allowed for the second extension is:

Fall Semester: Last day of classes for Spring Semester

Spring Semester: First day of classes for Fall Semester

Summer Semester: Last day of classes of Fall Semester

No extensions will be allowed beyond these dates.

### **Steps for Obtaining a Second Extension**

Such extenuating circumstances will be the exception and must be acceptable to the faculty member and the chairperson of the department in which the student is enrolled. To be granted a second extension, you must obtain a Second Extension Form from the Registrar's Office, and have it signed by the instructor. If the instructor is based at the Keene campus, you must then deliver the form to the academic department offering the course for the department chair's signature. If the instructor is not based on the Keene campus, you must provide him/her with a stamped envelope addressed to the department chair. If the chair approves the second extension, the student will be notified by receipt of the copy of the second extension.

Students who fail to file a completed second extension will earn "No Credit (NC)".

Students who fail to submit required work to the instructor by the second extension deadline, will automatically earn "No Credit (NC)" for the course recorded by the Registrar.

### **Instructor/Course Evaluations**

The Instructor/Course Evaluation forms:

1. Help the instructor evaluate his/her teaching effectiveness via student feedback.
2. Aid department administrators in evaluation and planning.
3. Help students make course decisions.

Before the last class meeting instructors will distribute these forms to the students to fill out (this usually takes about fifteen minutes), and then collect them to return to the Registrar's Office.

Evaluations are kept in the library for community viewing for three years.

## **Internship/Practicum**

### **Master's Degree Programs**

You are required to earn a specific portion of your degree credits through demonstration of learning derived from a supervised internship or practicum related to your degree program. (see Degree Requirements). You can satisfy this requirement in one of two ways: through placement in a suitable internship position or, in certain cases, through the use of your current employment. In the latter case, you must demonstrate to your faculty advisor that professional supervision will be available and that there will be an opportunity for substantial new learning for you in your field. Students in the Foundations of Education program, who are experienced, practicing teachers, will use their workplace as a practicum site.

### **The following general principles serve as a guide to Antioch University New England's internship or practicum component in all degree programs:**

1. A minimum of two semesters of internship or practicum is required of every student.
2. A written contract, agreeing to the work (goals) to be completed in the internship or practicum, must be signed by you and a faculty member who will act as your internship/practicum advisor.
3. Your learning objectives must be spelled out clearly at the outset of the internship or practicum, and be filed with the department.
4. The process by which the Antioch faculty member will assess your achievement for your learning objectives must be spelled out in writing.
5. The Antioch departmental representative may make one or more on-site visits per year, with the exception of the Department of Organization & Management. These visits are documented in writing and kept in the department records.
6. The department is responsible for providing regular opportunities for you to meet with other students, under the supervision of a departmental faculty member, to examine your experiences and learning derived from the internship or practicum.
7. The internship or practicum experience must be concurrent with the above opportunity to examine it.
8. A written assessment by your internship or practicum site supervisor of your learning must accompany a verification sheet for each semester of internship or practicum.
9. Departments may make use of self and on-site supervisor evaluations of the student's learning in the internship or practicum.

The department is responsible for the distribution and collection of these materials. If the department wishes these to be included in your file, the department will attach them to the final verification sheet submitted to the Registrar.

Within the above framework, each program and department has designed its internship or practicum so as to achieve most effectively the desired learning from that department's program. You need to be clear on the internship or practicum procedures, design, and requirements of your department.

Policies and procedures for the practicum in the Foundations of Education program may vary somewhat.

### **Doctoral Programs**

For doctoral level internship/practicum guidelines, see departmental handbook detailing these guidelines.

## **Internship/Practica Crediting**

Internships and practica are evaluated on four dimensions:

1. Integration of theory and practice
2. Professional-interpersonal skills
3. Quality of documentation (work products and self-evaluation)
4. Overall internship/practicum performance (a summative category)

In addition to the evaluation grid ratings, on the Internship/Practicum Verification Sheet records a narrative evaluation of student performance.

To receive credit for a practicum or internship, you must submit all required work and a Practicum/Internship Verification Sheet to the instructor by the due date. Your work must be of “satisfactory with concerns” quality or better in the overall Practicum Performance Quality category.

For doctoral level internship/practicum guidelines, see departmental handbook.

## **Supervised Independent Study**

Antioch University New England fully supports the use of Supervised Independent Study (SIS) as a valuable means of acquiring knowledge to be applied towards your graduate degree. A special contract form, must be approved by your adviser before the SIS is undertaken. See Registration: Supervised Independent Study.

### **Appropriate Subjects for an SIS**

The subject of an SIS must be consistent with the learning goals of your degree program. It can be oriented either toward a particular skill that you wish to develop further (e.g., computer programming, staff development, or program planning) or a particular substantive area you wish to learn more about (e.g., higher education financing, day-care law, trends in correctional philosophy).

As a rule, no SIS will be approved if a course on the subject is offered during the student’s enrollment at Antioch. The SIS is intended to provide the opportunity to do graduate-level work on a subject not otherwise available at AUNE. Exceptions to this policy must be approved by your department chairperson.

### **Using a job, internship, or practicum as an SIS**

The subject of your SIS can be directly related to a task that you are carrying out as part of your job or internship. In many cases this provides you with the richest learning experience. However, to credit this as an SIS, you must extend your work and learning beyond what you would have done for the job alone. If you are also doing a practicum or internship based upon your job, the work and learning goals in the SIS must be in addition to those articulated in your practicum/internship contract.

### **Contents of the SIS Contract**

The Supervised Independent Study Contract must address the following:

1. The title of the independent study, which will appear on your transcript

2. The specific learning goals for this project
3. The relevance of the proposed study to your professional interests
4. The resources you plan to use — e.g. readings, interviews, site visits, field research, etc. Many projects lend themselves to the use of multiple resources, and you should consider visiting agencies that do related work and interviewing people who have had experience with the subject under study. The use of such resources will have the additional benefit of giving you experience doing research of a type different than that carried out through readings.
5. The name of your tutor for this project. If the person is not currently an Antioch faculty member, a resume must be submitted with your contract and the choice approved by your advisor.
6. The role the tutor will play in supervising the study
7. Whether the SIS will fulfill a course or competency area requirement or serve as an elective
8. The number of credits the study will earn will be awarded based on the following standard formula: one semester hour credit represents, over a fifteen-week period, one hour in class and two hours of preparation each week. The computation works out to 48 hours per credit. PLEASE NOTE: Individual academic departments may place limits on how many credits may be earned from a single SIS.

### **Registration: Supervised Independent Study Deadlines**

In order to receive credit for a SIS, you must be registered for the semester. Once you have registered for the semester, you may add the SIS to your schedule. To do so, your SIS contract must be filed with the Registrar's Office by the deadline specified on the Academic Calendar. Students who are registering for ONLY a SIS for the semester, may register at the usual time for a SIS with 0 (zero) credits to fulfill the requirement to be registered by the start of the semester. This would allow you time to complete your contract and turn it in by the SIS contract deadline. However, 0 credits could affect your eligibility to receive student loan funds and deferment of previous student loans. Please contact the Student Accounts or Registrar's Offices for further information.

If you decide not to complete an SIS for which you've submitted a contract, you must email the Registrar's Office to drop or withdraw, or receive a No Credit (NC) for the registered SIS.

Master's students will be charged the appropriate per-credit rate for addition of the SIS and payment will need to be provided.

SIS contracts received after the deadlines will be returned to you-and registration will be required in a subsequent semester if you wish to receive credit.

### **No Credit and Reversal of No Credit**

You will receive No Credit (NC) if:

1. You fail to resubmit work on rejected coursework.
2. You do not submit satisfactory verification by the deadline specified by the instructor, the end of the semester, and/or the deadline granted by an extension.
3. You do not submit the required work and fail to negotiate an extension and file the required extension forms by the appropriate deadlines.



4. You intended but failed to drop any credited learning activity by the drop deadline or withdraw from that activity by the end of the semester.
5. You do not attend or fail to complete a registered course, workshop, Supervised Independent Study (SIS), internship/practicum or any credited learning activity and do not submit a request to drop/withdraw from the registered activity by the end of the semester.

### **Reversals of No Credit Decision**

Assignments of No Credit (NC) for failure to obtain a first or second extension, or for failure to turn in all required work to the instructor by the extension deadlines may only be reversed for the following reasons:

1. Because an error has been made in the recording of the grade
2. Because the instructor has mistakenly reported that the required work was not received by the deadline

Appeals must be based on grounds of recording or instructor reporting error, and must be filed within one year of the end of the semester in which the course was taken. No other grounds for appeal will be considered.

After one year, the “No-credit” becomes permanent in the student record and may not be changed for any reason.

### **Records**

#### **Change of Address**

While you are a current student, you are required to report changes of mailing addresses in writing to the Registrar’s Office. This notification should include your Student ID number to help us identify you correctly. The Registrar’s office will then notify your academic department and all other enrollment offices of the change.

Please help us get your enrollment, graduation, and other important information to you in a timely manner by notifying us of address changes in any of the following ways:

1. Emailing Registrar’s Office through your Antioch email account
2. Faxing to the Registrar’s Office at 603-355-1160
3. Mailing the address change information to the contact address below

#### **Contact Information:**

Office of the Registrar

Antioch University New England

40 Avon Street

Keene, NH 03431-3516

Tel: 603-283-2470

Fax: 603-355-1160

Email: registrar.ane@antiochne.edu

Office hours: Monday – Friday, 8:30 am- 4:30 pm

#### **Change of Name**

If you change your name you must submit a Change of Status Form with accompanying legal documentation (copy of Social Security Card required) to the Registrar’s Office in order to have your student records and transcript reflect this change.

## **Student Academic Records**

Once you have registered and your admission file is complete, your academic records are permanently kept on file in the Registrar's Office. Each student file contains the following:

1. Application, undergraduate and graduate transcripts, (Recommendation letters are used for admission purposes only and are not part of the permanent student file)
2. All internship/practicum verification sheets (V-sheets) with faculty evaluations of your learning
3. SIS contracts
4. Results of academic reviews
5. Waivers of course requirements
6. Any additional information or materials the student, department, or administrative offices consider appropriate to have in the file

A complete academic transcript of all courses for which a student is registered is recorded in a computerized database in the Registrar's Office. See information about requesting a transcript.

As an Antioch student you have full and complete access to your own records and may review them by contacting the Registrar. Under no circumstances, however, may you remove or alter any of the contents. Antioch faculty, and administrators, as well as members of official accrediting agencies, also have access to all academic records so that they may effectively fulfill their responsibilities to students and the institution. You may obtain copies of anything in your file except transcripts from other universities. Transcripts from other schools must be obtained directly from that school.

Students may view their Antioch University New England cumulative academic credit history at any time via myAntioch.

Student records are released only in accordance with the regulations of the Family Education Right Privacy Act of 1974, as amended. With the exception of directory information, requests from accrediting agencies, federal loan guarantee agencies and others specified in the law, your written permission is required to release any part of your record.

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

- The right to inspect and review the student's education records within forty-five 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. The name and address of the Office that administers FERPA is: 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. See Also Transcript Policy.

### **Transcripts**

The Registrar's Office keeps a transcript of all courses, internship or practicum, and SIS registered for, as well as withdrawals after deadline (WD) and No Credit (NC)s incurred. Students may view their own academic credit histories (aka working transcript or credit report) at any time through myAntioch.

Official transcripts are issued with the seal of the University, and list only those courses and internships where credit has been awarded, and for internship and practica, a V-sheet is on file in the Registrar's Office. Licensing agencies, school certification offices and other universities almost always require official transcripts.

All transcripts are issued by the Registrar at Antioch University New England. Official transcripts must be requested in writing, and cost \$5.00 each for graduates, Continuing Education (non-matriculated) and withdrawn students and \$3.00 each for current degree-seeking (matriculated) students. A check for the proper amount, made out to Antioch University New England, must be presented at the time of the request. Unofficial transcripts (similar to the credit report or working transcript, viewable on [my.antioch.edu](http://my.antioch.edu)) list all courses In Progress (IP), as well as Withdrawal After Deadline (WD) and No Credits (NC). Unofficial transcripts (available to current students only) must be requested in writing.

Please visit the [Registrar's Office webpage](#) for further information on ordering transcripts.

**Please Note:** Requests for substantive changes to a student's transcript, i.e., those involving the inclusion or exclusion of courses, including assignment of No Credit (NC)s and unofficial drops, must be made within one calendar year from the end of the semester in which the course appears. After one year, no requests for changes will be considered.

**Student Accounts Office Note:** To receive a transcript, your student account must be in good standing. For graduates, this means that your account is paid in full. Current students must have a zero balance, an approved payment plan in good standing through Tuition Management Systems, or a balance that is covered by approved Financial Aid.

In the unlikely event that Antioch University New England should cease operations, pursuant to New Hampshire Revised Statutes RSA 292:8 kk, student records (transcripts) will be transferred, after the closing, by the Registrar to the New Hampshire Post-secondary Education Commission for permanent storage and access for all graduates and withdrawn students. Procedures for obtaining transcripts from any closed NH college or university are detailed at the NH Division of Higher Education's website.

All relevant forms can be found at <http://www.antiochne.edu/handbook/forms/>

# Antioch University New England

## Course Catalog 2012-13

<http://www.antiochne.edu/wp-content/uploads/2012/08/AUNECatalog.pdf>

<p><b>AP-ANE 690</b></p> <p>Credits: 1-3</p>	<p><b>Supervised Independent Study</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Antioch University New England fully supports the use of Supervised Independent Study (SIS) as a valuable means of acquiring knowledge to be applied towards your graduate degree. A special contract form must be approved by your advisor before the SIS is undertaken. Credits will not appear on your registration (thus affecting your enrollment status and perhaps your financial aid eligibility) until your signed contract is submitted to the Registrar's Office. You must 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 mid-semester add deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Students planning on two independent studies during the term should register for both Sections A &amp; B. See the Student Handbook for further details.</p>
<p><b>CP-ANE 890</b></p> <p>Credits: 1-3</p>	<p><b>Supervised Independent Study</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Antioch University New England fully supports the use of Supervised Independent Study (SIS) as a valuable means of acquiring knowledge to be applied towards your graduate degree. A special contract form must be approved by your advisor before the SIS is undertaken. Credits will not appear on your registration (thus affecting your enrollment status and perhaps your financial aid eligibility) until your signed contract is submitted to the Registrar's Office. You must 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 mid-semester add deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Students planning on two independent studies during the term should register for both Sections A &amp; B. See the Student Handbook for further details.</p>
<p><b>ED 693</b></p> <p>Credits: 4-0</p>	<p><b>Practicum</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<p><b>ED 693E</b></p> <p>Credits: 1-3</p>	<p><b>Practicum-School Leadership/Administration</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will function much like a supervised independent study. In</p>

	conjunction with their advisors, students will design a project that will address a specific portfolio competency area in which they feel they need additional work or have a specific interest.
<b>ED 696</b> Credits: 2-0	<p><b>Practicum - Critical Friends Group Coaching II</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Each candidate will be leading a professional learning community in their school. Candidates will keep in contact with one another through a regular online forum that will provide support and feedback for their professional learning community work. In addition, this course will tackle the subject of teacher evaluation. Students will compare and analyze philosophies of teacher evaluation and critically examine evaluation systems in their own schools and districts. This study will include peer observations and evaluation observations. The final project will be the development of an ideal teacher evaluation system for their school or district. Online course.</p>
<b>ED 697</b> Credits: 0	<p><b>Professional Practice Seminar</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> 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 disciplines 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.</p>
<b>ED 699</b> Credits: 4-5	<p><b>Master's Project</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> The Master's Project is a year-long project of the student's own choosing. Projects are expected to contribute to the improvement of educational practice and may have either a research or a developmental focus. Each student 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.</p>
<b>ED 699B</b> Credits: 3-0	<p><b>Master's Project</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> The Master's Project is a yearlong project of the student's choosing. Projects are expected to contribute to the improvement of educational practice in the student's school or district. Each student must complete an advocacy plan and portfolio before the end of the program. This course has no scheduled meetings.</p>
<b>ED 699C</b> Credits: 0	<p><b>Master's Project Continuation</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> 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</p>

	for Financial Aid and loan deferment purposes through the end of the term.
<b>ED-ANE 690</b>  Credits: 1-3	<p><b>Supervised Independent Study</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Antioch University New England fully supports the use of Supervised Independent Study (SIS) as a valuable means of acquiring knowledge to be applied towards your graduate degree. A special contract form must be approved by your advisor before the SIS is undertaken. Credits will not appear on your registration (thus affecting your enrollment status and perhaps your financial aid eligibility) until your signed contract is submitted to the Registrar's Office. You must 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 mid-semester add deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Students planning on two independent studies during the term should register for both Sections A &amp; B. See the Student Handbook for further details.</p>
<b>EDC 505</b>  Credits: 1-0	<p><b>Discipline as Learning</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> The word discipline is derived from the latin root, disciplina, meaning 'to learn'. Our goal as teachers is to guide children as they move from the need to have their behavior monitored and controlled by adults toward a growing ability to self monitor and control their own behavior. This course will provide highly practical and respectful elementary classroom discipline strategies based on the principles of approaches such as Positive Discipline and Responsive Classroom. Topics will include 1) establishing clear expectations together with students, 2) practicing and coaching positive behavior, 3) respectfully stopping misbehavior, and 4) problem-solving behavior issues in collaboration with children. There will be time during each class for students to practice the strategies and consider ways to apply them to their own teaching situations.</p>
<b>EDC 506</b>  Credits: 1-0	<p><b>Picture Books &amp; Social Studies</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction (Social Studies) <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> We will explore the delights and great potential of picture books in an educational setting through the lenses of narrative, pictorial and design elements. Participants will learn how to craft standards-based Social Studies lessons using picture books, including strategies for engaging students in substantial conversation and activities that foster the development of vocabulary, content knowledge, critical thinking, visual literacy and communication skills.</p>
<b>EDC 507</b>  Credits: 1-0	<p><b>Innovative Approaches to Technology in Progressive Education Classes</b></p> <p><b>Competency Area:</b> Curriculum (EDC) <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> How do progressive educators maintain their commitment to the core principles of constructivism while taking advantage of the widespread access to the internet, iPads, cell phones and other mobile technology in elementary schools. This hands-on, problem-solving course will engage learners with innovative software and new technologies in exploring online gaming and game design, website design, wikis, and podcasts.</p>
<b>EDC 510</b>  Credits: 1-0	<p><b>Have You Seen the Moon?</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction <b>Prerequisites:</b></p>

	<p><b>Requirements:</b></p> <p><b>Description:</b> Join me and my fifth and sixth graders as we explore ancient mythology through the lens of the natural world around us. With the moon as our guide, follow the lunar paths we take to unravel and comprehend the moon's mysterious patterns through our own inquiries and observations. Discover the connections between making and natural phenomena through art, literacy and math curricula 150 all through the wondering eyes of children.</p>
<p><b>EDC 519</b></p> <p>Credits: 2-0</p>	<p><b>Curriculum Design for EFS</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Working from the foundation of your own curriculum design methods, processes and implementation, we will explore Educating for Sustainability through curriculum design. We will begin with a review of principles of curriculum design, focusing on learning cycles and systems thinking. We will study and critique curriculum materials in terms of EFS, and you will learn how to use EFS criteria to develop and evaluate your curricula. With attention to state standards, as well as integration of the core emphases of environment, economics, and equity, you will work with others and individually to incorporate EFS into curriculum materials as you plan curricula for implementation in your own schools. Online course.</p>
<p><b>EDC 521</b></p> <p>Credits: 2-0</p>	<p><b>Professional Learning Communities</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Based on the model of School Reform Initiative (formerly National School Reform Faculty), this course will train all our certification candidates to be Critical Friends Group (CFG) Coaches, with an emphasis on how to be a leader in a school that consciously uses this model of professional development as the primary mechanism for promoting the cycle data-driven inquiry, professional growth, communication, and accountability. Following this training, principal certification candidates will serve as CFG coaches for a full year at their internship sites, thereby gaining a year of practical experience in leading a professional development initiative. The work at their schools will include observations of staff, giving and receiving feedback, examination of curricula, data, student work and assessment. This course will also explore the subtle and essential art of facilitative leadership and the importance of developing facilitative skills in order to be an effective administrator at any level.</p>
<p><b>EDC 528</b></p> <p>Credits: 1-0</p>	<p><b>Ecology of Imagination</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course investigates ways in which children's nature play can be used to invigorate the writing process. Making forts, hunting and gathering, constructing small worlds, going on adventures, and fantasy play are children's instinctive ways of being in the natural world and these activities can be used as the basis for curriculum. We'll use the surrounding neighborhood and hills to reconnect with childhood play. Out of these natural world experiences, each participant will craft a finished piece of writing by the end of the week.</p>
<p><b>EDC 529</b></p> <p>Credits: 1-0</p>	<p><b>Place-Based Social Studies</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction (Social Studies)  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Doing local history in and out of the classroom connects students with their communities in a meaningful fashion, bringing to life the abstract concepts and ideas traditionally covered in the history textbook. This course explores models for doing local</p>

	<p>history projects as part of a standards-based curriculum and gives students the tools to be enablers in their own classrooms. Students will combine hands-on activities involving oral interviews, writing and art with curriculum mapping and the nuts and bolts of classroom management. This course will involve a few field trips to Guilford, Vermont.</p>
<p><b>EDC 535</b></p> <p>Credits: 1-0</p>	<p><b>Music Curriculum</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will offer a continuation of music in the Waldorf school. We will discover some of the ways music can knit us together as a school community and foster the healthy development of the child. Areas covered include: an overview of the music curriculum K-8, roles of class teacher and music teacher, practice in leading musical activities, and methods for enlivening the voice and awakening the ear to tone.</p>
<p><b>EDC 536</b></p> <p>Credits: 1-0</p>	<p><b>Science Curriculum</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will introduce the philosophy, methodology and content of the physical science curriculum in the upper elementary grades for Waldorf schools. We will look at the methodology and practical aspects of teaching. Specifically, we will look at sound, light, heat, magnetism, electricity, and mechanics through demonstrations and experiments. We will also introduce students to the basis of and content for teaching inorganic chemistry in the 7th grade and organic chemistry in the 8th grade.</p>
<p><b>EDC 538</b></p> <p>Credits: 1-0</p>	<p><b>Waldorf Methods Math/Language Arts</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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 methods, activities and movement exercises will be shared and integrated in these two subjects.</p>
<p><b>EDC 539</b></p> <p>Credits: 1-0</p>	<p><b>Children's Games</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> It is necessary for healthy development of the person, yet too often play is considered childish and unimportant. This predominantly experiential course will explore the use of play and games in enriching the education experience. Whether used to develop group cohesiveness or to illustrate concepts or to have fun, a diverse repertoire of games serves the classroom and outdoor educator well. Participants will learn a wide array of traditional games, New Games, Project Adventure initiatives, Wide Games and other playgroup pastimes. We will also reflect on game structure and the techniques of leadership.</p>
<p><b>EDC 540</b></p> <p>Credits: 1-0</p>	<p><b>Clay Modeling I</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course introduces students to the activity of clay modeling/sculpture in its fundamental artistic principles. The importance and relevance of these activities as supportive of development are explored. Curriculum and temperament references and indications are given.</p>
<p><b>EDC 541</b></p>	<p><b>Speech I</b></p>



Credits: 1-0	<p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<b>EDC 542</b>  Credits: 2-0	<p><b>Painting</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Students in this course will learn to work with Goethean color theory and experience color free from the restrictions of outer form. The watercolor process, as used in Waldorf schools, provides a key to the artistic process that is an integral and necessary part of human development. Stages in the evolution of consciousness will be explored by painting out of various soul moods. This course also provides the background for the personal and artistic development of teachers and for their understanding of the painting curriculum for grades one through six. We will also look at examples from the Kindergarten and the upper elementary grades. Students will learn to translate a story into a painting, and develop experience in the wet-in-wet technique. We will focus on painting 'out of color!' (Rudolf Steiner)</p>
<b>EDC 543</b>  Credits: 1-0	<p><b>Eurythmy I</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course is designed for the student's own artistic development, which is of the utmost importance when working in Waldorf education. The goals are to acquaint the student with this new art and through doing it, to come to a new relationship to space. It is hoped that the student will come to a realization that the space around us has a living, dynamic quality, and this reality can lead into self-development.</p>
<b>EDC 543A</b>  Credits: 1-0	<p><b>Eurythmy II</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course is built on the work from the previous summer in elaborating the work in eurythmy as an art form and in relation to the curriculum.</p>
<b>EDC 544</b>  Credits: 1-0	<p><b>Painting I</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Students in this course will develop experience with colors and their relationships to an inner experience that can be objectively observed. The watercolor process, as used in Waldorf schools, provides a key to the artistic process that is an integral and necessary part of human development.</p>
<b>EDC 544B</b>  Credits: 1-0	<p><b>Painting II</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Students in this course will be introduced to the Waldorf painting curriculum</p>

	with some exercises from K-grade 6. In addition, this course will highlight the evolution of consciousness through color.
<b>EDC 545</b>  Credits: 1-0	<b>Speech II</b>  <b>Competency Area:</b> Curriculum & Instruction <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This course will refine students' speaking skills and focus on speech exercises, poetry and storytelling. Classroom verse, stories and poetry appropriate to the curriculum will be used.
<b>EDC 549</b>  Credits: 2-0	<b>Place-based Education</b>  <b>Competency Area:</b> Curriculum & Instruction <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This course fulfills the environmental education requirement for students in the Science and Environmental Science Concentration. Drawing on children's natural fascination with the world around them and their desire to make the world right, place-based education in the school setting offers an opportunity to develop a classroom into a living center of materials-based, community-related, cooperative learning, while fostering in children the attitudes, understandings and skills of environmentally literate citizens. This course will explore the potential roles of place-based education in an integrated curriculum examining both environmental education content areas and teaching strategies for the elementary years. Additional course focus will include approaches to dealing with environmental issues, both in the classroom as a school community; strategies for taking full advantage of a school's outdoor site; and techniques for promoting a working interrelationship with the community.
<b>EDC 550</b>  Credits: 2-0	<b>Integrated Arts I</b>  <b>Competency Area:</b> Curriculum & Instruction <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> The arts are an integral part of education. They are a vital part of the learning and growth process. Through the visual arts, one is able to see, think and speak in response to his or her environment in a creative manner. This class will offer opportunities to explore a wide range of art materials, processes and techniques in painting, print making, sculpture and mask making, and how these art lessons fit into classroom themes.
<b>EDC 550A</b>  Credits: 1-0	<b>Integrated Arts II - Circus Dreams</b>  <b>Competency Area:</b> Curriculum & Instruction <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> Ever wanted to run away and join the circus? Probably. And most kids would love to do that, too. Here's your chance. In this course, we'll explore the theme of Circus as a fun vehicle that can bring together diverse areas of study and one that we can encourage children's self-expression and self-confidence. We'll push back the desks and delve into circus skills, puppetry (from giant to tiny), clowning, movement, storytelling, painting, prop construction, etc. as we create a circus performance and consider ways of integrating a variety of arts and crafts with a variety of curriculum disciplines. A flea circus, too? No fleas please? Well maybe!!!
<b>EDC 551A</b>  Credits: 3-0	<b>Integrated Learning</b>  <b>Competency Area:</b> Curriculum & Instruction <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This course will provide students with opportunities to acquire an historical perspective of the integrated day classroom. Students will learn to appreciate the value of an

	<p>integrated approach to learning and gain experience in determining children's characteristics, levels of development and needs through observation. Students will see the learning of creative, social and process skills as important components of the curriculum and learn how to plan and implement an interdisciplinary thematic study, which can satisfy the demands of the curriculum, as well as build on children's experiences and meet the needs and interest of a variety of learners. They will explore issues and learn techniques of management, grouping, documentation, record keeping, display, evaluation, etc., and understand the implications of establishing a democratic classroom and a community for learning and sharing.</p>
<p><b>EDC 553A</b> Credits: 3-0</p>	<p><b>Math Methods - Early Childhood</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Young children develop their own informal mathematics knowledge before entering school. In this course students will learn how teachers can continue to allow them to build on their experiences, both practical and teacher-constructed, to extend their mathematical understandings and skills. Using concrete materials and hands on experiences, students will become actively involved with mathematical investigations involving a range of mathematical strands (number sense, geometry, measurement, pattern, probability) to illustrate how children can explore mathematics through problem solving and inquiry.</p>
<p><b>EDC 555</b> Credits: 3-0</p>	<p><b>Reading/Literacy - Elementary</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> 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 encoding and decoding; different approaches to reading instruction and the use of children's literature; ways to teach reading that promote confidence and fluency; assessment tools to determine the strengths and needs of young readers; and the integration of reading, writing and speech activities throughout the curriculum.</p>
<p><b>EDC 556</b> Credits: 1-0</p>	<p><b>Eurythmy III</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> In this course students will build on their prior experiences in eurythmy and deepen their relationship to this quintessential art which inspires all of Waldorf pedagogy. Through musical, poetic, dramatic and social exercises, participants will encounter the healing value of eurythmy for children, adolescents, teachers and parents, especially in relationship to contemporary challenges to healthy childhood and adolescent development.</p>
<p><b>EDC 556A</b> Credits: 1-0</p>	<p><b>Music Every Day</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> In this course we find our own connections to music making, and explore ways to integrate music into our homes and classrooms. No musical prerequisite is necessary to enroll in this course. Materials will be explored in a non-threatening and empowering way, accessible to all participants regardless of musical history. We will begin by learning songs, dances, and singing games, and move into other musical activities. This course is primarily geared to children ages 4-12, but teachers of older students are welcome as well. Other topics will include creating songs, children's compositions and notation (following the whole language method of writing music), improvisation, the music of words, and curriculum tie-ins. Coursework will include an observation, creating an idea book of songs and activities, and</p>

	leading a musical activity of your own choosing.
<b>EDC 557</b>  Credits: 1-0	<p><b>Thinking Outside the Box</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Thinking Outside the Box (and inside too!) Four hundred years ago, the Chinese invented cardboard and two hundred years later the first commercial cardboard boxes were produced. Since then, children have had one of the best toys ever created. Added to National Toy Hall of Fame in 2005, such recognition is well deserved. A box can be anything a child wants it to be in her/his imagination. It can be a place to hide, a place to feel secure, etc. In this course, we'll explore boxes big and small - found boxes and boxes we'll make. We'll consider how boxes can be used to help children learn science principles, look at cultures, express themselves through writing and art and much more while experiencing how much fun they are as playthings.</p>
<b>EDC 559</b>  Credits: 2-0	<p><b>Waldorf Curriculum Preparation I</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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 create age-appropriate lessons for a variety of grade levels. The aim will be to clarify the nature of the child of each grade level, and understand how the curriculum fits the child's development.</p>
<b>EDC 559A</b>  Credits: 2-0	<p><b>Waldorf Curriculum Prep II - Gr 5-8</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<b>EDC 559C</b>  Credits: 2-0	<p><b>Waldorf Elementary Curriculum Seminar</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This advanced seminar builds on the course Human Development and the Waldorf Curriculum and focuses on essential aspects of Waldorf methods in the main lesson curriculum of grades 1-8. Particular attention is devoted to the key principles involved in the art of class teaching. Students will learn ways to creatively and economically transform knowledge into age appropriate lessons and experiential learning. The seminar will emphasize a question and discussion format and enable participants to share practical experiences and insights. It will assist students in developing curriculum strategies, block plans, research and resources for future implementation. It will be specially tailored to the grade and subject needs and interests of the participants and individualized advice will be given by the instructor. At the same time the course will address and interrelate these specific areas and details always in the context of a subject's whole development over the eight years. Required Reading: Rudolf Steiner, Practical Advice to Teachers; Discussions with Teachers.</p>
<b>EDC 561</b>	<p><b>Creative Bookbinding</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction</p>

Credits: 1-0	<p><b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<b>EDC 562</b>  Credits: 1-0	<p><b>Integrated Math/Science Maps</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<b>EDC 563</b>  Credits: 3-0	<p><b>Math Methods - Elementary</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> 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. Using concrete materials and hands on experiences, students will become actively involved with problems from a range of mathematical strands (number sense, geometry, measurement, pattern, probability) to illustrate how children can explore mathematics through problem solving and inquiry.</p>
<b>EDC 565</b>  Credits: 1-0	<p><b>Painting III</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction <b>Prerequisites:</b> A background in painting and color is required; not necessarily veil painting experience. <b>Requirements:</b></p> <p><b>Description:</b> Students will be working with Rudolf Steiner's 12-fold color circle and choose a color combination for a veil painting. Students will be guided to work with the lawfulness of the movement of the colors, as they express the interaction of light and darkness. We will touch upon the healing effect of color as we try to bring transparency, balance and beauty into our paintings. This course will include weekly painting and studio sessions, and weekly History of Art classes with a guest instructor.</p>
<b>EDC 567</b>  Credits: 2-0	<p><b>Practicum - Critical Friends Group Coaching I</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> As outlined in the SRI Critical Friends Group training during the summer, each candidate will lead a CFG in his/her school. This course will provide support and supervision for that experience. In addition, candidates will work together during the course on expanding their facilitators tool box, exploring different models of developing professional learning</p>

	community and reflecting on their own growth and development as a facilitator. Online course.
<b>EDC 570</b>  Credits: 1-0	<p><b>Math and Language Arts</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will cover methods of introducing and cultivating skills in mathematics and language arts from the Waldorf perspective in grades 1-8. The development of number concepts from the whole to the parts, and the emergence of reading from the writing process, will be presented. Practical activities and methods for developing skills in math and language arts will be shared.</p>
<b>EDC 571</b>  Credits: 1-0	<p><b>Drawing</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This drawing course focuses on curriculum drawing in grades 1-8 and includes blackboard drawing.</p>
<b>EDC 571A</b>  Credits: 1-0	<p><b>Classroom Drawing</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> In this course students practice drawing as it relates to the Waldorf curriculum in grades 1-6. Particular emphasis is placed on how this artistic activity connects with the development of the child and enhances the learning of particular subjects. Students will experience a variety of methods and materials including beeswax crayons, colored pencils, and chalk for blackboard drawing. The techniques learned in this course are adaptable to non-Waldorf settings.</p>
<b>EDC 572</b>  Credits: 1-0	<p><b>Elementary School Science I</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Science in elementary schools is more than reading the chapter and answering the questions. Observations, hands-on investigations, nature experiences and children's literature can all provide starting points for developmentally appropriate science curriculum. By doing what scientists do, we will experience elementary science first hand and explore ways to initiate science with children. We will also explore building a connection between science inquiry and mathematical problem solving. Topics may include pendulums, stream studies, clay boats, design technology and bridge-building. We will examine diverse science curriculum materials such as TOPS, GEMS, ESS, MacDonald 5/13 and AIMS and reflect on the current issues and theoretical debates in science education involving pedagogy and standards.</p>
<b>EDC 576</b>  Credits: 3	<p><b>Connecting Communities</b></p> <p><b>Competency Area:</b> Curriculum and Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will focus on models of experiential education that intentionally weave sustainability, citizenship and community partnerships into learning. Students will learn how to establish and maintain a partnership with a community organization and design a framework for service-learning that explores a sustainability issue. The class will focus on intentional design of the partnership and overall initiative for meeting a community need and meeting curricular requirements. In addition, students will learn strategies for building</p>

	ownership and citizenship skills into the project. All course work will be conducted online.
<b>EDC 577</b>  Credits: 2-0	<p><b>Problem Solving Science</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Science in elementary schools is more than reading the chapter and answering the questions. Observations, hands-on investigations, nature experiences and children's literature can all provide starting points for developmentally appropriate science curriculum. By doing what scientists do, we will experience problem solving in science first hand and explore ways to initiate science with children. We will also explore building a connection between science inquiry and mathematical problem solving. Topics may include pendulums, stream studies, clay boats, design technology and earth science. We will examine diverse science curriculum materials such as TOPS, GEMS, ESS, MacDonald 5/13 and AIMS and reflect on the current issues and theoretical debates in science education involving pedagogy and standards. This course will be most valuable for students who are engaged in internships or who have access to a group of children to do science curriculum work with during the semester.</p>
<b>EDC 579</b>  Credits: 1-0	<p><b>Elementary School Science II</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b> EDC 572 (Elementary School Science: Part I)  <b>Requirements:</b></p> <p><b>Description:</b> Science teaching ideas need application in the real world of the classroom to really flourish, take hold and solidify. Building on our experiences with elementary school science during the summer course, students will implement two science curriculum projects in their internship in the fall - a natural science unit and a physical science unit. Students will choose one of these units to document comprehensively over the course of the semester. The documented unit will demonstrate competence in inquiry-based elementary science and should prove to be a useful component of the student portfolio. This course will be taught as an online course with assignments due on a monthly basis and will be most valuable for students who are engaged in internships or who have access to a group of children to do science curriculum work with during the semester. Online course.</p>
<b>EDC 582</b>  Credits: 1-0	<p><b>Speech III</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course explores the imaginative use of language through creative writing activities, and enlivens the recitation of poetry, verse, and story by practicing elements of voice and gesture. Our focus throughout will be on inner movement as a source of outer expression.</p>
<b>EDC 587</b>  Credits: 1-0	<p><b>New England Mammals - Lessons for Teachers</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This class will give you a foundation for designing lessons about wild mammals. You will learn the life stories of several mammals, ways to teach tracking, interpret mammal sign and recognize common mammal skills and scat. You will leave this course with a collection of animal sign and materials designed to support your teaching.</p>
<b>EDC 589</b>  Credits: 2-0	<p><b>Waldorf Elementary Curriculum Seminar II</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p>

	<p><b>Description:</b> How can teachers evolve the curriculum further for our changing children and cultural situations? In this course, students will renew and deepen their relationship to the core principles of the Waldorf way of teaching and learning and investigate how these find new applications in the art of educating today. Participants will also re-examine in the light of current research from various fields valuable practices such as recall and sleep learning that have been developed and time-tested in the Waldorf movement for over 90 years. The seminar format calls upon participants to share their practical experiences and mature insights around key areas of inquiry as well as the results of individual research. The course will be specially tailored to the grade and subject needs and interests of students. Required reading: Education for Adolescence, by Steiner.</p>
<p><b>EDC 618</b></p> <p>Credits: 1-0</p>	<p><b>From Sheep to Shawl</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction (Social Studies)  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> The process of turning wool into cloth is an important aspect of life in many cultures around the world in the present day as well as throughout history. This process can become the focus of rich studies for elementary children. While participants explore the possibilities for integrated curriculum, they will experience for themselves all of the steps from sheep to shawl, including carding, spinning, making and using natural dyes, and weaving. Required materials fee payable to the Education Department prior to the first day of class.</p>
<p><b>EDC 622</b></p> <p>Credits: 1-0</p>	<p><b>Assessment - Focus on Learning</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction, Critical Skills  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Assessment should focus more on improving learning than merely auditing it. To support the learning process, assessment needs to be seen as a rich process of feedback, based on evidence related to clearly identified standards and criteria. This course will focus on assessment, embedded in the learning process, which is intended to promote student learning and growth towards a wide range of outcomes. Together, we will look at principles of authentic assessment, explore best assessment practices and develop assessment tools and strategies to best support student learning.</p>
<p><b>EDC 624</b></p> <p>Credits: 1-0</p>	<p><b>First Six Weeks of School</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Using the book, The First Six Weeks of School (Denton and Kriete) as a starting point, participants will have opportunities to plan for the all-important opening weeks of schools in their own classrooms. Topics to be considered will include establishing routines, rules and consequences, creating a sense of belonging and significance for all students, and introducing academic curriculum while simultaneously building the social skills necessary for successful learning in an active and interactive environment. Approaches to classroom management in this course are based upon the work of Rudolph Driekurs and Jane Nelson and approaches such as Democratic Classrooms and The Responsive Classroom. Required materials fee payable to the Education Department prior to the first day of class.</p>
<p><b>EDC 638</b></p> <p>Credits: 1-0</p>	<p><b>Drama in the Classroom</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> There is no surer way to build a collaborative community than to immerse a group of people in creating a dramatic performance. In this experiential class, participants will learn performance skills by playing drama games, develop a play, make and gather costumes, prepare props, and practice and perform a lighthearted play. By experiencing the</p>



	steps involved in developing a dramatic production, participants will have the opportunity to gain an understanding of how to lead children in the rich, interdisciplinary curriculum that drama offers. No previous experience in drama is needed.
<b>EDC 648</b> Credits: 2-0	<p><b>Early Childhood Education Pre-K-3rd</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will focus on teaching and learning in the early childhood classroom (Pre-K to 3rd Grade). 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.</p>
<b>EDC 659</b> Credits: 1-0	<p><b>Living Arts I</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course is for the personal and artistic development of the educator and for learning techniques to integrate the arts in the classroom. As counter effort to the powerful presence of the media in our schools, a living environment where the arts support our sense of beauty and our sense of who we are and who we strive to be, is essential for authentic growth. When we paint or draw, we open pathways to greater communication with ourselves and the students we teach. Through explorations with color, painting and drawing, as well as through lectures and discussions, participants will consider the role of art for people of various learning styles and dispositions.</p>
<b>EDC 665</b> Credits: 1-0	<p><b>Movement &amp; Storytelling Pre-K Classroom</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<b>EDC 669</b> Credits: 1-0	<p><b>Picture Books in the Classroom</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> In this course we will explore the delights and great potential of picture books in an educational setting through the lenses of narrative, pictorial and design elements. Participants will learn how to craft standards-based lessons using picture books, including strategies for engaging students in substantial conversation and activities that foster the development of vocabulary, content knowledge, critical thinking, visual literacy and communication skills.</p>
<b>EDC 680</b>	<b>Reading/Literacy - Early Childhood</b>

Credits: 3-0	<p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> How can we best help young children to learn to read? Should we just use a phonics approach or is it better to use more holistic strategies along with phonics? This course will consider these questions as well as the following topics: the effect of personal, cultural, and linguistic experiences on the acquisition of literacy; an analysis of the reading/writing process and what is involved in decoding and encoding; different approaches to meaningful reading instruction and the value in utilizing good children's literature; ways to help children to gain fluency and comprehension in their reading; the integration of reading, writing, listening, and speaking activities throughout the curriculum.</p>
<b>EDC 682</b>  Credits: 3-0	<p><b>Building Strong Classroom Communities</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> We will explore best practices for transforming classrooms into strong, sustaining, collaborative learning communities utilizing effective models of experiential learning, cooperative learning, and group dynamics. The development of interpersonal skills and respectful, ethical conduct will also be examined. Online course.</p>
<b>EDC 683</b>  Credits: 1-0	<p><b>Mystery Classrooms/Journey North</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Mystery Classrooms is one of a dozen Journey North Internet math, science and geography units. Mystery Classrooms is designed for upper elementary and middle school students and weaves together local and world knowledge. Learners are challenged to use sunrise/sunset data and cultural geography clues to figure out the location of ten mystery classrooms located around the world. In the process of solving the problem, learners gain an understanding of why we have seasons, why sunrise and sunset times change, time zones and the relationship between climate and world geography. The project/course will provide a good balance of content and pedagogy.</p>
<b>EDC 686</b>  Credits: 3-0	<p><b>Using the Cycle of Inquiry</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This class will help students understand and explore how to apply the cycle of inquiry to improve teaching and learning in their school. They will look at models of inquiry, apply them to their own practice and experiment with sharing results with colleagues. Students will engage in several mini-inquiry cycles where they will gain experience with framing questions, collecting information about student learning and reflecting on successes and challenges in reaching desired outcomes. They will explore positive ways to bring best practices and new ideas from educational research into their classrooms and schools and they will explore how making teaching practice and cycle of inquiry public can help build understanding among teachers, students, families and broader school community.</p>
<b>EDC 687</b>  Credits: 3-0	<p><b>Powerful Learning Designs 21st Century</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Explores the various incarnations of experiential learning: problem, place, project and service learning- and their divergence and convergence with traditional instruction. This course will also focus on common assessments of uncommon experiences.</p>

	Online Course.
<b>EDC 688</b>  Credits: 3-0	<p><b>Instructional Design: Problem Based</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> The course is entirely devoted to Instructional Design, focused on the construction of multiple types of classroom-based and curriculum-connected problems for students to solve. The crafting of these challenges necessitates fluency in a comprehensive set of design tools, all examined and practiced in this course.</p>
<b>EDC 689</b>  Credits: 3-0	<p><b>Social Media</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Participants will explore not only the challenges and legal implications of utilizing social media as an instructional tool, but also the unique opportunities of the medium for teaching and learning.</p>
<b>EDL 625</b>  Credits: 0	<p><b>Leadership Seminar</b></p> <p><b>Competency Area:</b> Leadership  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will provide a touchstone for principal certification candidate's on-campus experience during their summer residency. Each candidate will be assigned to a small group led by their advisor. During this time, candidates will work on their individual learning plans, development of their internships and design of their portfolios. These groups and advisor assignments will be permanent for the duration of the students' stay in the program.</p>
<b>EDL 627</b>  Credits: 2-0	<p><b>Leading Transformations</b></p> <p><b>Competency Area:</b> Leadership  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will examine the latest trends in the structure and organization of educational systems and schools, with an emphasis on the philosophy of learner-centered education. In particular students will explore what it means to lead schools through the process of developing systems that allow for smaller learning communities, changing the uses of school time and resources to better support learning, and designing systems that allow the child's experience to be at the center of school organization and culture. Students will explore the implications of this core philosophy of the program in relationship to their own philosophy and vision for schools. This course also includes a required online component. Students should be prepared to spend additional time in the online environment in order to complete this requirement. This component will serve the dual purpose of enhancing our course work for this summer AND preparing students for their online learning experiences in the Fall and the Spring. There is also an online component for this course.</p>
<b>EDL 628</b>  Credits: 1-0	<p><b>Community Partnerships</b></p> <p><b>Competency Area:</b> Leadership  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Building strong community relationships and partnerships is an increasingly important role for school leaders. It is no longer a given that the public will support public schools without specific outreach efforts; newsletters and the PTA are no longer enough. From family partnership programs for the families of students, to business outreach and partnership, to civic engagement projects, this course will examine multiple models for building strong reciprocal relationships between schools and their communities. The course</p>

	will also address the building of the essential relationship between the school leader and district and school board personnel. In addition to your time in class, there will be a required online component for this course.
<b>EDL 629</b> Credits: 2-0	<p><b>The Learning-Centered School</b></p> <p><b>Competency Area:</b> Leadership  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will focus on the principal's role as an instructional leader in learner and learning centered schools. We will explore models of curriculum design and delivery that respect teacher professionalism, inspire creativity and innovation and provide rich and powerful learning experiences for students. Special emphasis will be placed on the importance of understanding the developmental needs of all students and on recrafting existing models of instruction and assessment to emphasize more authentic, higher level learning, while attending to the specific needs of each child. This course also includes a required online component. Students should be prepared to spend additional time in the online environment in order to complete this requirement. This component will serve the dual purpose of enhancing our course work for this summer AND preparing students for their online learning experiences in the fall and the spring. There is also an online component for this course.</p>
<b>EDL 630</b> Credits: 1-0	<p><b>Conflict Resolution for Leaders</b></p> <p><b>Competency Area:</b> Leadership  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will focus on the specific types of conflict issues unique to educational leadership, including working with students, faculty and families. Students will use role playing and case studies to explore ways to handle the types of conflicts that typically arise in a school setting. In addition to your time in class, there will be a required online component for this course.</p>
<b>EDL 633</b> Credits: 1-0	<p><b>Human Resource Management</b></p> <p><b>Competency Area:</b> Leadership  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will explicitly address the principal's role in the critical process of hiring and firing school staff. Students will look at the issues involved from legal, ethical, and educational perspectives and special attention will be given to the complexities of providing professional support and development for weaker staff members, while still protecting the academic integrity of the school and meeting the needs of students for high quality educational experiences. In addition to your time in class, there will be a required online component for this course.</p>
<b>EDL 635</b> Credits: 0	<p><b>Leadership Seminar II</b></p> <p><b>Competency Area:</b> Leadership  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will provide the capstone for principal certification candidates' on-campus experiences during their second summer residency. Meeting in the same small groups as the first summer and with the same advisor, students will reflect on their internship experiences and change projects and their experiences as CFG leaders. They will also work on preparation of their final portfolios.</p>
<b>EDL 637</b> Credits: 2-0	<p><b>School Finance &amp; Facilities</b></p> <p><b>Competency Area:</b> Leadership  <b>Prerequisites:</b>  <b>Requirements:</b></p>

	<p><b>Description:</b> Students will use this course to help develop the complex financial skills necessary to lead a school. Emphasis will be placed on directing resources in such a way that teaching and learning are privileged over more bureaucratic concerns. The course will include traditional methods of school budgeting and finance as well as exploring how leaders can marshal the outside resources so often necessary for schools today. In addition to your time in class, there will be a required online component for this course.</p>
<p><b>EDL 639</b></p> <p>Credits: 2-0</p>	<p><b>School Law &amp; Ethics</b></p> <p><b>Competency Area:</b> Leadership  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will focus on both the ethical and legal dimensions of leadership with an emphasis on resolving conflicts in the school community. Students will examine actual legal cases and ethical dilemmas for the purpose of understanding the role of the leader in creating and maintaining an educational environment that protects and nurtures equity, fairness, tolerance, and respect for the individual. In addition to your time in class, there will be a required online component for this course.</p>
<p><b>EDL 650</b></p> <p>Credits: 1-0</p>	<p><b>Independent Study Project</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Online course. This course will function much like a supervised independent study. In conjunction with their advisors, students will design a project that will address a specific portfolio competency area in which they feel they need additional work or have a specific interest. Online course.</p>
<p><b>EDNC 001</b></p> <p>Credits: 0</p>	<p><b>Bothmer Gymnastics</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course is an introduction to Bothmer Gymnastics, a series of exercises created by Count von Bothmer out of indications given by Rudolf Steiner. Through this new living form of exercise, students will explore their relationship to space and will work to find the balance between two kinds of forces: the centric, earthy forces and the peripheral forces.</p>
<p><b>EDNC 002</b></p> <p>Credits: 0</p>	<p><b>Singing I</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course offers an introduction to music in the Waldorf School. We will discover some of the ways music can knit us together as a school community and foster the healthy development of the child. Areas covered include: an overview of the music curriculum K-8, roles of class teacher and music teacher, practice in leading music activities, and methods for enlivening the voice and awakening the ear to tone.</p>
<p><b>EDNC 003</b></p> <p>Credits: 0</p>	<p><b>Eurythmy</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course is designed for the student's own artistic development, which is of the utmost importance when working in Waldorf education. The goals are to acquaint the student with this new art and through doing it, to come to a new relationship to space. It is hoped that the student will come to a realization that the space around us has a living, dynamic quality, and this reality can lead into self-development.</p>
<p><b>EDNC 004</b></p>	<p><b>Arts to Accompany Foundatns Humn Exp</b></p>

Credits: 0	<p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will explore themes covered in Foundations of Human Experience with particular emphasis on watercolor painting, clay modeling, physiology and anatomy.</p>
<b>EDNC 005</b>  Credits: 0	<p><b>Games</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This non-credit course covers games and recreational activities essential for the class teacher during recreation and recess periods to build children's social skills and physical coordination.</p>
<b>EDNC 008</b>  Credits: 0	<p><b>Oberufer Plays</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course focuses on the value and transformative power of acting for the teaching profession. Students will learn skills in the artistic use of voice, gesturing and interpersonal interaction that are valuable on stage, in public speaking and storytelling and in many ways in the classroom. It will be tied in with the themes of the Waldorf curriculum. A major part of the course will be devoted to the rehearsal of a folk play from the Danube River village of Oberufer which will be performed by students at the end of the semester in the outside community. Participation in this course is required for all Waldorf students.</p>
<b>EDNC 009</b>  Credits: 0	<p><b>Workshop on Early Childhood</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Healing Gestures: Renewing Forces for the Early Childhood Teacher, Health-Giving Opportunities for the Young Child. In this course we will explore active pathways that provide opportunities to heal and support the children in our care and strengthen the teacher's life forces and sense of joy in the classroom through several different modalities. Circle work and movement activities will be discussed along with experiencing these circle adventures. Healing intervention using consciously chosen movements that mature and integrate the child's sensory system and help them to feel "at home" in their bodies will be explored and experienced. Since the child study lies at the heart of our work with the children, we will share a format that is both practical and reverent in the creation of a meaningful understanding of the young child. This child study will also guide the teacher's striving to nurture her inner path.</p>
<b>EDNC 010</b>  Credits: 0	<p><b>Waldorf Middle School Drawing</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This workshop will provide a practical introduction to the Waldorf drawing curriculum of the upper elementary grades. It will focus on such techniques as black and white and shaded drawing and perspective. The skills learned in this course are adaptable to non-Waldorf settings.</p>
<b>EDNC 011</b>  Credits: 0	<p><b>Handwork in Waldorf School</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p>

	<p><b>Description:</b> In the Waldorf curriculum the work of the hand not only produces beautiful and useful objects and fosters manual or ?will? intelligence, but also supports cognitive, and emotional intelligence as well. Students will do projects in knitting, crocheting, sewing and other handwork activities. Materials fee will apply.</p>
<p><b>EDNC 013</b></p> <p>Credits: 0</p>	<p><b>Workshop on Waldorf Remedial Methods</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This workshop explores the diverse ways in which Waldorf teachers can observe and ?read? their children and identify special needs. It will examine how teachers can approach particular remedial challenges.</p>
<p><b>EDNC 015</b></p> <p>Credits: 0</p>	<p><b>Singing II</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will continue the work begun in the first summer in voice development. In addition, students will work with recorders and explore the transformation of the music lessons through the grades.</p>
<p><b>EDP 598</b></p> <p>Credits: 1-0</p>	<p><b>School Law</b></p> <p><b>Competency Area:</b> Education and Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<p><b>EDP 574</b></p> <p>Credits: 1-0</p>	<p><b>Collaborative Teaching</b></p> <p><b>Competency Area:</b> Curriculum (EDC)  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> As schools transition to models of inclusion, the need for general education teachers to collaborate effectively with special education teachers, specialists, and para-educators has become essential to the development of a positive classroom community. In inclusive settings, various adults provide services to children with special needs assigned to the general education classroom, and classroom teachers are responsible for the coordination of those services with classroom activities. Furthermore, teachers must develop meaningful and supportive partnerships with the parents of the students in their classrooms, including students with special needs. How can lead classroom teachers address the special interests of parents and service providers skillfully and effectively? How can they coordinate the diverse needs of all students in the classroom while building classroom community? In this course we will develop our skills in the subtle art of collaboration and community building. Recognizing that positive relationships and skillful communication are at the heart of positive collaborations and community, we will identify and examine our abilities in these areas and build upon them. We will consider the perspectives of all members of our classroom communities and develop the skills to communicate professionally, with insight and compassion. In this course, we will become mindful practitioners -- models and leaders in the practice of working together -- who are able to balance the diverse needs of all students and adults in our classroom communities.</p>
<p><b>EDP 580</b></p>	<p><b>Action Research</b></p>

Credits: 2-0	<p><b>Competency Area:</b> Educational &amp; Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course is an opportunity for students to work deeply with a subject area of their choice. This study allows for both independent research and for the collaborative experience of journaling with a partner. This intensive work over three months will help students develop their relationship to anthroposophy and to Waldorf education. In the second summer, students are required to share their research with a large group of teacher trainees. This action-research approach promotes their taking an active role in learning and strengthening and vitalizing a larger community. Online course.</p>
<b>EDP 581</b>  Credits: 1-0	<p><b>Research/Master's Symposium</b></p> <p><b>Competency Area:</b> Educational and Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will serve as a culmination to the work of the prior summer and the independent projects completed during the school year. Students will be expected to present at least one completed project, establish evaluative criteria for teacher research, and share their experiences from the past twelve months. We will also discuss ways to carry the completed work into the schools and present to a wider audience.</p>
<b>EDP 584</b>  Credits: 2-0	<p><b>Contemplative Inquiry</b></p> <p><b>Competency Area:</b> Educational and Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> In this course we will examine the recent publication by Arthur Zajonc, <i>Contemplative Inquiry</i>, in terms of fostering mindfulness and personal growth as educators. Students will be expected to read the book, practice some of the exercises and suggestions, incorporate them into their lives, and reflect on their progress in a final paper to be submitted by the end of April. Students will be encouraged to collaborate and share their discoveries and questions with each other throughout the semester via Antioch email. Online course.</p>
<b>EDP 586</b>  Credits: 1-0	<p><b>Research II</b></p> <p><b>Competency Area:</b> Educational and Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will serve as a review of research methods and an opportunity for students to focus on proposals for the fall online course and the spring Master's Project. We will cover Antioch's research expectations and discuss ways in which these projects can support professional development. Students will leave this course with a focusing question and an understanding of what is expected in future semesters. Required reading: <i>Silence is Complicity</i> by Torin Finser, and the Education Department's Master's Handbook.</p>
<b>EDP 590</b>  Credits: 2-0	<p><b>Teaching Exceptional Children</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will examine the assumptions, attitudes and actions of the individual, family, teacher and community toward the special needs child. We will discuss school law and the IEP process as they relate to special needs students as well as the concepts of mainstreaming, integrated curriculum, gifted and talented education, and teamwork between special educators and the classroom teacher. This course will focus on children with learning disabilities, with Attention Deficit Disorder, with emotional and physical disabilities, and the gifted and talented children. Students will relate theory to practice through observation in a variety of settings, as well as through personal reflection and introspection.</p>



<p><b>EDP 592</b></p> <p>Credits: 1-0</p>	<p><b>The Adolescent</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Beginning with reflections upon our own teenage years, we will explore the nature of adolescence - its physiology and psychology - and the social issues that are thrown into stark relief at this age. In the light of these explorations, we can then examine the unique ways in which the Waldorf high school curriculum, building on the elementary school program, is designed to meet the spiritual, psychological, and social needs of teenagers. The course will proceed in seminar format, starting with lectures that will frame the context for discussion. Students will be asked to make individual presentations on various social and psychological aspects of adolescent life and culture. Topics will include adolescent social development, different learning styles and disabilities, peer counseling and the changing role of parents, the teenagers' needs for fashion, anonymity, loneliness and the telephone.</p>
<p><b>EDP 594</b></p> <p>Credits: 2-0</p>	<p><b>Equity Challenge for Leaders</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> The Equity Course for School Leaders will focus this semester on taking the data and equity analysis work you did during the Data Profile course in the Fall and turning it into an Equity Advocacy &amp; Action Plan where you will advocate for a change in your school or district based on your findings. In addition, you will explore all the implications that equity work has for school leaders more generally, including how to meet the needs of diverse groups of students and the school leader's role as a primary spokesperson for equitable educational opportunities for all students. Online course.</p>
<p><b>EDP 596</b></p> <p>Credits: 2-0</p>	<p><b>Contemporary Waldorf EC Issues</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This new generation of children is both different and the same as children of earlier times. How are we changing our Waldorf early childhood pedagogy to meet them? How are we changing ourselves? And are there other experts from diverse fields with wisdom to share to inspire our work? We will explore Rudolf Steiner's lecture, "Self-Education in the Light of Spiritual Science", as well as an article by Renate Long-Breihpol entitled "The New Generation of Children." We will experiment with some LifeWays parenting and care ideas, dip into the thoughts of Daniel Pink's book, A Whole New Mind, and play with flower essence therapy. We will interject some of Wilma Ellersick's hand gesture games and do eurythmy with Cezary Ciaglo. In the afternoons we will create a simple marionette for a group puppet show. Materials fee will apply.</p>
<p><b>EDP 598</b></p> <p>Credits: 1-0</p>	<p><b>School Law</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<p><b>EDP 604A</b></p> <p>Credits: 2-3</p>	<p><b>Research for Personal and Social Change</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy  <b>Prerequisites:</b></p>

	<p><b>Requirements:</b></p> <p><b>Description:</b> This course will work with research methods based upon the essential view of the human being and the basic exercises outlined in Esoteric Science by Rudolf Steiner. We will design and discuss research projects to be completed by students during the following school year, and explore suitable research methods. Discussions will include aspects of evolving consciousness and how personal change can influence social change in school communities. Required reading before the first session: chapters 1, 2, 3 &amp; 5 of Esoteric Science. Students are also expected to bring a 2-3 page typed review of the second chapter to the first class.</p>
<p><b>EDP 605</b></p> <p>Credits: 2-0</p>	<p><b>Social &amp; Organizational Issues</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will focus on the organizational, social, administrative and fundraising aspects of Waldorf schools. We will address general questions on phases in organization and professional development, the role of the College of Teachers and that of non-faculty constituencies (parents, board, staff, etc.), mandate systems and the role of gift money and volunteers. The course will also include information-sharing and skill-building components around such issues as Collegial and parental relationships, decision-making processes, working with conflict, meeting effectiveness and budgetary processes. We will also do exercises in eurythmy to support social themes.</p>
<p><b>EDP 616</b></p> <p>Credits: 3-0</p>	<p><b>Real World Sustainability</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will focus on a systems-thinking approach to the design, implementation, and maintenance of institutional facilities. We will explore the integrated systems within a school which enable it to function and serve its community, and we will consider the larger municipal, national, and global systems in which schools are embedded, including ecological, economic, and social systems, as we investigate paths of resource use and waste management. Attention will also be given to the human resource structures designed to manage interrelated institutional systems, systems such as heating/cooling, food services, water, electrical, and grounds maintenance. Students will research green building initiatives. Applying what they learn to their own schools' practices, students will formulate recommendations to improve sustainable practice, noting the costs and benefits of doing so. Learning from this course may be integrated with and applied in both the practicum and Master's Project.</p>
<p><b>EDP 623</b></p> <p>Credits: 1-0</p>	<p><b>Social Inclusion</b></p> <p><b>Competency Area:</b> Education &amp; Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> An exploration and practical tools to work with bullying, teasing, and peer abuse. It is the aim of this course to give each participant the insight, confidence and the tools needed to break the pattern of bullying and teasing. It will also provide practical advice on how to set up a simple yet dynamic community-based action research project involving teachers, parents and students that brings bullying out into the open without needing to punish, polarize, stigmatize or blame. We will explore the bully, target, and by-stander roles and the relationship of bullying to Cumulative Stress Reaction or Post Traumatic Stress Disorder and its significant impact on the social and emotional life of children and teenagers. Role plays will be developed based on examples given from many schools where children, teachers and parents meeting together have used the Social Inclusion conferencing method to establish healthier relationships out of difficult, even long-term, situations of peer abuse.</p>
<p><b>EDP 624</b></p>	<p><b>Personal/Organizational Change</b></p>

Credits: 2-3	<p><b>Competency Area:</b> Educational &amp; Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Schools face many challenges today. If one 'peels the onion' one finds that behind the external issues of deficits, low salaries, interpersonal conflict, and lack of support for leadership there is often an underlying need to rekindle the sources of inspiration and find a more collaborative approach. By bringing together the various groups represented in a typical school, this course attempts to model new ways of working together. Our classrooms feature the magic of seeing the 'whole child'; can our organizations learn to embrace whole-systems thinking? Some of the topics to be covered include: group dynamics, leadership styles, the wisdom of human physiology and the planets, working with conflict, communication, mediation, artistic practice, and finding the balance between personal and professional demands. These themes will be supported through exercises from Eurythmy in the Workplace. Participants will take up some of the current issues facing our schools and design strategies to work toward closer collaboration.</p>
<b>EDP 627</b>  Credits: 4-0	<p><b>Education for Social Renewal</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will give students an opportunity to examine the social and pedagogical basis for Waldorf education. How do children interact in a Waldorf classroom? How can a teacher prepare to meet the emotional as well as academic needs of students? What is the philosophic framework for teacher preparation? How can a teacher remain inspired, enthusiastic? Students will share their research on topics chosen the previous summer, reflect on readings assigned, and submit journal entries to an online partner. Final documentation will include a 20-page paper, quotations selected from the readings, and a review submitted by the journal partner. Antioch Email access and use is required. Online course.</p>
<b>EDP 629</b>  Credits: 3-0	<p><b>Critical Skills for Critical Times</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy, Critical Skills  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course operates under the premise that the purpose of school is to prepare people for life after school. Toward that end, we need to build a sophisticated understanding of the complexities and demands of the world in which we live, and what the world might be like five, ten or fifteen years into the future. Essential questions that frame this work and the course objectives will be: Why should we do problem-based learning? What current and perhaps future realities of the world are we preparing our young people to be able to thrive and be successful in? Given those realities, what capacities (knowledge, skill and dispositions) are of fundamental importance for our students to attain in order for these young people to be successful, but to change the world for better? What are the qualities of a classroom that best mimic and prepare students for that world?</p>
<b>EDP 630</b>  Credits: 1-0	<p><b>Waldorf School Administration</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will provide an overview of Waldorf school administration with emphasis on the parent/teacher partnership, collegueship, servant leadership and community development. Class sessions will balance practical aspects with philosophical considerations including karma and social dynamics inherent in schools. Required texts: School Renewal by Torin Finser, first two chapters of Karmic Relationships by Rudolf Steiner, and chapters 4-7 of In Search of Ethical Leadership by Torin Finser. Books should be read before the first session.</p>
<b>EDP 631</b>	<b>Behind the Label</b>

Credits: 1-0	<p><b>Competency Area:</b> Educational &amp; Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<b>EDP 633</b>  Credits: 3-0	<p><b>School Change: Theory &amp; Practice</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This is both an active and contemplative course that draws on student experiences as well as the readings to help us understand the complex nature of school change and to look beyond the technical dimensions reform into the realms of community building and personal transformation. Students will engage in an exploration of the change process at the individual, classroom, school and district level. They will apply change models and theories to their own context and identify opportunities for action, reflect on their own progress, and analyze their own successes and failures. They will identify their strengths as change agents and also work on areas where they feel their change leadership needs further development.</p>
<b>EDP 633</b>  Credits: 2-0	<p><b>School Change</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Educators charged with leading school change efforts face a complex mix of social, political, and intra-personal issues. This course will focus primarily on the 'how' of school change and the skill requirements necessary for changed 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.</p>
<b>EDP 635</b>  Credits: 1-0	<p><b>Educating Children with ASD</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<b>EDP 651</b>  Credits: 3-0	<p><b>Organizational Integrity</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p>

	<p><b>Description:</b> Each organ of the human body has a voice that imparts wisdom concerning social challenges. In this course we will work with imaginations arising from human physiology, especially focusing on the heart, liver, lungs, and kidneys. In our time of increasing fragmentation and disconnection, these organs provide inspiration and insight on how to work together. In addition to presentations and discussions, the course will contain artistic work to enhance understanding and bring balance to each day. This practical and creative course is designed for teachers, parents, administrators, and all those interested in a renewed vision of the human body and of organizational well-being. Please make materials fee payable to the Center For Anthroposophy.</p>
<p><b>EDP 654</b></p> <p>Credits: 1-0</p>	<p><b>Waldorf Master's Project Research Preparation</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Online course. This course will give students an opportunity to review research methods especially suited for Waldorf schools. Participants will read several Master's Projects completed by former students, share topics with each other and the instructor online, and submit a Master's Project proposal for review. Antioch email access is required. Required text: <i>Silence is Complicity</i>. Online via Antioch email.</p>
<p><b>EDP 654</b></p> <p>Credits: 0-1</p>	<p><b>Waldorf Master's Project Research Prep</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will give students an opportunity to review research methods especially suited for Waldorf schools. Participants will read several master's projects completed by former students, share topics with each other and the instructor online, and submit a master's project proposal for review. Online course.</p>
<p><b>EDP 655</b></p> <p>Credits: 3-0</p>	<p><b>Sustainable Leadership</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course is designed to explore students' roles as leaders in their schools and organizations. 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, and become knowledgeable about current leadership theory. Some course work will be conducted online.</p>
<p><b>EDP 657</b></p> <p>Credits: 3-0</p>	<p><b>Research - Anthroposophical Inquiry</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course provides an opportunity to identify, articulate, examine, and share latent research questions waiting to flow into the stream of personal and professional life. Each day we will begin by examining research not only as a way to understand the world but also to grow spiritually and professionally. Each day, faculty and guest presenters will share their research with the group. Exercises in clay modeling and rice drawing designed to explore two contrasting ways of perceiving, thinking, feeling, and willing will be included. Please make materials fee payable to the Center For Anthroposophy.</p>
<p><b>EDP 660</b></p> <p>Credits: 3-0</p>	<p><b>Riddle of the Special Child</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p>

	<p><b>Description:</b> This course introduces students to concepts in special education including learning disabilities, emotional disturbances, and attention problems. Students will learn about a variety of practices regarding teaching techniques and classroom adaptations for children with special needs. Please make materials fee payable to the Center for Anthroposophy.</p>
<p><b>EDP 662</b></p> <p>Credits: 3-0</p>	<p><b>Integrating the 3 Es</b></p> <p><b>Competency Area:</b> Educational and Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> The essence of educating for sustainability (EFS) is the integration of environment, economy, and equity (the three Es) across the curriculum. In order to be effective, EFS curricula must integrate the three Es so that they are in balance. This course will ask participants to draw on their own experiences to consider how these three have been integrated in the past and how we may integrate them in the future. We will review curriculum models which integrate the three Es, collaborate to create integrated curricula, and develop curriculum materials for our own classrooms which integrate the three Es in developmentally appropriate ways. Online course.</p>
<p><b>EDP 663</b></p> <p>Credits: 3-0</p>	<p><b>A Community Is More Than a Place</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course explores face-to-face and online community building tools and strategies as well as facilitation of learning experience in both venues. We will examine the importance of establishing and maintaining learning communities in the learning environment. We will explore the potential of technology to allow for new kinds of communities to be formed, including those that connect learners across cultures and connect classrooms to external resources, both digital and human. We will also explore what it means to be a digital citizen and how help student use technology safely, responsibility and respectfully.</p>
<p><b>EDP 665</b></p> <p>Credits: 3-0</p>	<p><b>Connecting Schools, Families &amp; Communities</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will help teacher leaders to reflect upon and evaluate the extent to which their own teaching practice and the work of their colleagues and schools is grounded in a thorough understanding of and collaboration with the communities from which their students come. We will explore different models of community partnership, including parent partnerships, extended learning opportunities for students, community-based service learning, place-based learning and learning studios. Teachers will explore the ways their classroom and school successfully connects to local communities, and develop plans for advancing more in-depth and comprehensive community partnership models that take into consideration the full range of possible opportunities to help students feel that their learning and development is held with the highest enthusiasm by all of the adults in their world.</p>
<p><b>EDR 610</b></p> <p>Credits: 2-0</p>	<p><b>Leading w/Data School Profile</b></p> <p><b>Competency Area:</b> Educational Research  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> During this course, students will construct a comprehensive profile of their schools, including an analysis of systemic organization, budget, administrative and educational technology, curriculum, assessments, professional development opportunities, equity issues and specific student profiles. This study will help serve as a basis for the implementation of the Equity Advocacy project that they will be leading. Online course.</p>
<p><b>EDR 612</b></p>	<p><b>Teaching and Learning in 21st Century Classroom</b></p>

Credits: 3-0	<p><b>Competency Area:</b> Educational Research  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will provide in-depth help with instructional design in integrating technology. Teachers will work to re-craft existing curricula and create new curricula. A premium will be place on technology applications that support higher order thinking skills, find new ways to reach all learners, and allow students greater freedom and flexibility to direct their own learning, while holding them accountable for meeting the same high quality standards. Technology applications should help students enhance the sense of connection that they feel with their classmates, community and the broader world of resources available to them through these media.</p>
<b>EDR 620</b>  Credits: 3-0	<p><b>Practicum - Equity &amp; Change</b></p> <p><b>Competency Area:</b> Educational Research/Educational &amp; Social Policy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> In every learning environment everyday teacher decision-making has an impact on student learning. As sociologist Mica Pollack says in educational opportunity is distributed and withheld 'moment to moment.' She also says, "We can ensure within our own schools and classrooms, necessary opportunities to learn and thrive are provided, and distributed equitably." The goal of this practicum is to engage students in a cycle of inquiry around equity in their own teaching practice. Working with their advisor, students will reflect upon and identify important ways in which they might make their practice more equitable in terms of student learning outcomes and helping their students to 'thrive.' They will investigate their own learning needs and equip themselves with additional resources and information that they may need to carry out these improvements in practice. Students will then begin implementation of their cycle of inquiry and reflect on the results of their efforts. Whenever possible, students will be encouraged to do this work in the context of whatever natural professional learning communities already exist in their schools and districts. Advisors will assist students with the development of a cycle of inquiry related to this project, visit classrooms and help students with observations and feedback, and help connect teachers with resources specific to the challenge they face.</p>
<b>EDR 630</b>  Credits: 3-0	<p><b>Using Assessment &amp; Data for Student Learning</b></p> <p><b>Competency Area:</b> Educational Research  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Too often in the modern educational context, 'using data' has become code for identifying the most direct route to improving a narrow band of student test scores for the purpose of meeting goals for standardized testing. This impoverished view of assessment and data collection and analysis robs schools and teachers of their natural professional cycle of inquiry. In this class, students will expand their understanding of the range of data that might be collected by teachers and develop better models for its use. They will see how the development of a robust, on-going program of self-reflection and evaluation can engage all stakeholders in a routine and authentic process of evaluating their student learning and school performance through multiple, complex, organic structures. Online Course.</p>
<b>EDR 632</b>  Credits: 3-0	<p><b>Assessment in PBL Classroom</b></p> <p><b>Competency Area:</b> Educational Research  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Essential to successful implementation of problem-based learning is the use of authentic and multiple assessment tools that effectively engage students, evaluate student performance, and accurately monitor progress toward curricular understanding and critical skill development. This course provides educators with the capacities to utilize several different strategies for feedback and assessment.</p>

<p><b>EDR 692</b></p> <p>Credits: 3-0</p>	<p><b>Practicum - Child Study</b></p> <p><b>Competency Area:</b> Educational Research  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Working with their advisors, students in this practicum will examine their own teaching practice with a specific focus on the developmental appropriateness and efficacy of their curriculum design and delivery for specific students or subsets of students in their classroom or teaching environment. In particular, students will be asked to observe, reflect and investigate instances where students are not succeeding as expected and to experiment with developmentally inspired ways to change their practice in order to improve learning outcomes for these students. Whenever possible, students will be encouraged to do this work in the context of whatever natural professional learning communities already exist in their schools and districts. Advisors will assist students with the development of a cycle of inquiry related to this project, visit classrooms and help students with observations and feedback, and help connect teachers with resources specific to the challenge they face. Online course.</p>
<p><b>EDR 694</b></p> <p>Credits: 3-0</p>	<p><b>Practicum - Curriculum</b></p> <p><b>Competency Area:</b> Educational Research  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> All course work will be conducted online. Each concentration within the Experienced Educators program provides multiple opportunities for students to apply their learning to their classroom. We know that teachers are constantly adapting and creating materials to capture their students' interests and meet student learning goals set by the teacher, by the district or by state standards. The Curriculum Design practicum provides an intensive semester in which students will engage in a cycle of inquiry around the routine changes that they make as they teach. Working with their advisor, students will develop a question or set of questions about their curriculum work. Then using student work, observations of student learning, and whatever assessments are part of their normal teaching, they will evaluate the impact of their efforts on the students they teach. Emphasis will be placed on developing a regular cycle of inquiry that will allow teachers to more effectively, and honestly evaluate their own performance on a routine basis. Whenever possible, students will be encouraged to do this work in the context of whatever natural professional learning communities already exist in their schools and districts. Advisors will assist students with the development of a cycle of inquiry related to this project, visit classrooms and help students with observations and feedback, and help connect teachers with resources specific to the challenge they face.</p>
<p><b>EDT 532</b></p> <p>Credits: 3-0</p>	<p><b>Conceptual Development</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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, Gardner, and others.</p>
<p><b>EDT 534</b></p> <p>Credits: 1-0</p>	<p><b>Today's Child</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education  <b>Prerequisites:</b>  <b>Requirements:</b></p>



	<p><b>Description:</b> This course will focus on the social life of the child in which we will explore their emotional and behavioral responses and how we as teachers can deepen our understanding of the world our children face. We will span from the soul-spiritual to the practical helping gesture in exploring such issues as social exclusion, cumulative stress, attention priority issues/ADHD, non-verbal learning disorder, and anger and its relationship to the temperaments. Each theme will be approached on a developmental basis, tracing these issues from the early elementary through the elementary school years.</p>
<p><b>EDT 535</b></p> <p>Credits: 1-0</p>	<p><b>Children &amp; Nature - Special Places</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> When children have access to free play in natural areas, they do the same things, around the country and around the world. They make special places, go on adventures, develop fantasy games, go hunting and gathering, craft small worlds. These recurrent play patterns can be used as design principles to help structure engaging outdoor activities with children. During our days together, we'll recollect our own favorite childhood experiences and we'll spend time outside exploring some of these recurrent play patterns. We'll discuss the research on the relationship between childhood play in nature and environmental behavior in adults. Then we'll use these experiences to design new approaches to nature programming at schools, nature centers, and environmental programs. This is the first of two courses focusing on design principles for childhood and nature. On this first weekend, we'll posit a developmental foundation for the necessary relationship between children and the natural world. Then we'll explore the design principles of Special Places and Small Worlds. On the second weekend, we'll focus on the design principles of Hunting &amp; Gathering and Maps &amp; Paths. Both courses are required of matriculated Educating for Sustainability students. Each course can be taken individually or together by other interested students.</p>
<p><b>EDT 536</b></p> <p>Credits: 2-3</p>	<p><b>Childhood &amp; Nature</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> When children have access to free play in natural areas, they do the same things, around the country and around the world. They make special places, go on adventures, develop fantasy games, go hunting and gathering, craft small worlds. These recurrent play patterns can be used as design principles to help structure engaging outdoor activities with children. During our days together, we'll recollect our own favorite childhood experiences and we'll spend time outside exploring some of these recurrent play patterns. We'll discuss the research on the relationship between childhood play in nature and environmental behavior in adults. Then we'll use these experiences to design new approaches to nature programming at schools, nature centers, and environmental programs.</p>
<p><b>EDT 537</b></p> <p>Credits: 1-0</p>	<p><b>Children &amp; Nature - Maps &amp; Paths</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> When children have access to free play in natural areas, they do the same things, around the country and around the world. They make special places, go on adventures, develop fantasy games, go hunting and gathering, craft small worlds. These recurrent play patterns can be used as design principles to help structure engaging outdoor activities with children. During our days together, we'll recollect our own favorite childhood experiences and we'll spend time outside exploring some of these recurrent play patterns. We'll discuss the research on the relationship between childhood play in nature and environmental behavior in adults. Then we'll use these experiences to design new approaches to nature programming at schools, nature centers, and environmental programs. This is the second of two courses focusing on design principles for childhood and nature. On the first</p>

	<p>weekend, we'll posit a developmental foundation for the necessary relationship between children and the natural world. Then we'll explore the design principles of Special Places and Small Worlds. On this second weekend, we'll focus on the design principles of Hunting &amp; Gathering and Maps &amp; Paths. Both courses are required of matriculated Educating for Sustainability students. Each course can be taken individually or together by other interested students.</p>
<p><b>EDT 545</b> Credits: 3-0</p>	<p><b>Philosophy of Education and Change</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Online course. Philosophy of Education and Change looks at key philosophical influences on our American education system. This class helps students explore multiple perspectives in the quest to expand educational equity and opportunity for all, while respecting the uniqueness of each learner and the complexities inherent in institutional organization and change. As a result of this class, students will gain a better understanding of the antecedents of our current educational dilemmas and develop the capacity to more critically evaluate trends in the political and social context of education in the 21st century. Students will look at the impact of systems thinking and systemic change theory on educational institutions and will use this knowledge to help them in their work as change agents and leaders in their schools and communities.</p>
<p><b>EDT 546</b> Credits: 3-0</p>	<p><b>Teacher Facilitation in a Problem-based Learning Classroom</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Explored in this course are the multi-faceted roles of a teacher designing and implementing problem-based learning into her/his teaching. Strategies for effectively crafting, coaching, scaffolding, and assessing student problem-solving is integral to successful PBL. At the center of this course will be the utilization of the Experiential Learning Cycle. Essential questions that frame this work and the course objectives will be: How do we as teachers effectively and appropriately facilitate or coach students in a PBL experience? What needs consideration in the student's developmental level or learning style? How do we utilize the experiential learning cycle to facilitate the learning, have students reflect on their learning, and connect one learning experience to the next? Online course.</p>
<p><b>EDT 547</b> Credits: 3-0</p>	<p><b>Is there An App for That? Intro Next Generation Learning</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> All course work will be conducted online. This course builds a collaborative understanding of 'next generation' learning, its roots and its opportunities. We will explore when and how to use technology- and when not to. Includes some discussion of the brain's response to 'screen' input at various developmental stages. This course will also help participants identify the technology available to them in their schools and learn about what this technology can do at its best, what's the top level application of this device, tool, etc. (the state of the art in the field as it's applied to student learning and research-based outcomes/practice).</p>
<p><b>EDT 550A</b> Credits: 2-3</p>	<p><b>Critical Skills Institute Level I</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Critical Skills Institutes are truly an experience. In our Level 1 Institutes, educators are immersed in a Critical Skills Classroom. Participants explore problem-based, experiential, collaborative, and standards-driven learning. They examine how these components can be successfully utilized to target Critical Skills development within curriculum</p>

	frameworks focusing on the role of the teacher in the areas of designing curriculum, guiding students, and assessing performance. They develop the knowledge, skills, and dispositions needed to build and maintain a dynamic and responsive classroom community.
<b>EDT 552</b> Credits: 1-2	<p><b>Critical Skills Institute Level II</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education (Critical Skills designated course)  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> The Level II Critical Skills Institutes (CSI) builds upon the foundations of the Level 1 institute and the experiences of the Critical Skills teacher. Over three days participants will deepen their understanding of and practical experience with the design and assessment of problem-based challenges as structured by the Experiential Learning Cycle. These challenges will target and track student growth toward specific learning outcomes through at least two 'linked experiences.' Focus is on the planning and implementation of more academically rigorous challenges and on increasingly comprehensive tools for assessing student work.</p>
<b>EDT 572</b> Credits: 3-0	<p><b>Human Development - Childhood</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Good teaching stems from a grasp of the principles and purposes of human development. A vision of development provides the biological and philosophical underpinnings of informed education. By examining the 'plan' which directs human growth, we find a basis upon which curriculum can be built. Without this perspective, schooling can become arbitrary and heartless. In this course, we first aspire to discover the universal characteristics of being human while also searching out that which is unique in each of us. To accomplish this, we will pursue theoretical and narrative accounts of development and attempt to reflect on our lives. One of a teacher's greatest resources is her ability to recall what it felt like as a child. Readings will be from Kegan, Crain, and a variety of other provocative developmental theorists.</p>
<b>EDT 574</b> Credits: 3-0	<p><b>Philosophy of Education</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> An evolving philosophy of education can guide decision making, help determine methodology, and become a source of inspiration and renewal for the teacher. This course will focus on developing a personal philosophy of education through a process of research, reflection and discussion. We will survey major changes in educational thought from 500 B.C. to the present. This historical perspective will form the basis for the students' personal search for a philosophy of education appropriate for today.</p>
<b>EDT 582</b> Credits: 1-0	<p><b>Anthroposophy - Projective Geometry</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Through the development of freehand and exact geometrical drawings, students will experience geometry as inner movement and as a process of disciplined imaginative thinking. Students will be introduced to the teaching of geometry from grade 1-12.</p>
<b>EDT 583</b> Credits: 1-0	<p><b>Evolving Consciousness I</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education  <b>Prerequisites:</b>  <b>Requirements:</b></p>

	<p><b>Description:</b> 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, Outline of Esoteric Science, in particular the chapters on the essential nature of humankind and the attainment of supersensible knowledge. Particular emphasis will be placed on research as a path of inquiry, which can stimulate social and individual change.</p>
<p><b>EDT 584</b></p> <p>Credits: 1-0</p>	<p><b>Human Development</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will cover the basis of child development from birth to adulthood. We will explore growth patterns and nodal points of physiological and psychological changes as described by Rudolph Steiner. We will strive to awaken through this study an appreciation for the why, the what, the when and the how of the Waldorf approach to teaching, coming to the realization that when the teacher is grounded in these principles, his/her own artistic/creative involvement becomes the active therapeutic agent behind this Waldorf methodology.</p>
<p><b>EDT 586</b></p> <p>Credits: 3</p>	<p><b>Evolving Consciousness II</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course is the sequel to the introduction of anthroposophical concepts presented in the summer. During this term, world evolution and esoteric history will be considered from the standpoint of the evolving consciousness of humanity as characterized by Rudolf Steiner. Steiner's relationship to other educational philosophers and the history of educational thought will also be considered. We will start each session by playing the recorder.</p>
<p><b>EDT 586B</b></p> <p>Credits: 2</p>	<p><b>Evolving Consciousness II</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course is the sequel to the introduction of anthroposophical concepts presented previously. During this term, world evolution and occult history will be considered from the standpoint of the evolving consciousness of humanity as characterized by Rudolf Steiner. Student research projects will be presented and discussed.</p>
<p><b>EDT 588</b></p> <p>Credits: 1-0</p>	<p><b>History of Music</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will include an overview of the development of music from ancient Greece to the present day. It will focus on the intervals of the musical scale and the development of harmony as it reflects evolving consciousness. We will also explore the folk music of various cultures.</p>
<p><b>EDT 601</b></p> <p>Credits: 1-0</p>	<p><b>Studies in Anthroposophy</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundation of Education  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> In this weekend workshop we will work on group skills and self awareness through Rudolf Steiner's first two lectures in Karmic Relationships and chapters 4-7 from In Search of Ethical Leadership. We will discuss working together as teachers in a self-</p>

	administered school, parent relations and community development. Students are expected to read the chapters assigned before the first session. Both books are available from Steinerbooks ( <a href="http://www.steinerbooks.org">www.steinerbooks.org</a> ).
<b>EDT 607</b>  Credits: 1-2	<p><b>Foundations of Human Experience</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will include a detailed seminar study of Steiner's 14 lectures entitled Foundations of Human Experience given to the first Waldorf teachers. The text provides the philosophical foundation for the Waldorf approach, characterizing the major principles from which the Waldorf method of teaching children of all ages has developed. The course will be augmented by an artistic component. Students are required to read the text before the course begins.</p>
<b>EDT 614</b>  Credits: 4-0	<p><b>Education for Social Renewal</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This independent study course will give students an opportunity to examine the social and pedagogical basis for Waldorf education. How do children interact in a Waldorf classroom? How can a teacher prepare to meet the emotional as well as academic needs of students? What is the philosophic framework for teacher preparation? How can a teacher remain inspired, enthusiastic? Students will share their research on topics chosen the previous summer, reflect on readings assigned, and submit journal entries to an online partner. Final documentation will include a paper, quotations selected from the readings, and a review submitted by the journal partner. Online course.</p>
<b>EDT 616</b>  Credits: 3-0	<p><b>Principles of Sustainability</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will cover the foundational scientific principles that govern all sustainable systems. It will focus on three scientific laws: the law of limits to growth, the second law of thermodynamics which exposes the dangers of increased energy consumption, and the law of self-organization which results in complex, integrated, highly efficient, stable systems. These laws will be examined at various spatial and temporal scales in biological and ecological systems to show how they function in the world around us. We will then apply them to the examination of human systems - organizational, social, economic, and political as well as intentionally designed systems. Students will learn how to evaluate, from a foundational perspective, why practices or policies will either support or thwart sustainability in any system.</p>
<b>EDT 618</b>  Credits: 2-0	<p><b>Ecology of Learning</b></p> <p><b>Competency Area:</b> Theoretical and Philosophical Foundations of Education  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Learning theory has long ignored the role of the natural world in the maturation and cognitive development of the child. Too frequently, schools isolate students from the natural world and from community engagement. Conversely, what would education look like if we respected the biophilic tendency for children to bond with the natural world? In this course we'll explore parenting and teaching approaches that organically build on natural developmental processes. Some classes will involve field trips to community swimming sites to observe children in nature. These field trips will inspire our curriculum development projects as well. We may also engage with a real world curriculum design problem developing scripts for a children's media program on sustainability. The big picture goal of the course is to understand children's development and learning as the basis for healthy approaches to</p>

	educating for sustainability.
<b>EDT 620</b>  Credits: 3-0	<p><b>History &amp; Practice of Educating for Sustainability</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course is an introduction to Educating for Sustainability, providing an overview of the philosophical, historical, and theoretical underpinnings of EFS. We will study the evolution of EFS during the past quarter century as we clarify for ourselves the meaning of the terms sustainability and educating for sustainability. Beginning with a review of the historical initiatives and events that gave rise to EFS, we will explore the conceptual components of this field, while simultaneously considering our personal perspectives on them. Then we will turn our attention to the strategies and guidelines applied in the practice of EFS, gaining global perspective by researching implementation of EFS in a variety of contexts. Students can expect course work to include: reading, discussion, individual and group projects, reflective and expository writing, and oral presentations. For the final project in the course, each student will submit an overview and critique of an institution or curriculum as seen through an EFS lens.</p>
<b>EDT 622</b>  Credits: 1-0	<p><b>Mindfulness Practices for Educators</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> In Mindfulness Practices for Educators, we explore the core practices through demonstrations, guided experiences, and experiential group activities. In discussions, we explore both the philosophical underpinnings as well as the recent research findings in brain research on the impact of mindfulness on children and adults. Equally important, we discuss the many applications of mindfulness to the teacher's practice and to classroom contexts.</p>
<b>EDT 626</b>  Credits: 3-0	<p><b>The Developing Mind</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Acting on the belief that everyone is a learner and can learn, teachers will explore theories of child and adult development and current research on brain development and human learning. They will use this information examine their beliefs about students and learning and to critically reflect on their teaching practice, their work with colleagues and their own professional growth. The course will specifically explore how cognitive, moral, and self-identity development should guide the organization of classrooms and learning experiences. The course will also explore the intersection of student and adult development in classrooms. Teachers are also on a developmental journey and our own level of self-awareness and our capacity to create learning environments that are emotionally safe, kind and effective depend in part on understanding ourselves and the relationship between our developmental needs and the needs of the students we serve. This class will also explore this element intersection of teacher and student development.</p>
<b>EDT 630</b>  Credits: 3-0	<p><b>Facilitative Teacher Leadership</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> At its heart, facilitating is about promoting participation, ensuring equity, and building trust (McDonald, et al. p. 15). Teacher leaders are called upon to help build the elements of professional learning community in their schools and districts. There are a set of skills that are necessary to be able to do that effectively. Some of them involve a philosophical orientation or stance towards colleagues as learners. This has been nicely articulated by Michael Fullen in Motion Leadership as capacity building without judgementalism this allows others room to change and grow. The course will work on</p>

	<p>developing that orientation along with a specific set of skills including developing in oneself and others the capacities to gather colleagues together with a purpose, establish effective ground rules for the gatherings, enforce the ground rules by identifying behaviors consistent and inconsistent with them, enable the colleagues to share information freely with each other, help them attend fully to each other's perspectives, and help them make a collective commitment to the choices the group may make (Schwartz, 1994). We will also explore the literature on creating and sustaining professional learning communities in schools.</p>
<p><b>ES 508</b> Credits: 3-0</p>	<p><b>Conservation Psychology Theory &amp; Application</b></p> <p><b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Conservation psychology is the scientific study of the reciprocal relationships between humans and the rest of nature, with the practical goal of promoting environmental sustainability and quality of life. This course will provide an overview of relevant approaches from psychology as they apply to environmental conservation. We will examine relationships among social, cognitive, affective and behavioral processes from both theoretical and applied perspectives. A new textbook devoted to conservation psychology will be used, along with additional readings. There will be a variety of assignments and activities. In addition to becoming conversant with basic psychological concepts, students will practice applying conservation psychology and social marketing techniques. Students will choose the topic for their final project, which may range from conservation biology, sustainable business, resource management, education, land use planning, to advocacy. On completion of the course, students will have a better understanding of how the tools of conservation psychology can be used for a wide range of conservation practice.</p>
<p><b>ES 510</b> Credits: 3-0</p>	<p><b>Geographic Informations Systems (GIS)</b></p> <p><b>Competency Area:</b> RMC-W; Required; ASJS, CB, Cert, EE, SDCC, SDS - Methods <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This is an introductory course in the use of GIS software to create, manage and work with spatially explicit data. The class will explore how to access GIS information available on the WWW, extract and analyze data using ArcGIS 10.0 software, understand limitations associated with various data sources, technical vocabulary, and preparation of maps for digital presentations. This is a computer based course with emphasis on the language of GIS and real world application.</p>
<p><b>ES 515</b> Credits: 3-0</p>	<p><b>Organizing for Social Change</b></p> <p><b>Competency Area:</b> RMC-W; Required; ASJS, CB, Cert, EE, SDCC, SDS - Methods <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Want to learn how to be an effective citizen activist? This class will look at the best strategies and tactics of progressive social movements and campaigns in the United States as well as consider case studies of movements from around the world. Attention will be given to exploring theories of social power, stages of movement mobilization, action strategies, advocacy roles, power-holder responses, and the mechanisms and levels of social movement success. The goal of the course will be to help students' see themselves as part of a long activist tradition and reflect on how best to build powerful social movements, win the active support of key sectors of the populace, and achieve campaign objectives even in the face of power-holder opposition. The course will include 20 hours of fieldwork and a group strategy-planning project designing a local campaign around a group chosen global climate stabilization objective.</p>
<p><b>ES 516</b> Credits: 3-0</p>	<p><b>Nonprofit Organizations &amp; Social Entrepreneurshp</b></p> <p><b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b></p>

	<p><b>Description:</b> This is an online course. Exact meeting days and times will be outlined in the course syllabus Just as the human body requires healthy organs to function well, a social movement requires well-run nonprofit organizations made up of creative social entrepreneurs--innovative people who have ideas for creating a more sustainable, just, and fulfilling world. To take their great ideas to scale, social entrepreneurs also need to become effective organizational leaders who can foster their own and other people's creativity, as well as manage time, money, emotions, and other people competently. This course will focus on such skills and explore how they can be combined to improve our personal effectiveness in creating growing, healthy, and successful nonprofit organizations that achieve important social goals and foster creative innovation. It will also include learning about the unique structures and role of nonprofit organizations in society and how their programs and organizational practices can be evaluated and made even more effective over time. This will involve each student designing and conducting a hands-on service learning project doing organizational evaluation research for a nonprofit organization of their choice. Students will gain the greatest benefit if this course is taken concurrently with a summer internship with a nonprofit organization.</p>
<p><b>ES 517</b>  Credits: 3-0</p>	<p><b>Diversity, Justice &amp; Inclusion</b></p> <p><b>Competency Area:</b> AJSJ - Required; CB,Cert, EE, SDCC, SDS - Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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 the environmental movement 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 participants, or ethnic and religious minorities. Now, more than ever, building an environmental movement, and its constituent organizations, 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 a lasting transition towards a more sustainable world. This class will focus on both the theory and practice of diversity, inclusion, and culture competence 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. Field Trip fee applies.</p>
<p><b>ES 519</b>  Credits: 3-0</p>	<p><b>Biostatistics</b></p> <p><b>Competency Area:</b> CB - Required; ASJS, Cert, EE, SDCC, SDS - Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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 univariate parametric and non-parametric statistical procedures (chi-square and related tests; ANOVA; regression and correlation analyses) are reviewed. Through lectures, group homework projects, and analysis of quantitative methods used in current studies of conservation biology, students develop skills needed to design effective field research aimed at biodiversity conservation and natural lands management.</p>
<p><b>ES 524</b>  Credits: 3-0</p>	<p><b>Proposal Writing &amp; Project Management</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will focus on gaining competency in the three phases of the grants process: planning, research, and writing. Students will research and explore public and private funding sources appropriate to the human services and environmental fields. The</p>



	<p>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 the development of a funding proposal that is relevant to their area of concentration or research. Effective project management tools and skills (such as tracking personnel, budget spread sheets, use of Gantt charts, etc.) will be discussed and explored through case studies and classroom applications. *Additional contact hours will be met by specific online coursework.</p>
<p><b>ES 531</b> Credits: 3-0</p>	<p><b>Community &amp; School-based Food Systems</b></p> <p><b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> A growing number of communities are participating in a wide variety of sustainable (and educational) food system efforts. These initiatives come in a variety of forms, though one defining element is that they engage a cross-section of the community in taking action and raising awareness about agriculture and local food systems. Among children, 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 food systems in schools and broader community contexts, as well as their educational impacts. Topics include: planning, implementation, and evaluation of school/community gardens and related curricula, and methods for increasing access to and consumption of local food. When people begin to know where their food comes from, the effect on ecological literacy is significant. In addition to class meetings on campus, some field sessions will be spent visiting a school or community-based food initiative(s), one day at Seeds of Solidarity (April 4th) and one evening community forum (date to be determined).</p>
<p><b>ES 532</b> Credits: 3-0</p>	<p><b>Qualitative and Quantitative Research Design Techniques</b></p> <p><b>Competency Area:</b> RMC-W - Required; ASJS, CB, Cert, EE, SDCC, SDS - Methods <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> The purpose of this course is to gain a basic understanding of quantitative and qualitative research approaches so that students, in their professional life, can assess research reports that must be evaluated in order to develop policy and/or to inform implementation. The material presented is done at depth and breadth to provide a basic understanding of how research is done and why specific techniques and approaches are used for answering specific questions. Students will try out different methodological approaches that include basic statistical analysis and design, field techniques, and computer models. Through the development of a research proposal, students will ground discussion of theory in the practical concerns of research; framing research questions; designing a small study; collecting and analyzing data; dealing with validity, reliability, and ethical issues; and writing a research report. Additional contact hours will be met by specific online coursework.</p>
<p><b>ES 540</b> Credits: 3-0</p>	<p><b>Natural Resource Inventory Methods</b></p> <p><b>Competency Area:</b> Methods <b>Prerequisites:</b> ESF 550 Community Ecology of the NE Landscape. Functional knowledge of Excel software is required. <b>Requirements:</b></p> <p><b>Description:</b> This course focuses on methods used to inventory and describe natural vegetated communities and their wildlife inhabitants. 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 &amp; compass use, and then conduct field sampling of woody plants and methods of detecting fur-bearers, amphibians, and birds. We will take a preliminary look at those elements that comprise a well-rounded inventory and approach it from an ecological perspective. Assessments will be derived from quantitative data in order to provide realistic guidance for natural resource management on private and public lands.</p>

<p><b>ES 558</b></p> <p>Credits: 3-0</p>	<p><b>Research Seminar</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will prepare students for their Master's thesis or project requirement by taking them through the steps of proposal conceptualization and development. Through reading, writing, discussions, and presentations, students will learn how to select and develop a research topic, improve their ability to successfully access and review relevant research and theory, understand the strengths of qualitative, quantitative, and mixed-methods research, develop reasonable and testable hypotheses where appropriate, design appropriate methods for conducting research, and establish the necessary professional and academic relationships to support their work. The emphasis in this course is on quantitative life sciences research.</p>
<p><b>ES 570</b></p> <p>Credits: 3-0</p>	<p><b>Climate Change - Resilience/Adaptation/Mitigation</b></p> <p><b>Competency Area:</b> RMC-W &amp; SDCC - Required; ASJS, CB, Cert, EE,&amp; SDS - Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> The goal of this course is to increase students' breadth and depth of understanding of, and discourse in, adaptation and mitigation strategies that span changes to technologies and management strategies to changes in social organization and related institutions. The course will address how to evaluate the robustness of social-ecological systems and the ramifications this has on the management of resources on the landscape into the future. Skill development in evaluating potential adaptation strategies at different scales, will be introduced, and the concepts of uncertainty and vulnerability assessment, risk and decision analysis. Students are introduced to components of a risk communication and the psychological foundations of effectively communicating climate change to decision-makers.</p>
<p><b>ES 590</b></p> <p>Credits: 3-0</p>	<p><b>Advanced Topics: Communications in Digital Age</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> How can digital and social media be used to educate, advocate, bridge social divides, and change environmental policies and behaviors? Are such technologies even suitable to these purposes? How can we be inclusive in our use of online communication when the majority of the world's population has limited or no access to computers? What are appropriate technologies for various instructional needs in an era of globalization? This course covers current issues in educational technology and practical applications of 21st century technological skills essential for environmental leaders and educators in the digital age. Participants will explore theories, research, and innovative approaches to the use of technology in Environmental Education and Environmental Communications. Students will become familiar with strategies to use technology effectively in various environmental studies contexts.</p>
<p><b>ES 600</b></p> <p>Credits: 3-0</p>	<p><b>Collaborative Service Initiative - Capstone Project</b></p> <p><b>Competency Area:</b> Capstone Project; Required alternate.  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> The Collaborative Service Initiative (CSI) course provides students, with faculty oversight, work on an applied external project. This can include applied ecological or social research, energy and materials management, evaluation, or other consultation projects. These projects are completed over the course of a semester by teams of 3 to 5 graduate students with guidance and support from AUNE faculty and staff. Students participate in the selection of potential projects and team formation during the semester preceding their CSI project. Each team chooses one of the proposed external partner projects and then collaborates with this partner organization to develop a defined scope of work, seek solutions</p>

	to the client-identified challenges, and provide high quality deliverables. The CSI experience will provide an experiential learning opportunity for students and deepen their engagement with a community partner. *Additional contact hours will be met through online readings, discussions and assignments.
<b>ES 602</b>  Credits: 3-0	<b>Comparative Ecological Analysis</b>  <b>Competency Area:</b> RMC-W - Required; ASJS, CB, Cert, SDCC, SDS - Methods <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This course will be combined with ES 702 in the Doctoral Program. This course is designed to provide participants with the methods and strategies needed to apply ecological principles in research. Interpretive tools, research methods, and theoretical approaches include basic statistical analysis and design, field ecology techniques, and computer models or simulations. Using ecological principles as a foundation, other approaches such as natural resource inventory, ecological impact assessment, and ecological restoration are covered. The course has a case study orientation, emphasizing contemporary ecological problems in diverse habitats, exploring the common problems and solutions that emerge. Additional contact hours will be met by specific coursework designed to be completed online.
<b>ES 691</b>  Credits: 6-0	<b>Internship in Life Sciences Teaching</b>  <b>Competency Area:</b> Capstone Cert - Required <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> The purpose of our seminar is to provide you with logistical, moral, and pedagogical support. During this time, we'll trouble-shoot problems, explore discipline issues, share curriculum ideas, muse about the value of homework, consider record keeping strategies, support your job search, and play with other issues as they emerge. You will need a high-speed connection, web-cam, and headset with microphone and headphones for the online video-conferencing component of this course.
<b>ES 692</b>  Credits: 6-0	<b>Internship - Middle Level Science Teaching</b>  <b>Competency Area:</b> Capstone Cert - Required <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> The purpose of our seminar is to provide you with logistical, moral, and pedagogical support. During this time, we'll trouble-shoot problems, explore discipline issues, share curriculum ideas, muse about the value of homework, consider record keeping strategies, support your job search, and play with other issues as they emerge. We will meet on most Thursday afternoons via Adobe Connect Pro, an online video-conferencing tool. You will be sent a link before the semester begins. You will need a high-speed connection, web-cam, and headset with microphone and headphones.
<b>ES 694</b>  Credits: 6-0	<b>Life Science &amp; Middle Level Science Teaching</b>  <b>Competency Area:</b> Capstone Cert - Required <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> The purpose of our seminar is to provide you with logistical, moral, and pedagogical support. During this time, we'll trouble-shoot problems, explore discipline issues, share curriculum ideas, muse about the value of homework, consider record keeping strategies, support your job search, and play with other issues as they emerge. We will meet on most Thursday afternoons via Adobe Connect Pro, an online video-conferencing tool. You will be sent a link before the semester begins. You will need a high-speed connection, web-cam, and headset with microphone and headphones.
<b>ES 696</b>	<b>Internship</b>  <b>Competency Area:</b> ASJS, CB, EE, SDCC, SDS - Internship, Required

Credits: 3-0	<p><b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> The Internship 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 internships, faculty members are available to provide support and information as needed.</p>
<p><b>ES 697</b></p> <p>Credits: 3-0</p>	<p><b>Thesis Research Internship</b></p> <p><b>Competency Area:</b> ASJS, CB, EE, SDCC, SDS - Internship option <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Students may register for ES 697 only once and must have permission from their thesis advisor to register for this internship. This will count towards fulfilling 3-credits of required internship. Note: There is no formal seminar for this internship, however students are expected to meet regularly with their thesis advisor.</p>
<p><b>ES 699A</b></p> <p>Credits: 3-0</p>	<p><b>Master's Project</b></p> <p><b>Competency Area:</b> ASJS, CB, EE, RMC, SDCC, SDS - Capstone: Required Alternate <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> The Master's Project represents the culmination of a student's work at Antioch. It differs from the Master's Thesis in that the Project will typically be more descriptive in focus, and usually will not be defined by formal hypothesis-testing of theoretical concepts. The Master's Project will often follow standardized approaches used in a student's chosen field such as development of a regional land use plan, completion of a natural resource inventory, or preparation of a high school curriculum. Although not to the extent expected for a Thesis, students will be expected to research, develop and defend the methodological approach used in the project. Master's Projects will be expected to be professional in their presentation, but need not adhere to Antioch's formal Thesis Guidelines. The goals, content and format of the Master's Project must be approved by the student's concentration or program director and the ES Department faculty member who has agreed to evaluate the final document; supervision of the Project may involve a qualified person external to the department, or an ES Department faculty member.</p>
<p><b>ES 699B</b></p> <p>Credits: 0</p>	<p><b>Master's Project Continuation</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Required for all students continuing a Master's Project for which they have previously registered.   Students must register for Master's Project Continuation every semester until the project has been completed and signed off by your Master's Project reader. Enrollment in Master's Project Continuation confers half-time status for Financial Aid and loan deferment purposes.</p>
<p><b>ES 699C</b></p> <p>Credits: 3-0</p>	<p><b>Master's Thesis</b></p> <p><b>Competency Area:</b> ASJS, CB, EE, RMC, SDCC, SDS: Capstone Required Alternate <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> The Master's Thesis represents the culmination of a student's work at Antioch. The Master's Thesis will typically be more conceptual in focus than the Project, usually will include formal hypothesis-testing of theoretical concepts, and generally will be oriented toward eventual publication of the work in a peer-reviewed professional journal. Students will be expected to develop a thorough review of relevant literature and methodology, and prepare a final manuscript that adheres to Antioch's Thesis Guidelines. In contrast to the Master's Project, Master's Theses require identification of a 3-person committee which must be chaired by an Antioch faculty member; additional committee members will generally be</p>

	external to the department. It is recommended that students register for Master's Thesis in their 5th semester.
<b>ES 699D</b>  Credits: 0	<p><b>Master's Thesis Continuation</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> 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. Enrollment in Master's Thesis Continuation confers half-time status for Financial Aid and loan deferment purposes through the end of the term.</p>
<b>ES 700</b>  Credits: 3-0	<p><b>Ecological Thought</b></p> <p><b>Competency Area:</b> Foundation <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> The course is organized on the premise that there is an emerging ecological worldview that is the foundation of academic environmental studies, professional environmental practice, and the contemporary environmental movement. This worldview transcends the domain of environmentalism per se, and is influential in a range of disciplines, professions and dimensions of public life. This course explores the dynamics of its emergence, by attending to three interconnected conceptual sets: ecology, nature and life (systems thinking, ecological thinking, evolutionary thought), power, place and space (power relations, natural resource transformation, globalization, the commons, paradigms of activism, environmental movements), and meaning, purpose, and identity (ecopsychology and ecospirituality, literary expression, perception and language, story and myth, and ecological identity). Students will have the opportunity to explore the intellectual roots of their own ecological worldview and to assess a specific intellectual direction of interest. Additional contact hours will be met by specific coursework designed to be completed online. Note: There will be pre-readings and preparatory work before classes.</p>
<b>ES 702</b>  Credits: 3-0	<p><b>Comparative Ecological Analysis</b></p> <p><b>Competency Area:</b> Foundation <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course is designed to provide participants with the methods and strategies needed to apply ecological principles in research. Interpretive tools, research methods, and theoretical approaches include basic statistical analysis and design, field ecology techniques, and computer models or simulations. Using ecological principles as a foundation, other approaches such as natural resource inventory, ecological impact assessment, and ecological restoration are covered. The course has a case study orientation, emphasizing contemporary ecological problems in diverse habitats, exploring the common problems and solutions that emerge. Additional contact hours will be met by specific coursework designed to be completed online.</p>
<b>ES 703</b>  Credits: 3-0	<p><b>Global Environmental Change</b></p> <p><b>Competency Area:</b> Foundation <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> 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 nonlinear 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</p>

	will provide information critical for evaluating the magnitude and significance of human forcing of change, ecosystem and societal vulnerability, and approaches to sustainability. Additional contact hours will be met by specific coursework designed to be completed online.
<b>ES 704</b>  Credits: 3-0	<p><b>Environmental History</b></p> <p><b>Competency Area:</b> Foundation  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course examines the historical, cultural, and philosophical origins of our concepts of the environment. This course provides an overview of the environmental history of New England, the US, and world environmental history. Students participate in many approaches to history, from historiographical, social, political, and literary history to artistic approaches. In this course, students develop a framework for understanding how our conception of the environment has changed through time, and strengthen their understanding of how historical and philosophical issues engage and inform current debates. Additional contact hours will be met by specific coursework designed to be completed online.</p>
<b>ES 705</b>  Credits: 3-0	<p><b>Political Economy &amp; Sustainability</b></p> <p><b>Competency Area:</b> Foundation  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Political economy seeks to explain how political institutions, the economic system, applied sciences, and social movements interact over time. This course will focus on how these dynamics generate varied outcomes in relation to the goals of sustainability, justice, and economic well-being. Students will examine the political and economic roots of the global sustainability crisis. Students will assess political and economic reforms, policy processes, and policy tools that might yield better outcomes. Students will also develop a greater understanding of possible action strategies from within civil society, the business sector, government, and/or international bodies for creating a transition toward a more sustainable society. Doctoral students will explore theories, evidence, and controversies associated with the political, social, cultural, and/or economic dimensions of a specific topic relevant to their doctoral interests. Additional contact hours will be met by specific coursework designed to be completed online.</p>
<b>ES 707</b>  Credits: 3-0	<p><b>Introduction to Research Design</b></p> <p><b>Competency Area:</b> Foundation  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> The purpose of this course is to become familiar with a variety of research paradigms and to study the different lenses that they provide for viewing and understanding both physical and social environments. Within paradigms, you will try out different methodological approaches, such as surveys, in-depth interviews, case studies, and quasi experiments. Through the development of a research proposal of interest to you, you will ground discussions of theory in the practical concerns of research: framing research questions; designing a study; collecting and analyzing data; dealing with validity, reliability, and ethical issues; and writing a research report. Additional contact hours will be met by specific online coursework.</p>
<b>ES 720</b>  Credits: 3-0	<p><b>Reading Seminar I</b></p> <p><b>Competency Area:</b> Foundation  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> The purpose of the reading seminars is to allow students and faculty to engage in reading and writing on topics of mutual interest. During the Spring of Year One, faculty (in consultation with students) develop a list of proposed seminars, reflecting their own interests and the emerging areas of interest in the learning community. During the Summer of Year Two, students and faculty select the reading topics that are of most interest. In effect, the</p>

	<p>learning community constructs these specialized seminars. Reading seminars are particularly useful as a way to study bodies of knowledge and substantive themes that are of community wide interest. Additional contact hours will be met by specific course work designed to be completed online.</p>
<p><b>ES 721</b></p> <p>Credits: 3-0</p>	<p><b>Reading Seminar II</b></p> <p><b>Competency Area:</b> Foundation, restricted to PhD II  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> The purpose of the reading seminars is to allow students and faculty to engage in reading and writing on topics of mutual interest. During the Spring of Year One, faculty (in consultation with students) develop a list of proposed seminars, reflecting their own interests and the emerging areas of interest in the learning community. During the Summer of Year Two, students and faculty select the reading topics that are of most interest. In effect, the learning community constructs these specialized seminars. Reading seminars are particularly useful as a way to study bodies of knowledge and substantive themes that are of community wide interest. Additional contact hours will be met by specific course work designed to be completed online.</p>
<p><b>ES 722</b></p> <p>Credits: 3-0</p>	<p><b>Reading Seminar III</b></p> <p><b>Competency Area:</b> Foundation Restricted to Ph.D. II students.  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> The purpose of the reading seminars is to allow students and faculty to engage in reading and writing on topics of mutual interest. During the Spring of Year One, faculty (in consultation with students) develop a list of proposed seminars, reflecting their own interests and the emerging areas of interest in the learning community. During the Summer of Year Two, students and faculty select the reading topics that are of most interest. In effect, the learning community constructs these specialized seminars. Reading seminars are particularly useful as a way to study bodies of knowledge and substantive themes that are of community wide interest. Additional contact hours will be met by specific course work designed to be completed online.</p>
<p><b>ES 723</b></p> <p>Credits: 3-0</p>	<p><b>Reading Seminar IV</b></p> <p><b>Competency Area:</b> Foundation, restricted to PhD II  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> The purpose of the reading seminars is to allow students and faculty to engage in reading and writing on topics of mutual interest. During the Spring of Year One, faculty (in consultation with students) develop a list of proposed seminars, reflecting their own interests and the emerging areas of interest in the learning community. During the Summer of Year Two, students and faculty select the reading topics that are of most interest. In effect, the learning community constructs these specialized seminars. Reading seminars are particularly useful as a way to study bodies of knowledge and substantive themes that are of community wide interest. Additional contact hours will be met by specific course work designed to be completed online.</p>
<p><b>ES 726</b></p> <p>Credits: 3-0</p>	<p><b>Learning Domain Environmental Leadership I</b></p> <p><b>Competency Area:</b> Research Strategies and Learning Domains  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> A series of lectures and workshops in this course are designed to provide students with the intellectual depth and research tools to define their learning domain. The students will engage in library research to fill out their individual knowledge maps, and the attendant literature on theoretical and applied dimensions of the thought collectives, theories, research applications and controversies associated with the learning domain. Students will discuss their work with leading scholars and writers and learn how others set the framework</p>

	for and carry out their research. By the end of the course, students will have produced a blueprint to guide their learning through the coming year. Additional contact hours will be met by specific course work designed to be completed online.
<b>ES 727</b>  Credits: 3-0	<p><b>Research Strategy I</b></p> <p><b>Competency Area:</b> Research Strategies and Learning Domains  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> The Research Strategies course is divided into two parts, a summer course (Research Strategies I) and a fall course (Research Strategies II). Graduates of our program will be able to create new knowledge and understanding through the process of research and inquiry. This course helps students develop the skills needed to achieve this goal. The emphasis during this summer semester course is on positivist research and quantitative approaches to research: how to develop hypotheses, evaluation of research designs, sampling approaches, introductory statistics, and validity. In this summer class we focus on positivist research studies with either quantitative or qualitative data. Applications will come from both the social and natural sciences. Attention will be given to defining variables, designing experiments, and interpreting statistical analyses. Additional contact hours will be met by a final class project designed to be completed online.</p>
<b>ES 728</b>  Credits: 3-0	<p><b>Research Strategy II</b></p> <p><b>Competency Area:</b> Research Strategies and Learning Domains  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Qualitative inquiry has unique capacity to describe social behavior and process, uncover causal linkages, interpret meaning and significance, and build robust, empirical theory. Doing qualitative research involves more than mastering technical aspects of methods. It also requires grounding methodological decisions in a theoretical perspective and engaging ethical and political dimensions of doing research with others in social settings. This course offers an introduction to qualitative inquiry as it applies to environmental studies and related phenomena. It explores the philosophical underpinnings of particular traditions (e.g., ethnography, grounded theory) and builds practical competence with specific research skills (e.g., interviews, observation, field notes, analysis). Additional contact hours will be met by specific course work designed to be completed online.</p>
<b>ES 729</b>  Credits: 3-0	<p><b>Doctoral Learning Domain Seminar II</b></p> <p><b>Competency Area:</b> Research Strategies and Learning Domains  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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. Additional contact hours will be met by specific coursework designed to be completed online.</p>
<b>ES 731</b>  Credits: 3-0	<p><b>Learning Domain Project I</b></p> <p><b>Competency Area:</b> Research Strategies and Learning Domains  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Students will register for a Learning Domain Project in order to conduct an in-depth exploration of an area of scholarship integral to their dissertation work. This independent study may be used to master a body of literature crucial to a student's future research, although conducting primary research, learning research methods, or writing are also possible. Each student consults with his or her advisor and their Learning Domain Plan in preparing this project. Projects could include readings, discussions with an advisor or mentor, formal course work, or research work. The project must be designed and described in detail</p>



	to indicate objectives, specific activities, weekly and monthly readings, assignment due dates, products, and methods of evaluation.
<b>ES 732</b>  Credits: 3-0	<p><b>Learning Domain Project II</b></p> <p><b>Competency Area:</b> Research Strategies and Learning Domains  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Students will register for a Learning Domain Project in order to conduct an in-depth exploration of an area of scholarship integral to their dissertation work. This independent study may be used to master a body of literature crucial to a student's future research, although conducting primary research, learning research methods, or writing are also possible. Each student consults with his or her advisor and their Learning Domain Plan in preparing this project. Projects could include readings, discussions with an advisor or mentor, formal course work, or research work. The project must be designed and described in detail to indicate objectives, specific activities, weekly and monthly readings, assignment due dates, products, and methods of evaluation.</p>
<b>ES 733</b>  Credits: 3-0	<p><b>Learning Domain Project III</b></p> <p><b>Competency Area:</b> Research Strategies and Learning Domains  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Students will register for a Learning Domain Project in order to conduct an in-depth exploration of an area of scholarship integral to their dissertation work. This independent study may be used to master a body of literature crucial to a student's future research, although conducting primary research, learning research methods, or writing are also possible. Each student consults with his or her advisor and their Learning Domain Plan in preparing this project. Projects could include readings, discussions with an advisor or mentor, formal course work, or research work. The project must be designed and described in detail to indicate objectives, specific activities, weekly and monthly readings, assignment due dates, products, and methods of evaluation.</p>
<b>ES 734</b>  Credits: 3-0	<p><b>Learning Domain Project IV</b></p> <p><b>Competency Area:</b> Research Strategies and Learning Domains  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Students will register for a Learning Domain Project in order to conduct an in-depth exploration of an area of scholarship integral to their dissertation work. This independent study may be used to master a body of literature crucial to a student's future research, although conducting primary research, learning research methods, or writing are also possible. Each student consults with his or her advisor and their Learning Domain Plan in preparing this project. Projects could include readings, discussions with an advisor or mentor, formal course work, or research work. The project must be designed and described in detail to indicate objectives, specific activities, weekly and monthly readings, assignment due dates, products, and methods of evaluation.</p>
<b>ES 735</b>  Credits: 3-0	<p><b>Learning Domain Project V</b></p> <p><b>Competency Area:</b> Research Strategies and Learning Domains  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Students will register for a Learning Domain Project in order to conduct an in-depth exploration of an area of scholarship integral to their dissertation work. This independent work may be used to master a body of literature crucial to a student's future research, although conducting primary research, learning research methods, or writing are also possible. Each student consults with his or her advisor and the student's Learning Domain Plan in preparing this project, which may range from independent readings, discussions with an advisor or mentor, formal course work, or research work. The project must be designed and described in enough detail to indicate objectives, specific activities,</p>

	weekly and monthly readings, assignment due dates, products, and methods of evaluation.
<b>ES 737</b>  Credits: 3-0	<p><b>Learning Domain Project VI</b></p> <p><b>Competency Area:</b> Research Strategies and Learning Domains  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Students will register for a Learning Domain Project in order to conduct an in-depth exploration of an area of scholarship integral to their dissertation work. This independent work may be used to master a body of literature crucial to a student's future research, although conducting primary research, learning research methods, or writing are also possible. Each student consults with his or her advisor and the student's Learning Domain Plan in preparing this project, which may range from independent readings, discussions with an advisor or mentor, formal course work, or research work. The project must be designed and described in enough detail to indicate objectives, specific activities, weekly and monthly readings, assignment due dates, products, and methods of evaluation.</p>
<b>ES 751</b>  Credits: 3-0	<p><b>Theory &amp; Practice Seminar I</b></p> <p><b>Competency Area:</b> Integrated Projects  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> The seminar emphasizes the preparatory work necessary for both the Integrated Essay and the Service Project. For the Integrated Essay, students lay the groundwork for the essay. As preparation for the seminar, students will develop a presentation that synthesizes and reflects on the seminal themes of the learning domain, specifically addressing the key theoretical approaches and directions and posing questions for further inquiry. By the end of the session, students will compile an outline of their Integrated Essay. For the Service Project, students propose and develop their goals and objectives, considering the moral and ethical dimensions of their work. In what ways does the project provide a necessary service? Who serves to benefit from the project? Where does the scholar/practitioner fit? By the end of the session, students will complete a brief proposal, outlining the dimensions of the project. In addition, the seminar poses questions regarding the theoretical and practical dimensions of service learning, with selected readings about the philosophy, sociology, and practice of service. Additional contact hours will be met by specific online coursework.</p>
<b>ES 752</b>  Credits: 4-0	<p><b>Doctoral Service Project</b></p> <p><b>Competency Area:</b> Integrated Projects  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<b>ES 761</b>  Credits: 3-0	<p><b>Theory and Practice Seminar II</b></p> <p><b>Competency Area:</b> Integrated Projects  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This seminar is designed to provide a forum for consultation and critique as students work on their Service Projects and Integrated Essay. It provides participants with an opportunity to discuss the meaning of scholarship and service as they are engaged in their projects. This seminar will explore questions such as claims to knowledge, the role of the expert, the relationship between scholarship and political action, the political context of environmental research, and issues of uncertainty and ambiguity. What are the special problems encountered by the environmental researcher who is actively involved in community</p>

	<p>projects? What is the role of scholarship for the activist? How might research contribute to social change and environmental action? Additional contact hours will be met by specific coursework designed to be completed online.</p>
<p><b>ES 771</b> Credits: 4-0</p>	<p><b>Doctoral Integrated Essay</b></p> <p><b>Competency Area:</b> Integrated Projects <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> The Doctoral 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 Doctoral Integrated Essay is to cultivate those insights, by exploring them in depth, tracing their formulation, development, and application. Note: The Doctoral Integrated Essay does not meet as a course. The project is discussed in the Doctoral Theory and Practice Seminar. The student receives credit upon satisfactory completion of the integrated essay. Like the Doctoral Service Project course, students should sign up for this course in the term they will do the bulk of the IE writing.</p>
<p><b>ES 774</b> Credits: 4-0</p>	<p><b>Doctoral Dissertation Proposal Seminar</b></p> <p><b>Competency Area:</b> Integrated Projects <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> 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. Additional contact hours will be met by specific coursework designed to be completed online.</p>
<p><b>ES 775</b> Credits: 0</p>	<p><b>Candidacy Continuation</b></p> <p><b>Competency Area:</b> Dissertation Process <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> The Candidacy Continuation semester is designed for students who need additional time to complete their doctoral candidacy projects. During this semester they continue to work independently with faculty as needed to complete their doctoral service project, doctoral integrated essay and/or doctoral dissertation proposal. Registration in Candidacy Continuation carries half-time status for loan deferment and Financial Aid purposes.</p>
<p><b>ES 776</b> Credits: 4-0</p>	<p><b>Doctoral Dissertation Seminar</b></p> <p><b>Competency Area:</b> Dissertation Process <b>Prerequisites:</b> Prerequisites: Completion of Integrated Essay, Service Project and Dissertation Proposal <b>Requirements:</b></p> <p><b>Description:</b> 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</p>

	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. Additional contact hours will be met by specific coursework designed to be completed online.
<b>ES 899</b> Credits: 4-0	<b>Doctoral Dissertation</b> <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> 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.
<b>ES 899C</b> Credits: 0	<b>Doctoral Dissertation Con't</b> <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> Students who have previously registered for two credited terms of Doctoral Dissertation register for this Dissertation Continuation course each term until Dissertation is completed.
<b>ES-ANE 890</b> Credits: 1-3	<b>Supervised Independent Study</b> <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> Antioch University New England fully supports the use of Supervised Independent Study (SIS) as a valuable means of acquiring knowledge to be applied towards your graduate degree. A special contract form must be approved by your advisor before the SIS is undertaken. Credits will not appear on your registration (thus affecting your enrollment status and perhaps your financial aid eligibility) until your signed contract is submitted to the Registrar's Office. You must 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 mid-semester add deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Students planning on two independent studies during the term should register for both Sections A & B. See the Student Handbook for further details.
<b>ESAF 500</b> Credits: 3-0	<b>Financial Administration</b> <b>Competency Area:</b> RMC-W- Required; ASJS, CB, Cert, EE, SDS, SDCC- Methods <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> The overall goal of the course is to introduce students to the principles of financial administration as applied to the management of organizations. This course is designed for students with little or no financial background. There is an emphasis on governmental and non-profit organizations. The course has the objectives for the student to: become familiar with the language of finance, essential for those who will play a role in managing the financial resources of an organization; understand the basics of the financial system and its components; learn the principles of preparing an annual and capital budget; gain experience in setting up and using spreadsheets; develop skills in the analysis, interpretation, and use of financial information; become familiar with the principles of time value of money; review the principles of investment and retirement accounts; and become familiar with the key components of an annual financial audit and systems of internal control. The course will focus on gaining competency in financial management skills as directed towards running an organization. It will briefly expose the students to accounting/book-

	<p>keeping, primarily for the purpose of gaining an understanding of the language and the principles of accounting. Spreadsheet programs will be utilized as a primary tool in analyzing and presenting financial information. A number of case studies will be used to illustrate the principles of effective financial management.</p>
<p><b>ESC 544</b></p> <p>Credits: 3-0</p>	<p><b>Leadership for Change</b></p> <p><b>Competency Area:</b> Core  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Leadership for change is the art of structuring organizations and collaboration, building morale and vision, and facilitating group deliberation and decision-making to guide effective policy-setting and organizational work that makes a positive difference at the individual, interpersonal, organizational, field, and societal levels. This course will help students' develop the skills and understandings that support leadership that is adaptive, inclusive, participatory, collaborative, culturally competent, and effective. Participants in this class will be challenged to explore 1) personal leadership competencies and styles; 2) group dynamics, inclusion, and team facilitation; 3) strategies for engaging diverse stakeholders; and 4) the capacity of creative leadership to facilitate large-scale systemic change.</p>
<p><b>ESC 550</b></p> <p>Credits: 3-0</p>	<p><b>Community Ecology/New England Landscape</b></p> <p><b>Competency Area:</b> Core  <b>Prerequisites:</b> Being able to identify by bark the two dozen most common species of central New England trees (Suggested study guide - Wojtech, Michael. 2011. Bark: A Field Guide to Trees of the Northeast. University Press of New England. Lebanon, NH.)  <b>Requirements:</b></p> <p><b>Description:</b> This course examines the diversity of plant communities found in central New England with special attention to the impact of topography, substrate, and disturbance regimes on community composition and structure as a means to understand ecological community dynamics in any part of the world. As a largely field-based course, both qualitative and quantitative means will be used to describe community composition and structure, as well as the reasons for community placement. Ecocindicator species will be used to delineate specific topographic and edaphic sites, while evidence of various disturbances will be used to interpret successional patterns as a means for reading the landscape. The course will have a strong grounding in concepts related to community ecology including dominance, diversity, niche structuring, and succession. Skills in plant community sampling, soil interpretation, and plant identification will also be developed. A number of outstanding representatives of community types in the central Connecticut River watershed will be visited.</p>
<p><b>ESC 572</b></p> <p>Credits: 3-0</p>	<p><b>Earth Systems &amp; Climate Change</b></p> <p><b>Competency Area:</b> Core  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course employs a systems approach to understanding earth's physical and biological environment by examining the large-scale components and processes of the earth system. Understanding the interaction of these elements and their natural variability in space and time is critical for assessing the rates, drivers, and consequences of environmental change. Content will emphasize climate change dynamics, biogeochemical cycles, and land use patterns and their feedback relationships with the atmosphere, hydrosphere, lithosphere, pedosphere and biosphere.</p>
<p><b>ESC 601</b></p> <p>Credits: 3-0</p>	<p><b>Political Economy &amp; Sustainability</b></p> <p><b>Competency Area:</b> Core  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Political economy seeks to explain how political institutions, the economic system, applied sciences, and social movements interact over time. This course will focus on how these dynamics generate varied outcomes in relation to the goals of sustainability,</p>

	<p>justice, and economic well-being. Students will examine the political and economic roots of the global sustainability crisis. Students will assess political and economic reforms, policy processes, and policy tools that might yield better outcomes. Students will also develop a greater understanding of possible action strategies from within civil society, the business sector, government, and/or international bodies for creating a transition toward a more sustainable society. *Doctoral students will explore theories, evidence, and controversies associated with the political, social, cultural, and/or economic dimensions of a specific topic relevant to their doctoral interests. Additional contact hours will be met by specific coursework designed to be completed online.</p>
<p><b>ESCO 527</b> Credits: 3-0</p>	<p><b>Environmental Writing</b></p> <p><b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course provides an introduction to a variety of styles of environmental writing. Primary focus will be on nature writing as a process of exploring and communicating one's experience of the natural world. Assigned weekly papers will begin with descriptive and narrative nature essays, and proceed to incorporate environmental issues, scientific material, and the revising process. Activities will include reading and responding to each other's work in a class workshop setting as well as small editing groups, and discussing contemporary essays as models. A variety of class exercises will enable students of all levels of writing experience to overcome blocks and develop skill, style and voice. Weekend study trip to Cape Cod will enable the class to explore the landscape together, generate new writing and develop it into finished essays. Extra cost for 2 nights' lodging on Cape Cod.</p>
<p><b>ESE 502</b> Credits: 3-0</p>	<p><b>Foundations Environmental Education</b></p> <p><b>Competency Area:</b> EE - Required; ASJS, CB, Cert, SDCC, SDS - Methods <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course will provide a broad overview of the Environmental Education movement by constructing a working definition of its goals and the various manifestations of those goals within local, regional, state, national and international organizations. We will explore the personal values that drive people to choose environmental education as a profession and look at the implications of that choice on lifestyle, civic participation, relationships and work-life. students' will predict possible future scenarios for environmental educators and their role in the organizations that support their efforts.</p>
<p><b>ESE 506</b> Credits: 3-0</p>	<p><b>Environmental Education Methods - Program Evaluation</b></p> <p><b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Program evaluation is an essential (&amp; marketable) skill among environmental education and conservation professionals. Evaluation can help stakeholders make informed decisions, gain insights into the merit of a given initiative and contribute to continual program improvement. students' design an evaluation of their choosing and work together to complete an evaluation with an external client. In conjunction with these practical applications, this course will explore such topics as: evaluation purposes, using logic models to inform evaluation strategies, design considerations, data sources and collection, limitations and sources of bias in evaluation, data analysis, interpretation and use of evaluative findings. Having such expertise sets the stage for success by enhancing course participants ability to make informed evaluative decisions in a variety of contexts.</p>
<p><b>ESE 511</b> Credits: 3-0</p>	<p><b>Community/School Sustainable Food Systems</b></p> <p><b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> A growing number of communities are participating in innovative educational</p>

	<p>efforts that engage a cross-section of the community in raising awareness and taking action to strengthen sustainable agriculture and local food systems. Decreased time spent in the out-of-doors and rising rates of obesity among youth and adults has led to outcries for social change. As examples: Keene, NH has included healthy eating as one of its strategies to become the "healthiest community in America" by 2020; the 'Farm to School' movement is reshaping school lunch programs across the U.S.; and various efforts are improving access to healthy food and reducing food insecurity across the globe. When people connect with the sources of their food, the effect on resiliency and health -- personal, communal, environmental -- can be significant. Course participants will explore food systems and related educational efforts in schools and broader community contexts. Topics include: planning, implementation, and evaluation of school/community gardens and related curricula; food justice; and methods for increasing access to, and consumption of, locally produced, nutritious food. In addition to class meetings on campus, some field sessions will be spent visiting school and/or community-based food initiative(s) and completing service learning projects.</p>
<p><b>ESE 513</b> Credits: 3-0</p>	<p><b>Environmental Education Methods - Educating for Sustainability</b></p> <p><b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Pamela Mang writes that sustainability is the ability of the human species to stay around for the long haul. What does this mean? How do you define sustainability? What does it require? How can it be? What is the role of education in that process? What would people know and be able to do if they were educated for a sustainable future? What can we, as educators, do to cultivate the necessary knowledge, skills, and habits of mind in our students so that they may enact sustainable lifestyles? This course provides an introduction to educating for sustainability (EFS). We will explore the concept of sustainability and the meanings of EFS as we identify and clarify how these may be incorporated into our work as environmental educators. With the goal of increasing awareness, knowledge, and understanding of the core content, competencies, and habits of mind which characterize EFS, we will consider its philosophical foundations and historical context and engage in activities focused on integrating core content in our work, including systems thinking, sustainable economics, the role of social equity in sustainable communities, place as curriculum, and the science of sustainability. From habits of mind to regenerative resource management, we will study the emerging field of EFS to broaden our expertise as environmental educators.</p>
<p><b>ESE 514</b> Credits: 3-0</p>	<p><b>Program Planning &amp; Design</b></p> <p><b>Competency Area:</b> EE - Required; ASJS, CB, Cert, SDS, SDCC - Methods <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course introduces program development techniques for youth and adult environmental education activities in non-formal contexts. Designing educational programs 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 program planning and develop our own philosophy of curriculum design. Consider this course as a way to help you move further along with your own questions and concerns about curriculum design and as an opportunity to twist, stretch, and flip your current understanding of what it means to design educational programs.</p>
<p><b>ESE 517</b> Credits: 3-0</p>	<p><b>Urban Environmental Education</b></p> <p><b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Cities are home to the vast majority of citizens around the world and hold great potential for sustainable living. Urban areas offer environmental educators the unique opportunity to reach large masses of people, utilize a vast array of rich human/cultural resources, and study interesting ecological dynamics. We are also witnessing a global crisis,</p>

	<p>as many youth and adults are living in urban poverty. At the same time, evidence suggests that connecting with the natural world positively affects emotional, physical, psychological and communal well-being. A healthy built environment and strong social networks also impact quality of life and intersect with issues of justice. This class explores the theory and practice of environmental education efforts in various urban contexts. We will investigate different aspects of urban living and sustainability, such as building design, energy, transportation, waste and food. Identifying and applying skills for effectively engaging learners across the lifespan in different urban learning contexts will be examined. Field trips, guest speakers, case studies and class projects explore the challenges, opportunities and skills necessary to be effective educators in urban settings. TBA optional field study trip.</p>
<p><b>ESE 520</b> Credits: 3-0</p>	<p><b>Science Teaching Methods</b></p> <p><b>Competency Area:</b> Cert - Required; ASJS, CB, EE, SD, &amp; SDCC - Methods  <b>Prerequisites:</b> Prerequisite: ESE 521 Problem-Solving &amp; Inquiry-Based Teaching.  <b>Requirements:</b></p> <p><b>Description:</b> Science Teaching Methods is designed to help prepare students to effectively teach science at the middle or high school level. The course takes place at Compass School, an independent middle and high school in Westminster, VT (25 minutes from Antioch). Participants will have the opportunity to observe experienced teachers in action and to interact with middle and high school students, using these interactions as a forum for discovery, growth, and practice of teaching methods. We will practice classroom management strategies, communication techniques, curriculum design, lesson planning, assessment, and lab methods and safety. Participants will be encouraged to reflect on their learning through discussion, written reflections, and optional videotaping of teaching experiences.</p>
<p><b>ESE 521</b> Credits: 3-0</p>	<p><b>Problem Solving and Inquiry Based Science Teaching</b></p> <p><b>Competency Area:</b> Cert - Required; ASJS, CB, EE, SDS, SDCC - Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> "If I told you the answer, those of you still thinking about the problem would probably stop..." In the spirit of Catherine Fosnot's remark, we will explore teaching science in middle and high schools from a problem-solving and inquiry-based orientation. We will solve problems about problems and inquire into the nature of inquiry. We will experience problem solving and inquiry from the perspectives of learners and teachers. Therefore, whether you are trying to figure out how to lift a classmate with one arm, the engineering of a pneumatic pump, or how to sustain multiple generations of life in a sealed container, we will reflect about the teaching of and learning through problem-solving and inquiry based approaches. Most, if not all, of our classes will meet at the Brattleboro Area Middle School and Brattleboro Union High School, two of our three lab schools, where you will have opportunities to observe, assist, and teach science lessons using problem solving approaches. Although this class will meet on Fridays, its exact time will be determined by the Brattleboro School system school schedule, in particular, the start of their school day.</p>
<p><b>ESE 522</b> Credits: 2-0</p>	<p><b>Teaching Exceptional Children: Focus on Adolescence</b></p> <p><b>Competency Area:</b> Cert - Required; ASJS, CB, EE, SDCC, SDS - Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Adolescent children and those with special needs present the classroom teacher with a wide variety of challenges in terms of management, motivation, and relationships. This course is designed to familiarize the student with special educational needs of adolescents who have a range of cognitive, physical or emotionally handicapping conditions. Related topics that will be covered include: Special Education (legal) requirements within school systems; developmental issues; the Individual Education Plan (IEP); curriculum adaptations; and issues in mainstreaming and normalization.</p>
<p><b>ESE 523A</b> Credits: 3-0</p>	<p><b>Environmental Education Methods - Teaching Outdoors</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b></p>



	<p><b>Requirements:</b></p> <p><b>Description:</b> A large majority of environmental education takes place outside the school arena. A traditional setting for environmental education includes outdoor, adventure, and wilderness education. This course will provide opportunities to learn and practice techniques for teaching in a variety of outdoor contexts. It is designed primarily for those students with limited experience teaching in the outdoors. Location - Harris Center, Hancock, NH.</p>
<p><b>ESE 528</b></p> <p>Credits: 3-0</p>	<p><b>Exhibit Design &amp; Environmental Interpretation</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Interpreters and exhibit developers are a blend of teacher and artist, while making the natural and cultural world relevant to all. Stimulated by our readings, discussions, exercises and visits to existing interpretive programs, each student will craft an interpretive plan and a prototype in a medium that inspires. Museums, zoos and nature centers have not been immune to pressure to raise environmental literacy. Many zoos/museums are pushing the boundaries of the traditional diorama or static exhibit to tackle contemporary social and environmental concerns through interactive and experiential interpretation. The new generation of environmental interpretation and exhibit design tends to contain more political, economic, social and public policy-oriented thought than ever before. Just how far to push this envelope educationally and still 'entertain' the audience of leisure seekers is a continual concern for these institutions.</p>
<p><b>ESE 535</b></p> <p>Credits: 3-0</p>	<p><b>Conceptual &amp; Human Development</b></p> <p><b>Competency Area:</b> Cert - Required; ASJS, CB, EE, SDCC, SDS - Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> An understanding of human development is the foundation for effective teaching. Developmental processes, the intersection of biology and cultural context, are the blueprint upon which the educational objectives and curricula of schools should be built. We will explore the entire life span, focusing on cognitive development throughout, with primary emphasis on middle childhood and adolescence. In an attempt to better understand thinking and learning, we will explore a variety of questions including: What is thinking? How does it develop? What is intelligence? and, Are learning and intelligence related? This course will provide an overview of the potential conceptual abilities of children and adults and a framework for creating effective curricula.</p>
<p><b>ESE 536</b></p> <p>Credits: 3-0</p>	<p><b>Foundations of Science and Environmental Education</b></p> <p><b>Competency Area:</b> Cert - Required; ASJS, CB, EE, SDCC, SDS - Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> The goals of this course are to explore a range of historical and contemporary methodologies of science and environmental education, to consider the relationships between the social contexts of science, environmental studies, and educating for sustainability 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 and a teacher as you study trends of the past 150 years and ponder how these trends will apply to your practice as an educator.</p>
<p><b>ESE 544</b></p> <p>Credits: 3-0</p>	<p><b>Curriculum Design</b></p> <p><b>Competency Area:</b> Cert - Required; ASJS, CB, EE, SDS, SDCC - Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Designing curriculum is an extremely creative process, filled with dilemmas,</p>

	<p>excitement, and anxiety. Crafting what people do for an extended period of time, deciding what they need to learn, how, and when is a political, philosophical, and theoretical experience. It's demanding, time-consuming, and rewarding. You will have opportunities to craft an original 1-month curriculum for the context in which you plan to teach and to help each other enhance the development of each other's curriculum under development. In particular, we will experience first-hand and theoretically ideas like constructivism, democratic classrooms, coherent curriculum, authentic learning, problem solving and inquiry-based curriculum. I think of curriculum designers as jazz composers. We create frameworks and directions in which our students are invited to follow and are encouraged to improvise to meet our learning goals. If we're good composers, we will know how to greet our fellow musicians in order to enrich our music in unanticipated ways. I look forward to creating for you and with you opportunities to think critically and creatively about how to design powerful science curriculum.</p>
<p><b>ESE 547</b>  Credits: 3-0</p>	<p><b>Environmental Education Methods - Advanced Topics in Environmental Education</b></p> <p><b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> There's a saying If you don't know where you are going, any road will get you there. (Lewis Carroll). Where should Antioch's Environmental Education (EE) Program go next? This course is a combination of independent study and research seminar. We will explore trends in EE to inform your practice and influence the future direction of the EE Program in support of a just, sustainable future. What trends should this field be paying attention to? How do media, technology, environmental communication and social marketing impact EE? How do we ensure EE is inclusive of difference and a lifelong endeavor? We will explore these and other relevant questions through a diversity of means, such as readings, interviews, individual research, and focus groups, among others. While exploring cutting-edge EE trends, you will gain action research and program evaluation skills, facilitate class discussions, and hone your group process skills, which can be applied in any community or professional setting.</p>
<p><b>ESE 548</b>  Credits: 3-0</p>	<p><b>Environmental Education Advanced Topics: Built Environments</b></p> <p><b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> From homes, workplaces and schools to towns and cities, the design of our built environment impacts human health, community well-being, social equity, economies and environmental sustainability. This course will: (a) examine the historical and policy context of modern design and planning practice, (b) explore more sustainable design approaches, such as natural and green building, smart growth, low-impact development, native landscaping, urban agriculture, and healthy transportation, (c) consider educational strategies for various audiences involved in design and planning decisions (e.g., residents, planning board members, architects, contractors, youth), and (d) focus on participatory engagement methods for creative and inclusive community planning.</p>
<p><b>ESE 549</b>  Credits: 3-0</p>	<p><b>EE Field Technique: Civic Ecology Practices and Community Resilience</b></p> <p><b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> How can we engage people in practices that increase the resilience of social-ecological systems? What contributes to resilience in the face of climate change, food insecurity, energy descent, and associated environmental, social, and economic challenges? This course explores such questions through the lens of civic ecology, which examines the interactions among people, environmental stewardship practices, education and learning, and resilience. Examples of civic ecology practices include ecological restoration, urban greening, community gardens, citizen science, and community forestry. Participants in this course will experience civic ecology practices first-hand and consider whether and how attributes of civic ecology practices like diversity, self-organization, adaptive learning, ecosystem services, and</p>

	<p>social capital might contribute to greater personal, communal, and ecological resilience. This course will also explore personal well-being and actions we can take to lead meaningful, sustainable lives amid vast environmental and social transitions happening in the world today. In addition to class meetings on campus, some field sessions will be spent visiting relevant sites and completing service learning projects.</p>
<p><b>ESF 510</b></p> <p>Credits: 3-0</p>	<p><b>Conservation/Ecology/Sustainability in the Sonoran Desert</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> The ecology, conservation, cultural history, environmental justice, and political economy of the wider Sonoran Desert region of northwestern Mexico and southwestern Arizona, including the Sea of Cortez are the focus of this course. The trip traverses an ecological and cultural gradient from the low desert of central Sonora gaining latitude and elevation to the boundaries of both the desert and Hispanic and native American cultures in Arizona. The trip will begin in Kino, Sonora, MX, on the coast where we will focus on the juxtaposition of coastal and desert ecology, inland desert ecology, ecotourism and Native American culture, and human political economies. From Kino, we will pass through desert grasslands in north-central MX to evaluate plant community changes across elevational and climate gradients while traveling to the Pinacate Biosphere Reserve in northern MX. We will end the trip at Organ Pipe National Monument in Arizona. In the course of the program students will be expected to complete a field research project, interact with various stakeholders, and understand, analyze, and engage with a complex ecological, cultural, and political context for biodiversity conservation and understand the implications of these factors for building sustainability Course fee includes airfare, food and lodging. This fee does not include personal expenses (e.g., souvenirs, beverages, snacks) or traveler insurance in the case of disruption due to a major weather event, health, or cancellations of another nature. Pre-trip and post-trip meetings are mandatory.</p>
<p><b>ESF 510A</b></p> <p>Credits: 3-0</p>	<p><b>Desert Ecology</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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. Airfare, food, and camping fees extra.</p>
<p><b>ESF 511</b></p> <p>Credits: 3-0</p>	<p><b>Vertebrate Ecology - Herpetology</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Reptiles and amphibians pose several conservation challenges. We know many of the habitat attributes that herps depend on (networks of vernal pools for migratory salamanders, mosaics of uplands and diverse wetlands for freshwater turtles). But still many questions remain. What size area is necessary to support a given population? How far do individuals move in one season, or in a lifetime? In this course, we will examine the habitat needs of northeast herps. We will develop an understanding of the potential for herps to direct landscape-level conservation efforts in the northeast.</p>
<p><b>ESF 512</b></p>	<p><b>Vertebrate Ecology - Mammalogy</b></p>

Credits: 3-0	<p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Winter in New England, with its snow, provides the best opportunity for keeping track of local mammals and for field study of their habits and habitats. One goal of this course is to familiarize students with the mammals of New England, especially those whose signs are likely to be encountered. This class will also provide a basic introduction to the biology of mammals, especially focusing on evolutionary history, adaptations for survival, anatomy, and physiology. We will also discuss research techniques used to study mammals, as well as consider the role mammals play in current conservation initiatives. Discussions and demonstrations of how mammal studies can be incorporated into educational programs will also be provided.</p>
<b>ESF 514</b>  Credits: 3-0	<p><b>New England Flora</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<b>ESF 515</b>  Credits: 3-0	<p><b>Ornithology</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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 or 2 all-day weekend trips to be scheduled during the first class meeting. Selections from the PBS series, <i>The Life of Birds</i>, will supplement in-class lecture material.</p>
<b>ESF 516</b>  Credits: 3-0	<p><b>Ecology White Mountains</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b> Prerequisite: Community Ecology of NE Landscapes or permission of instructor.  <b>Requirements:</b></p> <p><b>Description:</b> The White Mountains of northern New Hampshire, rising to an elevation of 6288', is where a variety of ecosystems are distributed by latitude and elevation. In this course students will explore factors that influence the distribution and health of these ecosystems. Factors such as acid deposition, disturbance regimes and climate change will be examined to understand the dynamic nature of these natural systems and how ecological research can inform environmental policy (e.g., Clean Air Acts 1970 and 1990). On Mt. Moosilauke and at the Hubbard Brook Forest Experiment Station students will study the ecology of N. hardwood, spruce-fir, and alpine communities through experiential learning comprised of field observations, data collection, and data analysis. Students will focus on field and analytical methods used to quantify species composition, structure, history, and the nutrient status of the ecosystems present. Techniques will include qualitative and quantitative vegetation assessment via plot sampling and the development of ecosystem nutrient budgets.</p>

	Mountain trail hiking with a day pack will be part of the regular class activities.
<b>ESF 517</b>  Credits: 3-0	<p><b>Soil Mapping and Interpretation</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course focuses on soil-landscape relationships and the applications of soil science to land use and management issues. We will investigate soil formation processes in the context of geomorphic setting, the influence of soils on land use patterns and natural vegetation, and will assess soil classification and mapping conventions employed by the USDA Natural Resources Conservation Service. Students will also be introduced to the subset of soils characterized as hydric; primary hydric soil field indicators will be covered, and we will examine their occurrence in different geologic and topographic settings. Students will become familiar with state and federal standards for best use practices of soils and will map the dominant properties and distributions of soils at parcel to landscape scales.</p>
<b>ESF 521</b>  Credits: 3-0	<p><b>Wetlands Flora</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course instructs the student in the identification of plants that serve as wetland indicators - the hydrophytes. Lab and field sessions will utilize local wetlands to learn the classification of wetland types in our area. Dominant indicators of common wetland plant types will be discussed among the approximate 200 species of common woody and non-woody plants that will be covered. Wetlands delineation methodologies will be discussed and practiced in the field utilizing these plants as one of the three standard indicators of a wetland. Students will be required to prepare a plant collection and demonstrate proficiency in field identification of wetlands flora. Boots are essential!</p>
<b>ESF 523</b>  Credits: 3-0	<p><b>Mycology</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This introductory course on New England's illustrious fungi will prepare the student to: 1) identify by sight at least 50 species of our most common mushrooms; 2) understand the role of fungi in nature; and 3) explore a variety of teaching does utilizing this most fascinating group of organisms. We will cover anatomy, physiology and taxonomy of the major groups, and will make weekly collections as we add to our list of 50. Lab and project work will dominate the latter part of the semester as fruiting tapers off.</p>
<b>ESF 525</b>  Credits: 3-0	<p><b>Alpine Flora</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course focuses on the flora of the alpine zone, specifically that of the Presidential Range of New Hampshire. Students will explore plant adaptations along two environmental gradients above timberline, and learn to recognize eight different alpine plant communities. Species distribution and dominance will be assessed through plot work; the effect of anthropogenic disturbance will be reviewed as well. A pre-trip class and online discussion will introduce us to the concepts we will study on the slopes of Mt. Adams and Mt. Madison. (includes camping, food &amp; miscellaneous expenses). Note: This trip involves a fairly strenuous hike with backpack (approximately 45 pounds) up to our cabin at tree line. Students should be in good physical shape. Field trip fees will apply.</p>
<b>ESF 530</b>  Credits: 3-0	<p><b>Landscape Ecology</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b></p>

	<p><b>Requirements:</b></p> <p><b>Description:</b> Through course work, seminar-style discussions, and field study we will examine the dynamic interplay between culture, ecology, and economy. Central to these approaches is the role of scale. Spatial scale is important in determining how processes ranging from climate to landscape change impact land use and settlement patterns and how land use patterns, in turn, impact landscape form and function. Time plays a key role with effective understanding of ecosystems only emerging after years, decades, or even centuries. We will draw heavily from examples from surrounding landscapes as well as national and international examples from marine and terrestrial environments. In an era of great ecological and social change, a large-scale perspective is crucial for developing effective decision making and understanding the implications for environmental change.</p>
<p><b>ESF 531</b></p> <p>Credits: 3-0</p>	<p><b>Avian Nesting Ecology</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Birds nest in a variety of habitats in southern New Hampshire, ranging from coastal dunes to grasslands to mixed forests. This field-oriented course will involve trips to local areas, where we'll see species engaged in various aspects of breeding, including courtship, nest-building, territorial defense, and feeding of young. In the context of our observations we will discuss the life history strategies of our local breeding species, consider how birds 'fit' into the broader ecosystem, and discuss ways that birds often focus public attention on larger conservation issues.</p>
<p><b>ESF 535</b></p> <p>Credits: 3-0</p>	<p><b>Tropical Ecology and Conservation Science: Costa Rica</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b> Prerequisites: Community Ecology of N.E.Landscapes or Comparative Ecological Analysis  <b>Requirements:</b></p> <p><b>Description:</b> This course offers an in depth study of the biodiversity and conservation challenges of the New World tropics. The course will be co-taught by a social and a natural scientist. We will compare and contrast the ecological dynamics of three distinct ecosystems - cloud forest in the Cordillera de Tilaran near Monteverde, rainforest on the Atlantic slope near San Gerardo, and dry tropical forest along the coast, including the flora and fauna and conservation biology issues. In each area we'll also explore the socio-economic dynamics, including human impacts on the landscape, eco-tourism projects, restoration approaches, and hear from local farmers, scientists, conservationists, educators, and community members concerning conservation initiatives aimed at sustaining these important ecosystems. Students will have an opportunity to develop independent research projects during the trip. All participants must have valid Passports from their country of citizenship. If your passport will expire within 6 months of the trip, or if you don't have a passport, you should begin the renewal or application process soon.</p>
<p><b>ESF 539A</b></p> <p>Credits: 3-0</p>	<p><b>Coastal Geoecology</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> On this 5-day trip, we will examine the geoecology of glaciated coasts in New England using Cape Cod as a model system. Course topics will include landscape to local-scale depositional and erosional processes as influenced by coastal climate and disturbance; barrier island dynamics and the ecological role of estuaries; salt marsh ecology and restoration; geological and climatic controls on coastal evolution; vascular plant succession and soil ecological processes on active dune systems; impacts of coastal development and other human impacts on physical and ecological processes; and management issues in New England coastal systems. Field trip fees apply.</p>
<p><b>ESF 540</b></p>	<p><b>Ecosystems Mt Desert Island</b></p>

Credits: 3-0	<p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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. Extra fees apply for food, camping, and transportation.</p>
<b>ESF 541</b>  Credits: 3-0	<p><b>Introduction to Wetlands - Ecological Principles</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Human impacts on wetlands continue to reduce the global area of these precious aquatic ecosystems at an alarming rate. What makes a wetland valuable? What ecological functions do wetlands perform for human and non-human communities? How do we assess wetland functioning from an ecological standpoint? In this course, we will explore the ecological relationships among various components of wetland systems, including vascular plants, the physical and biological properties of hydric soils, and wildlife. Particular emphasis will be on plant and soil relationships, and we will ground our exploration in the relationship between wetland ecosystem structure, biogeochemical cycling, and ecosystem function. Course time will combine lectures, discussions, lab activities, and field trips.</p>
<b>ESF 541A</b>  Credits: 3-0	<p><b>Wetlands Ecology</b></p> <p><b>Competency Area:</b> ASJS, CB, Cert, EE, SDCC, SDS - Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will provide an overview of the wetlands communities within the New England region. The Fish and Wildlife Services 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.</p>
<b>ESF 542</b>  Credits: 3-0	<p><b>Coastal Ornithology</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Spectacular colonies of nesting seabirds and large flocks of migrating shorebirds are some of the more fascinating aspects of New England's coastal avifauna. In their courtship and nesting behaviors, their abilities to find food in seemingly featureless landscapes, and their immense migratory journeys, marine birds exhibit incredible adaptations to a unique environment. During this 5-day field study trip to Cape Cod we'll go on a whale-watching trip to Stellwagen Bank, visit a colony of nesting terns, look for migrating shorebirds, and learn to see the world through the eyes of a marine bird. Field trip fee applies: includes boat trips, campground fees, and most gasoline and food costs.</p>
<b>ESF 545</b>  Credits: 3-0	<p><b>Wolves of Yellowstone</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This field study trip will focus on the ecology of wolves of the Greater Yellowstone Ecosystem. The trip will be based out of the oldest National Park in the United States - Yellowstone. We will study with private, USFWS and park biologists to gain a comprehensive understanding of one of the most misunderstood predators in North America.</p>

	<p>Topics covered will include snow tracking and interpretation, wolf social structure and development, resource management, predator-prey behavior, social and economic impacts of wolves, and the politics. Extra course fee to cover airfare &amp; lodging. Meals are not included in this price.</p>
<p><b>ESF 547</b></p> <p>Credits: 3-0</p>	<p><b>Field Entomology</b></p> <p><b>Competency Area:</b> ASJS, CB, CERT, EE, SDCC, SDS - Methods.  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course is an introduction to common insects, especially those in New England. Taxonomy of major insect orders, behavior of selected species, impacts of invasive species, ecological roles, insect evolution and co-evolution with other organisms are covered during the sessions. A theme of chemical communications will be emphasized throughout the course with related research and readings required.</p>
<p><b>ESF 554</b></p> <p>Credits: 3-0</p>	<p><b>Ecology &amp; Mgmt Adirondack Mountains</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course focuses on the natural and human factors that have shaped the forested ecosystems of the Adirondack Mountains. Situated within the Adirondack State Park in northern New York State the mountains have been molded by ancient geologic and climatic forces. Understanding how these forces influence the plant communities and how humans have impacted the communities will provide students' with a unique perspective on the ecology and conservation challenges of this wild region. students' will be exposed to numerous approaches that address the conservation issues from environmental education and resource management to advocacy. Note: This trip involves strenuous backpacking on mountain trails and tent camping. students' should be in good physical shape and have proper backpacking and camping equipment. Field trip fees apply.</p>
<p><b>ESF 561</b></p> <p>Credits: 3-0</p>	<p><b>Large-Scale Ecological Patterns &amp; Processes</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> In this course we take an integrated look at landscape and ecosystem approaches to ecology. Through course work and field study we examine the dynamic interplay between humans and their environment ultimately looking at the implications for large-scale conservation planning. Central to these approaches is the role of scale. Spatial scale is important in seeing how processes ranging from climate and hurricanes to land use and human settlement patterns impact landscapes and ecological processes. Time plays a key role with an effective understanding of systems often only emerging after years, decades, or even centuries. We will draw heavily from case studies taken from the surrounding landscapes as well as national and international examples from marine and terrestrial systems. In an era of great ecological and social change a large-scale perspective is crucial to effective decision-making and understanding the implications of environmental change.</p>
<p><b>ESF 562</b></p> <p>Credits: 3-0</p>	<p><b>Ecology &amp; Conservation in Taconic Upland</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course would take place in the tri-state region of CT, MA and NY with a focus on the Taconic Upland and adjacent Housatonic watershed. This area has been designated by TNC as one of their top ten world priority sites for land conservation due to its extensive, unfragmented forest within 60 miles of NYC that hosts not only numerous old-growth stands - one being the second largest in New England at over 1,000 acres - but also the species rich lowlands of the Housatonic River Valley. Numerous state agencies, regional land trusts, and private land holding associations have and continue to work with TNC in the</p>



	<p>protection of this unique regional landscape. The course will focus on both these collaborative land conservation efforts and visits to some of the exemplary ecosystems within the region. Visits will include meetings with staff of the TNC, Sweetwater Trust, Sheffield Land Trust, Trustees of Reservations, MA and NY state agencies and members of the Mount Riga Protection Association. Field explorations will include the dwarf, summit, pitch pine old-growth on Mount Everett, oak/hemlock/white pine old-growth and adjacent charcoaling sites on the eastern flanks of the Taconic Upland, the species rich Shenob Brook, clay-plain forest and swamp, exploration of two pioneer homestead sites that date to the late 1600s, canoe exploration of a species rich swamp with 6 state-listed rare and endangered plants, and Bartholemules Cobble - which hosts the highest species richness of ferns found anywhere in the northeastern US within just 60 acres! Field trip fee applies.</p>
<p><b>ESF 563</b>  Credits: 3-0</p>	<p><b>Food System of Cuba; Implications</b></p> <p><b>Competency Area:</b> ASJS, CB, Cert, EE, SDCC, SDS - Methods <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course adopts a systems analysis for understanding the food system and agricultural model of Cuba and how they influence the country environmentally, socially and in terms of food security. The field study portion of this class, which will take place in January 2013, will consist of visits to farms, urban gardens, farmers markets, agricultural universities, research stations and other venues to explore the Cuban food system and sustainable agriculture model. The immersion format will aid students in examining the questions of: - Is the Cuban food system model viable/ sustainable and can such a model be implemented in other cities, towns and communities? - Would the re-integration of Cuba into the world economy threaten the sustainable agriculture movement in Cuba? Criteria that will be used to analyze the food system will relate to the overall health and regenerative capacity of the system as well as the following principles of a sustainable food system: (1) regionally based food production and consumption; (2) shortened food supply chain; (3) farmers, consumers, retailers, distributors and other actors exist in an interdependent community and have opportunity to form relationships; and (4) opportunities exist for exchange of knowledge and information among participants in the food system. The trip will also consist of a service-learning component both while in Cuba and upon return to the United States. This will allow students to both apply knowledge and skills as well as engage in critical thinking as to how the Cuban food system/sustainable agriculture model can be adopted to various locales. Global Exchange: Eco Cuba Exchange is the organizational partner for this trip and has extensive experience working with U.S. colleges and universities to run education and research trips from undergraduate to post-graduate professional development. Global Exchange is licensed by the U.S. Treasury Department to provide educational trips to Cuba. Field trip fee applies.</p>
<p><b>ESM 503</b>  Credits: 3-0</p>	<p><b>Making Sense of Place</b></p> <p><b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course introduces theory and practice in the humanities through a focus on space and place. Students will explore a variety of interpretive lenses from individual and community 'sense of place' to the cultural production of space, with emphasis on recognizing, understanding, and applying critical and interpretive strategies from humanistic geography, including history, religious studies, literature, and art. In addition to exploring a variety of epistemological perspectives, students will develop communication skills through critical and interpretive readings of literature and place, through expository and reflective writing on place experience, and through creative and persuasive applications of visual media. Students will advance their cultural competency through the exploration of ecological identity and critical social reflection. Students will gain grounding in research skills for the environmental humanities through engagement with methods and approaches used in qualitative research on the experience and interpretation of place. Mount Monadnock will serve as a particular and local exemplar for application of concepts and research design.</p>
<p><b>ESM 516</b></p>	<p><b>Building Sustainable Organizations</b></p>

Credits: 3-0	<p><b>Competency Area:</b> RMC-W - Required; SDCC (highly recommended); ASJS, CB, Cert, EE, SDS - Methods</p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> BSO surveys the landscape of sustainability theory and literature by considering organizational purpose, design and behavior through the lenses of ecology, management, economics and social justice. This course prepares students' to analyze organizations from the perspective of sustainable practices, and to develop an understanding of the importance of self-knowledge and personal sustainability. BSO is designed to serve as a gateway for further study. The course relies heavily on active participation by all class members, drawing from each participant's previous organizational and managerial experiences.</p>
<b>ESP 526</b>  Credits: 3-0	<p><b>Art, Culture &amp; Nature</b></p> <p><b>Competency Area:</b> ASJS, CB, Cert, EE, SDCC, SDS - Methods</p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> A world in crisis compels us to act. Science offers one powerful and important window, based on the practice of observing phenomena and then sharing and confirming those observations through multiple witnesses. Art also directs our attention, but in a manner very different from science. Art arrests the mind. It causes us to pause, to contemplate deeply, and to think anew about our world. Out of the silence of this pause can emerge new meaning and innovations, which may present powerful alternatives to policy and action. This class explores art as a technique to expand thinking and awareness of the natural and human worlds. Through a combination of theory/conceptual thought and art-in-practice, students will gain experience in using art to engage a deeper level of understanding about the world around us. There will be a balance of home studio work, reading, writing, and class projects and presentations.</p>
<b>ESP 527</b>  Credits: 3-0	<p><b>Environmental Justice - Community Organizing</b></p> <p><b>Competency Area:</b> Methods</p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> This field studies course will address the general history and politics of the environmental justice movement in the United States and internationally, focusing particular attention on environmental and human rights issues associated with hardrock mining. We will also examine governmental, corporate and local, national and international activist movement responses to these impacts. The course will center around a field studies trip to Nevada that will explore the environmental and human rights dimensions of large-scale gold mining, groundwater extraction and degradation, nuclear waste storage and weapons testing, Native sovereignty rights, international human rights law, and environmental justice organizing. In addition to pre- and post-trip meetings, this class will spend 8 days in Nevada meeting with indigenous Western Shoshone community activists, allied public interest/environmental lawyers, scientists, representatives from state and U.S. government agencies, and mining corporation personnel. The course will include a service learning component and also include a post-trip report out to ANE and other communities on the environmental justice issues and movement in Nevada. Additional fees apply.</p>
<b>ESP 530</b>  Credits: 3-0	<p><b>Language of Nature</b></p> <p><b>Competency Area:</b> Methods</p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> What we know about the environment, how we know it, and who can speak with authority about it, are questions of language as well as science. This course will focus on the power of language in environmental communication. Critical reading of a variety of texts in the history of science, environmental thought, and nature writing will provide a basis for discussion and analysis. Weekly assignments will focus on the development of writing styles and skills.</p>

<p><b>ESP 551A</b></p> <p>Credits: 3-0</p>	<p><b>Environmental Law</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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. In addition to regular class meetings, please plan on a TBA weekend day for Moot Court and a TBA weekday morning for visiting a court.</p>
<p><b>ESP 603</b></p> <p>Credits: 3-0</p>	<p><b>Corporate Power Globalization/Democracy</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<p><b>ESP 604</b></p> <p>Credits: 3-0</p>	<p><b>Sustainability in the Land of the Maya</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This Field Study Trip to Mexico's Yucatan peninsula will examine the influence of some environmental, social, political, cultural and economic factors in the rise and fall of the ancient Maya and use this same analytical framework to evaluate current models of economic development and environmental conservation. The course will address the core questions: How does the current model of development in the Yucatan peninsula take into account, or fail to, lessons from the ancient Maya? What are the prospects for long-term sustainability? Students will explore topics including ancient Mayan agriculture, water management, culture, conflict and trade; the environmental background of ancient and present-day Maya; coastal ecology, mangroves and wetlands; tropical dry forest ecology; karst geology; climate; colonialism; land tenure; protected areas management; ecological monitoring; community forestry; conservation planning; and tourism. Among other sites, we will visit the Sian Ka'an and Calakmul Biosphere Reserves, Mayan ruins (e.g., Tulz'm, Uxmal, Chichen Itza), and the colonial city of Merida. We will be joined by guest lecturer Dr. Ernesto Ruelas Inzunza, a biologist and former conservation practitioner in Mexico. All participants must have valid U.S. Passports. Field trip fee applies. This fee does not include personal expenses (e.g., souvenirs, beverages, snacks) or traveler insurance.</p>
<p><b>ESP 605</b></p> <p>Credits: 3-0</p>	<p><b>Citizen Participation &amp; Sustainable Communities</b></p> <p><b>Competency Area:</b> ASJS, CB, Cert, EE, SDCC, SDS - Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p>

	<p><b>Description:</b> Environmental issues feature scientific uncertainty and complexity, as well as diverse stakeholder values. As conservationists, resource managers, educators and advocates, how can we effectively engage citizens in the process of creating environmentally healthy, culturally rich, and economically strong communities through collective decision-making and actions? This course combines theory and practice to increase students' understanding of sustainable community development; citizen participation; collaboration; scientific, local, practical and indigenous knowledge; and analytic-deliberative processes. U.S. and international case studies in conservation, sustainability and community education are used to illustrate and critique theoretical concepts. students' will develop practical skills in specific methods of stakeholder engagement.</p>
<p><b>ESPE 560</b></p> <p>Credits: 3-0</p>	<p><b>Energy &amp; Materials Sustainability</b></p> <p><b>Competency Area:</b> RMC-W - Required; ASJS, CB, Cert, EE, SDS, SDCC- Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Individuals, either as a consumer, an employee or someone who lives on the landscape, are learning to become more environmentally responsible and realize true savings through adopting sustainability driven policies and practices. In this course we will examine how the emerging field of materials and energy sustainability can help individuals and organizations to become more effective at reducing their ecological footprint. This course is based on the premise that the material and energy flow throughout one's home or business is part of a greater life cycle which stretches from raw material extraction through the manufacturing stages and onto consumer and post-consumer stages. We will discuss concepts in the areas of waste reduction, pollution prevention, sustainable energy, environmental management and life cycle analysis to equip participants with the tools they need to understand and potentially reduce environmental impact within the different domains of their lives. Course participants will produce a Capstone Project of an actual organization and document their application of the concepts discussed in class.</p>
<p><b>ESPE 570</b></p> <p>Credits: 3-0</p>	<p><b>Environmental Assessment, Planning &amp; Design Techniques</b></p> <p><b>Competency Area:</b> SDCC- Required; ASJS, CB, Cert, EE, SD, &amp; IND - Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course is useful for anyone who will be working to preserve, conserve or manage land-use and water resource decisions. The course content reviews, and allows student to practice,field assessment approaches so as to evaluate potential or actual impacts from human activities, both at the watershed level and for a specific parcel of land. Such procedures range from the formalized ASTM Phase I site assessment procedures to techniques for documenting watershed health and mitigating potential non-point source pollution. Skills to be developed are for anyone entertaining the possibility of working for a land trust,watershed association, a planning agency or a consultancy that focuses on landowner regulatory compliance and liability issues.</p>
<p><b>ESPE 595</b></p> <p>Credits: 3-0</p>	<p><b>Land Use &amp; Community Planning</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<p><b>ESPE 599</b></p> <p>Credits: 3-0</p>	<p><b>Land Protection &amp; Stewardship</b></p> <p><b>Competency Area:</b> RMC - Req Alt Environmental Policy elective; EE - EE Methods Req Alt, CB, EAO, Cert, IND - Elective</p>

	<p><b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course is designed to provide students with an exposure to all aspects of land protection transactions. Emphasis will be placed on providing a context for land protection, developing an understanding of the tools of the trade, tax benefits to the landowner, site assessment, developing and completing the real estate transaction, and stewardship of protected lands.</p>
<p><b>ESS 524</b></p> <p>Credits: 3-0</p>	<p><b>Process-Based Restoration</b></p> <p><b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course will focus on the ecological issues associated with restoration of habitats using a process-based approach focused on the causes of degradation from historical uses. This course will provide students with an understanding of concepts in modern ecosystem ecology and with a focus on ecosystem components and processes and factors that control them in order to put restoration in context with geology, soils, and climate as the bounding parameters.</p>
<p><b>ESS 561</b></p> <p>Credits: 3-0</p>	<p><b>Natural Resource Inventory - Vegetation</b></p> <p><b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course focuses on methods used to inventory and describe natural vegetated communities. 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 &amp; compass use, and then conduct field sampling of woody plants. 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.</p>
<p><b>ESS 562</b></p> <p>Credits: 3-0</p>	<p><b>Natural Resource Inventory-Wildlife</b></p> <p><b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> What are the techniques we use to assess wildlife? What are the components of a well-rounded inventory? We will use winter snow and spring melt conditions to investigate the methods of detecting fur-bearers, amphibians, and birds. We will review the basics of developing investigation plans, base mapping, and map &amp; 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.</p>
<p><b>ESS 563</b></p> <p>Credits: 3-0</p>	<p><b>Conservation Biology</b></p> <p><b>Competency Area:</b> CB - Required; ASJS, Cert, EE, RMC, SD, SDCC - Methods <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course examines the biology underlying our attempts to conserve diversity at the level of genes, species, communities, and ecosystems. We will learn about the major issues and problems in conservation biology, and the tools biologists use to accomplish their conservation goals. We will apply qualitative and quantitative tools from population biology, and community and landscape ecology to learn how we can predict the vulnerability of populations and species to extinction. Example case studies and current events will allow us</p>

	to explore issues such as reserve design and management, policy issues, reintroduction projects, and restoration efforts. Students will delve into the most recent conservation biology literature to become familiar with predominant debates and contentious issues in the field. The course is designed to help students develop a critical perspective, pertinent quantitative tools, and a vision of where the field of conservation biology came from and where it is headed.
<b>ESS 573</b> Credits: 3-0	<p><b>Soil Ecology</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> The nation that destroys its soil, destroys itself. - Franklin Delano Roosevelt  The field of soil ecology has grown tremendously over the past 30 years as researchers, farmers, and conservation activists become aware of the important roles that soil organisms 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; soil 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, seminars, field trips, and a self-guided laboratory or field experiment, and emphasis will be on both natural and agricultural ecosystems.</p>
<b>ESS 578</b> Credits: 3-0	<p><b>Principles of Sustainability</b></p> <p><b>Competency Area:</b> ASJS, CB, Cert, EE, SDCC, SDS - Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<b>ESSE 568</b> Credits: 3-0	<p><b>Wildlife/Forest Management</b></p> <p><b>Competency Area:</b> ASJS, CB, Cert, EE, SDCC, SDS - Methods  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will focus on management activities and their effects on forested ecosystems. In particular, habitat for wildlife populations, more specifically forest birds and mammals. The course will also address timber, water, aesthetics, carbon and forest certification. Topics covered include NRCS methodology for preparing a forest management/wildlife habitat management plan, wildlife habitat inventory techniques, habitat requirements of game, song, and other non-game birds, and upland and wetland game and fur-bearing mammals, and the integration of game and non-game species management with forest product harvesting.</p>
<b>ESXO 503</b> Credits: 3-0	<p><b>Dispute Resolution</b></p> <p><b>Competency Area:</b> Methods  <b>Prerequisites:</b></p>

	<p><b>Requirements:</b></p> <p><b>Description:</b> Each of us has negotiated for something. Some of us thrive on it; others shrink from the mere prospect. This course is designed to give participants the skills to be able to approach dispute resolution with confidence. We will examine some of the underlying theory regarding alternative dispute resolution. Most of our in-class time, however, will be spent actually negotiating. Through the use of case studies (the majority of which are environmental in nature) we will inhabit particular roles and endeavor to find a mutually agreeable resolution of the dispute. Note: All students are required to read Getting to Yes by Fisher, Ury and Patton and Difficult Conversations by Stone, Patton &amp; Heen prior to the first class meeting. Materials fee applies.</p>
<p><b>MFT 700</b></p> <p>Credits: 0-3</p>	<p><b>Teaching in MFT</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This Doctoral level course will examine theory and techniques of cutting-edge andragogy as applied to the field of couple/marriage and family therapy as well as the core competencies as outlined by the Commission on Accreditation for Marriage and Family Therapy Education. Topics covered include: course construction; self-directed and problem-solving learning exercises; motivational project construction; critical reflection and discussion techniques; and learning assessments. This course will also cover methods of infusing issues related to social justice and families.</p>
<p><b>MFT 705</b></p> <p>Credits: 0-3</p>	<p><b>Seminar Current MFT Topics</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This seminar may cover a variety of topics including substance abuse/addiction and family therapy, eating disorders in the family, intrafamilial violence, and spirituality. Infused throughout these topics will be a focus on social justice implications.</p>
<p><b>MFT 707</b></p> <p>Credits: 0-3</p>	<p><b>Seminar MFT Topics II</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This seminar may cover a variety of topics including substance abuse/addiction and family therapy, medical family therapy, human development, eating disorders in the family, intrafamilial violence and/or spirituality. Infused throughout these topics will be a focus on social justice implications.</p>
<p><b>MFT 711</b></p> <p>Credits: 3-0</p>	<p><b>Appraisal and Assessment in MFT</b></p> <p><b>Competency Area:</b> Clinical Practice &amp; Research  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This doctoral level course introduces students to principles of systemic assessment, from both clinical and measurement perspectives. Students will discuss the comparative reliability and validity of current measures of family interaction and analysis of their suitability for use in MFT clinical practice and research. Students receive training in administration and application of systemic assessment methods. Assumptions and values underlying assessment approaches will be discussed. Attention will be paid to theoretical underpinnings of measures as well as their psychometric properties. This course will also involve a critical evaluation of appraisal and assessment through a social justice lens.</p>
<p><b>MFT 712</b></p> <p>Credits: 3-0</p>	<p><b>Grant &amp; Professional Writing in MFT</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b></p>

	<p><b>Requirements:</b></p> <p><b>Description:</b> This course is designed to demystify grant writing and writing for publication. Emphasis on skill development activities, such as writing various sections of a grant or publishable paper, and giving and receiving feedback on works in progress. Particular emphasis will be placed on publishing and funding qualitative and action research.</p>
<p><b>MFT 715</b></p> <p>Credits: 3-0</p>	<p><b>Trauma, Grief &amp; Loss in Families</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course addresses the theoretical framework of human loss and grief from culturally and philosophically diverse perspectives. Attention is focused on life span development and the meaning of death and loss at different ages within families. Various types of loss are discussed from individual, family and socio-cultural perspectives. The importance of understanding trauma and its relationship to grief and loss will be addressed. Coping and resiliency in loss are explored, emphasizing the diversity of human responses and focusing on the significance of social groups in integrating loss. The formation and practice of rituals, and diversity of religious and spiritual experiences as a component of coping with loss will be discussed.</p>
<p><b>MFTC 740</b></p> <p>Credits: 3-0</p>	<p><b>Doctoral ProSem MFT I</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This is an advanced practicum in which students provide systemic individual, couple, and family therapy within the program's clinic. Family social context (privilege and oppression) will be part of the clinical focus. Students will demonstrate their theory of therapy and provide a clinical presentation of their work and their self-as-therapist evaluation via a clinical autobiographic case study.</p>
<p><b>MFTC 742</b></p> <p>Credits: 3-0</p>	<p><b>Doctoral ProSem MFT II</b></p> <p><b>Competency Area:</b> Clinical Practice <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This is an advanced practicum in which students provide systemic individual, couple, and family therapy within the program's clinic. Family social context (privilege and oppression) will be part of the clinical focus. Students will demonstrate their theory of therapy and provide a clinical presentation of their work and their self-as-therapist evaluation via a clinical autobiographic case study.</p>
<p><b>MFTC 744</b></p> <p>Credits: 2-3</p>	<p><b>Doctoral ProSem MFT III</b></p> <p><b>Competency Area:</b> Clinical Practice <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This is an advanced practicum in which students provide systemic individual, couple, and family therapy within the program's clinic. Family social context (privilege and oppression) will be part of the clinical focus. Students will demonstrate their theory of therapy and provide a clinical presentation of their work and their self-as-therapist evaluation via a clinical autobiographic case study.</p>
<p><b>MFTC 746</b></p> <p>Credits: 1-3</p>	<p><b>Doctoral MFT Practicum IV</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This is an advanced second year practicum for Ph.D students who don't have a</p>



	<p>master's from a COAMFTE program and need to continue their clinical work in the second year.</p>
<p><b>MFTC 748</b></p> <p>Credits: 1-0</p>	<p><b>Doctoral ProSem MFT V</b></p> <p><b>Competency Area:</b> Clinical Practice  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This is an advanced second year practicum for Ph.D. students who don't have a master's from a COAMFTE program and need to continue their clinical work in the second year. Register also for MFTC 768 Doctoral Practicum in Marriage &amp; Family Therapy V.</p>
<p><b>MFTC 750</b></p> <p>Credits: 1-0</p>	<p><b>MFT PhD ProSem VI</b></p> <p><b>Competency Area:</b> Clinical Practice  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This is an advanced second-year practicum for PhD students who do not have a master's degree from a COAMFTE program and need to continue their clinical work in the third year.</p>
<p><b>MFTC 760</b></p> <p>Credits: 3-0</p>	<p><b>Doctoral MFT Practicum I</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This is an advanced practicum in which students provide systemic individual, couple, and family therapy within the program's clinic. Family social context (privilege and oppression) will be part of the clinical focus. Students will demonstrate their theory of therapy and provide a clinical presentation of their work and their self-as-therapist evaluation via a clinical autobiographic case study.</p>
<p><b>MFTC 762</b></p> <p>Credits: 3-0</p>	<p><b>Doctoral Practicum MFT II</b></p> <p><b>Competency Area:</b> Clinical Practice  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This is an advanced practicum in which students provide systemic individual, couple, and family therapy within the program's clinic. Family social context (privilege and oppression) will be part of the clinical focus. Students will demonstrate their theory of therapy and provide a clinical presentation of their work and their self-as-therapist evaluation via a clinical autobiographic case study.</p>
<p><b>MFTC 764</b></p> <p>Credits: 2-3</p>	<p><b>Doctoral MFT Practicum III</b></p> <p><b>Competency Area:</b> Clinical Practice  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This is an advanced practicum in which students provide systemic individual, couple, and family therapy within the program's clinic. Family social context (privilege and oppression) will be part of the clinical focus. Students will demonstrate their theory of therapy and provide a clinical presentation of their work and their self-as-therapist evaluation via a clinical autobiographic case study. Location: MFT Clinic on Gilbo Ave.</p>
<p><b>MFTC 766</b></p> <p>Credits: 1-0</p>	<p><b>Doctoral Professional Seminar MFT IV</b></p> <p><b>Competency Area:</b> Clinical Practice  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This is an advanced second year practicum for Ph.D students' who don't have a Master's from a COAMFTE program and need to continue their clinical work in the second</p>

	year.
<b>MFTC 768</b> Credits: 1-0	<b>Doctoral Practicum MFT V</b>  <b>Competency Area:</b> Clinical <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This is an advanced second year practicum for Ph.D. students who don't have a master's from a COAMFTE program and need to continue their clinical work in the second year. Register also for MFTC 748 Doctoral Professional Seminar in Marriage & Family Therapy V.
<b>MFTC 770</b> Credits: 1-0	<b>MFT PhD Practicum VI</b>  <b>Competency Area:</b> Clinical Practice <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This is an advanced second-year practicum for PhD students who do not have a master's degree from a COAMFTE program and need to continue their clinical work in the third year.
<b>MFTC 780</b> Credits: 0	<b>MFT Doctoral Internship I</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> Doctoral students engaging in their internship must enroll for this course for Fall, Spring, and Summer in sequence.
<b>MFTC 782</b> Credits: 0	<b>Doctoral MFT Internship II</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> Doctoral students engaging in their internship must enroll for this course for Fall, Spring, and Summer, in sequence.
<b>MFTC 784</b> Credits: 0	<b>MFT PhD Internship III</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> Doctoral students engaging in their internship must enroll for this course for Fall, Spring, and Summer.
<b>MFTI 704</b> Credits: 3-0	<b>Family Policy in MFT</b>  <b>Competency Area:</b> Family Relations <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This doctoral level course examines American and international public policy and law through a family lens. Economic; social and relationship; health and mental health; barriers and access to mental health; measures of child and family well-being; immigration and migration; and housing policies are few of the key issues that might be examined through a lens of social justice. A full life-span approach will be taken so as to cover several key current family policy trends.
<b>MFTR 705</b> Credits: 3-0	<b>Statistical Methods in MFT</b>  <b>Competency Area:</b> Research <b>Prerequisites:</b>

	<p><b>Requirements:</b></p> <p><b>Description:</b> This doctoral level course covers statistical methods relevant to clinical research in Marriage and Family Therapy, including basic inferential statistics, univariate and multivariate analysis, regression, power analysis, and factor analysis, as well as issues related to multiple levels of analysis. The focus of this course is applied statistics.</p>
<p><b>MFTR 711</b></p> <p>Credits: 3-0</p>	<p><b>Quantitative Research Methods</b></p> <p><b>Competency Area:</b> Research  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Students in this course will learn about the variety of quantitative methods applied to MFT research, including survey methodology and measurement issues, clinical trials research, and process research. Students will also learn about various ethical issues in research, especially those related to community-based and clinical research and work with underserved and/or high-risk populations. The focus of this course is on methodology rather than on review of extant research, and will emphasize the process of developing a research study, specifying the methods and design involved in the study, putting concepts into operation, choosing appropriate measures, and writing a proposal.</p>
<p><b>MFTR 719</b></p> <p>Credits: 3-0</p>	<p><b>Qualitative Research Methods I</b></p> <p><b>Competency Area:</b> Research  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> In this advanced seminar students briefly review process issues around doing qualitative research, such as: epistemological stances underlying qualitative inquiry, personal politics surrounding qualitative research methods and uses, ethics, and funding. Students then study several methods, such as: hermeneutics and phenomenology; grounded theory; narrative, and case study. Emphasis will be placed on familial and relational research, and an evaluation of methods and research studies from social justice, feminist, and cultural lenses. This is the first of a two-semester course.</p>
<p><b>MFTR 723</b></p> <p>Credits: 3-0</p>	<p><b>Outcome Research in MFT</b></p> <p><b>Competency Area:</b> Research  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course addresses critical issues in MFT research, including theoretical issues and MFT outcome research on major health and relational problems. Special emphasis is placed on understanding the broader goals and context of MFT research. In addition, this course will familiarize students with the content of major outcome studies in MFT, and will include a critical analysis of the state of the research in family therapy through a social justice lens.</p>
<p><b>MFTR 724</b></p> <p>Credits: 3-0</p>	<p><b>Qualitative Research Methods II</b></p> <p><b>Competency Area:</b> Research  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This is the second of a two-semester course. Study of qualitative methods continues by examining more complex methods, such as: critical theory, social action research, ethnography, participative inquiry, and multiple method clinical research. Emphasis will be placed on familial and relational research, and an evaluation of methods and research studies from social justice, feminist, and cultural lenses. Current computer software for data management and interpretation will be reviewed. Emphasis will be placed on clinical process.</p>
<p><b>MFTR 800</b></p> <p>Credits: 2-0</p>	<p><b>Dissertation Seminar</b></p> <p><b>Competency Area:</b> Research  <b>Prerequisites:</b></p>

	<p><b>Requirements:</b></p> <p><b>Description:</b> This course focuses on preparing students for the dissertation process, and working towards the development of a dissertation proposal.</p>
<p><b>MFTR 899</b></p> <p>Credits: 0</p>	<p><b>MFT Dissertation</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Students who are actively engaged in writing the doctoral dissertation are required to register for this class.</p>
<p><b>MFTR 899</b></p> <p>Credits: 0</p>	<p><b>MFT Dissertation</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Students who are actively engaged in writing the doctoral dissertation are required to register for this class.</p>
<p><b>MFTS 709</b></p> <p>Credits: 3-0</p>	<p><b>Supervision in MFT I</b></p> <p><b>Competency Area:</b> Supervision <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Students learn foundational issues of systemic supervision, structures for supervision, methods of supervision, evaluation process, and legal/ethical issues. Topics include therapist-client-supervisor relationships, potential problems, and contextual issues.</p>
<p><b>MFTS 720</b></p> <p>Credits: 3-0</p>	<p><b>Supervision Professional Seminar I</b></p> <p><b>Competency Area:</b> Supervision <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course provides structured experience of supervision of marriage and family therapy students, applying material from the Supervision courses.</p>
<p><b>MFTS 721</b></p> <p>Credits: 3-0</p>	<p><b>MFT Supervision Professional Seminar II</b></p> <p><b>Competency Area:</b> Supervision <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course provides structured experience of supervision of marriage and family therapy students, applying material from the Supervision courses.</p>
<p><b>MFTS 729</b></p> <p>Credits: 3-0</p>	<p><b>Supervision MFT II</b></p> <p><b>Competency Area:</b> Supervision <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This advanced supervision course covers additional topics of systemic supervision, including supervising in various settings (academic, agency, etc.), and with special populations. students' will be encouraged to develop models of supervision and contribute to the field of systemic supervision.</p>
<p><b>MFTS 730</b></p> <p>Credits: 3-0</p>	<p><b>Supervision Practicum I</b></p> <p><b>Competency Area:</b> Supervision <b>Prerequisites:</b> <b>Requirements:</b></p>

	<p><b>Description:</b> This course provides structured experience of supervision of marriage and family therapy students' applying material from the Supervision courses.</p>
<p><b>MFTS 731</b> Credits: 3-0</p>	<p><b>MFT Supervision Practicum II</b></p> <p><b>Competency Area:</b> Supervision <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course provides structured experience of supervision of marriage and family therapy students, applying material from the Supervision courses.</p>
<p><b>MFTS 740</b> Credits: 2-0</p>	<p><b>Supervision Practicum III</b></p> <p><b>Competency Area:</b> Supervision <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course provides structured experience of supervision of marriage and family therapy students, applying material from the Supervision courses.</p>
<p><b>MFTS 741</b> Credits: 1-0</p>	<p><b>Supervision Professional Seminar III</b></p> <p><b>Competency Area:</b> Supervision <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course provides structured experience of supervision of marriage and family therapy students, applying material from the Supervision courses.</p>
<p><b>MFTT 701</b> Credits: 3-0</p>	<p><b>Theories of Social Justice in MFT</b></p> <p><b>Competency Area:</b> Theory <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This doctoral level course examines several theories and perspectives of social justice. An interdisciplinary approach to this survey course will include: psychological, sociological, legal, and political theories of prejudice and oppression of people and their methods of resiliency and resistance. Meets Thursday, 6/2 - 7/21.</p>
<p><b>MN-ANE 690</b> Credits: 1-3</p>	<p><b>Supervised Independent Study</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Antioch University New England fully supports the use of Supervised Independent Study (SIS) as a valuable means of acquiring knowledge to be applied towards your graduate degree. A special contract form must be approved by your advisor before the SIS is undertaken. Credits will not appear on your registration (thus affecting your enrollment status and perhaps your financial aid eligibility) until your signed contract is submitted to the Registrar's Office. You must 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 mid-semester add deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Students planning on two independent studies during the term should register for both Sections A &amp; B. See the Student Handbook for further details.</p>
<p><b>MNC 692</b> Credits: 2-0</p>	<p><b>Practicum Strategy &amp; Research</b></p> <p><b>Competency Area:</b> Purposeful Systemic Change <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> The Practicum fall and spring semesters serve as an integrating and capstone</p>

	<p>experience for students. Second year weekend MBA students will strategize and design their Practicum project work in the fall semester and continue with the project application in the spring semester. Students will work with the guidance of a faculty advisor and a small group of peer consultants from their cohort.</p>
<p><b>MNC 693</b> Credits: 1-0</p>	<p><b>Practicum Implementation</b></p> <p><b>Competency Area:</b> Purposeful Systemic Change <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Second year Weekend MBA students will work to implement the practicum projects they designed during the Fall II semester. Faculty advisors and student peers will provide guidance and support throughout the implementation process. The semester will culminate with a day-long practicum seminar where students will share their practicum experiences.</p>
<p><b>MNC 695</b> Credits: 3-0</p>	<p><b>Practicum</b></p> <p><b>Competency Area:</b> Purposeful Systemic Change <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> The MBA practicum serves as an integrating, capstone experience for students. During practicum accelerated MBA students will select a topic in which they wish to develop mastery and then design a practicum project that will demonstrate their learning and expertise. Students will integrate research, strategic planning, and project management skills to develop their project. Students will work closely with a faculty advisor to develop and demonstrate their sustainability expertise. The semester will culminate with a day-long practicum seminar where students will share their practicum experiences.</p>
<p><b>MND 550</b> Credits: 3-0</p>	<p><b>Leadership/Entrepreneurship/Leading Change</b></p> <p><b>Competency Area:</b> Leadership &amp; Self Development <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> For organizations to thrive in today's complex environment, business leaders and managers increasingly need knowledge in leadership theory and how to engage organizational members in systemic change directed toward the fulfillment of clear and meaningful objectives. In this course, students will develop skills as adaptive, entrepreneurial leaders. Students will explore models of leading change in entrepreneurial corporations, nonprofits, social ventures, and ecopreneurial organizations.</p>
<p><b>MNFE 502</b> Credits: 3-0</p>	<p><b>Finance I</b></p> <p><b>Competency Area:</b> Finance &amp; Economics <b>Prerequisites:</b> Students need to show evidence of competency in Managerial Accounting. Students have two options: 1) completion of Antioch's online Intro to Financial Accounting course or 2) completion of Antioch's online Intro. to Financial Accounting test option with a B or better. Excel Proficiency Managers in organizations need a variety of financial and other sources of information for design, decision-making, implementing, and assessing the success of their operations. <b>Requirements:</b></p> <p><b>Description:</b> In this course the connection between financial accounting and managerial accounting is explored with emphasis on the financial aspects of operational management and the use of managerial accounting to drive strategic results. The course covers budgets, activity based management, financial modeling, expense vs. capital, cash flow, and reporting. Overall focus is on developing the financial skills necessary to effectively manage at the project, program, or organization level utilizing both financial and non-financial performance metrics. An extension of traditional managerial accounting to the emerging measurement systems of sustainability accounting is made with investigations of Sustainability Accounting Standards, the Global Reporting Initiative, and best practices in managing and measuring in a triple bottom line context.</p>

<p><b>MNFE 504</b></p> <p>Credits: 3-0</p>	<p><b>Finance II</b></p> <p><b>Competency Area:</b> Finance &amp; Economics  <b>Prerequisite:</b> Finance I and Excel Proficiency  <b>Requirements:</b></p> <p><b>Description:</b> Built on the foundations established in Finance I, this course focuses on capital, its creation, management, and use to drive strategic results. Financial Statement analysis is expanded to its use in the assessment, planning, financing, and evaluation phases of a company's capital management processes. Capital markets and securities, governance and legal forms, taxes, initial public stock offerings, dividend decisions, working capital management, financial risk management, valuation and deal structures for mergers and acquisitions, and the time value techniques in capital management are covered both for ongoing ventures and for start-ups. The impact of sustainability initiatives are explored through the lens of Socially Responsible Investing (SRI) and Sustainability Investing. We will study how financial markets are responding to the need to price externalities and explore how the existing financial paradigm of shareholder wealth maximization (SWM) might further evolve to more explicitly incorporate the goals of global sustainability. The similarities and contrasts among financial, human, social and natural capital will be explored. Students will complete the business plan that was started in Finance I.</p>
<p><b>MNFE 507</b></p> <p>Credits: 3-0</p>	<p><b>Ecological Economics/Social Entrepreneurs</b></p> <p><b>Competency Area:</b> Finance &amp; Economics  <b>Prerequisites:</b> Students need to show evidence of competency in Micro Economics. Students have two options: 1) completion of Antioch's online Intro to Economics course or 2) completion of Antioch's online Intro. to Economics test option with a b or better.  <b>Requirements:</b></p> <p><b>Description:</b> Ecological economics addresses the complexity inherent in the process of determining how we decide, utilize, and prioritize resources in a way that does not jeopardize the future well-being of the natural and human systems. This course will survey the breadth of current application tools for measuring efficiency in sustainability terms, primarily through the lenses of social entrepreneurship and business applications. Alternative measurement systems will be compared to neo-classical tools for their ability to measure a sustainable direction. Students will develop quantitative skills for measuring and analyzing sustainability, focusing on project and business scale applications.</p>
<p><b>MNG 545</b></p> <p>Credits: 3-0</p>	<p><b>Teamwork and Diversity</b></p> <p><b>Competency Area:</b> Collaboration &amp; Group Dynamics  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Effective teamwork is essential in today's organizations, and working effectively with human diversity is at the heart of successful teamwork. Students develop awareness of the dynamics of workplace diversity within a global context. Within this context, they apply models of group dynamics to better understand group experience and practice leadership behaviors to best address group needs. They develop skills in task productivity, collaborative decision-making, managing conflict, self awareness, and giving and receiving feedback.</p>
<p><b>MNM 500</b></p> <p>Credits: 3-0</p>	<p><b>Developing Human Resources</b></p> <p><b>Competency Area:</b> Management &amp; Decision Making  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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 provides an overview of principles for effective and sustainable human resource practice for managers. We then focus on specific aspects of that practice, including hiring, onboarding, performance development, and dealing with unsatisfactory performance. Students will also conduct</p>

	independent research projects on relevant human resource topics, policies, and issues.
<b>MNM 503</b>  Credits: 3-0	<p><b>Supply Chain &amp; Green IT Operations</b></p> <p><b>Competency Area:</b> Management &amp; Decision Making  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course provides an enhanced understanding of key concepts in supply chain management. The systems approach and a process orientation are explored at the individual-firm level and from the perspective of collaborative relationships among participants in logistics supply chains. Case studies are used to explore the impact supply chain and operations management has on businesses today. The course provides opportunities to investigate individual supply chain topics such as approaches to planning and managing inventory across supply chains, value creation through alignment and realignment of supply chain capabilities, the distinction of supply and value chain in sustainable businesses, integration of technology and supply chain performance metrics. The course will introduce students to a variety of operations management techniques as they relate to green business practices and green technology.</p>
<b>MNN 502</b>  Credits: 3-0	<p><b>Earth Systems in Organizations</b></p> <p><b>Competency Area:</b> Natural Systems Prerequisite: Intro to Sustainability  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course employs a systems approach to understanding the intersections of business and earth systems, also known as the evolutionary corporation. The Earth systems of atmosphere, hydrosphere, biosphere, lithosphere, and pedosphere are analyzed through field trips to local organizations, readings, and discussions. Students work closely with one organization to research and problem solve an organization's earth system challenge.</p>
<b>MNN 508</b>  Credits: 3-0	<p><b>Introduction to Sustainability</b></p> <p><b>Competency Area:</b> Natural Systems  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This survey course focuses on understanding the theoretical foundation of sustainability with a focus on complex ecological systems as essential to the origins of the concept. Beyond systems, students will explore the history of sustainability, and its emergence as a contested concept, which helps to explain its multiple interpretations across different individuals and organizations. Upon gaining the theoretical and historical perspective, students will explore how sustainability is applied in organizations through the lens of organizational sustainability. Students complete assignments designed to help them to understand the challenges and myriad interpretations of sustainability in a variety of organizations, as they begin to develop their own interpretations of sustainability.</p>
<b>MNS 522</b>  Credits: 3-0	<p><b>Marketing &amp; Communication Strategy</b></p> <p><b>Competency Area:</b> Systems &amp; Strategic Thinking  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course explores marketing as an essential component of an organization's broader communication strategy in the context of organizational sustainability - defined through the triple bottom line. Specifically, sustainability marketing initiatives will be addressed through the lens of authenticity, driven by an organization's mission and purpose. The course combines both theoretical and practical elements and is intended to facilitate students' understanding of specific marketing strategies and tactics as nested within a broader organizational marketing strategy and communication strategy. Students will read a variety of literature and will work with an organization in a consulting capacity, while simultaneously developing a marketing plan.</p>
<b>MNS 525</b>	<b>Integrative Strategic Management</b>



Credits: 3-0	<p><b>Competency Area:</b> Systems &amp; Strategic Thinking and Natural Systems  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> In this capstone course, students will merge ecological and organizational theory to develop strategic systems thinking management approaches. Students will develop skills to evaluate sustainability procedures and policies in a variety of complex systems - biological, ecological, environmental, organizational, social, political, and/or economic. Students will explore the field of Human Ecology as way to advance their strategies for solving complex organizational and environmental challenges. Case studies in managing IT resources, market competition, board development, social entrepreneurship and others will be used to demonstrate integrative strategic management approaches and solutions.</p>
<b>PY 556</b>  Credits: 1-0	<p><b>Forensic Counseling</b></p> <p><b>Competency Area:</b> Elective  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will introduce students to the essential knowledge and skills of the forensic counselor. Each class will begin with a discussion of assigned reading that covers the full range of issues addressed by forensic counselors including Antisocial Personality Disorder, psychopathy, drug and alcohol use, the role of mental illness in the commission of crimes, emotion regulation, deceitfulness, manipulative behavior, resistance, impaired empathy, and recidivism. A special emphasis will be placed on working with the offender's capacity to minimize, rationalize, and deny the harmful effects of criminal behaviors. We will then meet with inmates who are attempting to transcend these unskillful patterns of behavior. They will share their stories, answer questions, and educate us about the factors that contributed to their criminal behavior. We will explore how forensic counselors, social service providers, criminal justice professionals, legislators, and local communities can support offenders in their efforts to establish productive and fulfilling lives in the community.</p>
<b>PY 558B</b>  Credits: 3-0	<p><b>DMT with Children &amp; Adolescents</b></p> <p><b>Competency Area:</b> Behavioral Science Foundations  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will present a theoretical and experiential exploration of several specific areas of child, adolescent and family development, examining how each area is interrelated and interdependent. Attention will be given to dance/movement therapy and counseling approaches with specialized populations of children, adolescents and families in a variety of settings and larger systems.</p>
<b>PY 563</b>  Credits: 1-0	<p><b>Psychopharmacology of Substance Abuse</b></p> <p><b>Competency Area:</b> Behavioral Science Foundation  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<b>PY 565</b>  Credits: 1-0	<p><b>Religious Issues in Counseling &amp; Therapy</b></p> <p><b>Competency Area:</b> Elective  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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</p>

	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.
<b>PY 572</b> Credits: 1-0	<p><b>Theories of Addiction</b></p> <p><b>Competency Area:</b> Substance Abuse Counseling  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<b>PY 576</b> Credits: 3-0	<p><b>Postmodern Approaches Family Therapy</b></p> <p><b>Competency Area:</b> Theoretical Knowledge  <b>Prerequisites:</b> PY 642B, Foundational Theories of Marriage and Family Therapy  <b>Requirements:</b></p> <p><b>Description:</b> This course builds upon the Foundational Theories course by extending learning to postmodern approaches to Marriage and Family Therapy practice. Theoretical foundations of social constructionism and constructivism will be covered, leading into in-depth coverage of postmodern models of Marriage and Family Therapy, such as solution-focused, narrative, and language-systems-based approaches. Issues of social justice will be emphasized as a basis for critique of each model.</p>
<b>PY 580</b> Credits: 3-0	<p><b>Expressive Arts Therapy I</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies Prerequisite: Completion of CMHC II or DMT I courses.  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course focuses on the clinical use of creativity and imagination through the arts (body-movement, drama, art, poetry, journaling, music, sound and sand play) for assessment, counseling and transformation. Individual and group work with diverse developmental and diagnostic populations will be addressed. Multiple theoretical frameworks are woven together and applied through an actively experiential approach.</p>
<b>PY 590A</b> Credits: 3-0	<p><b>Fundamentals of Therapeutic Interaction</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> The focus of the course is on the nature of counseling, the acquisition of fundamental counseling skills, and the relationship of skills to theoretical concepts, in particular, those of the Humanistic and Person-Centered perspectives. The course includes both didactic and experiential formats and is designed to be a first opportunity to try out new skills. Methods will include lectures, small group activities, large group observation of student practice, and dyadic role plays in which students' take turns assuming roles of both 'counselor' and 'client'. Students' will explore the interpersonal dynamics of the helping relationship and develop self-in-role skills, such as self-reflection and strategies for self-care.</p>
<b>PY 599</b> Credits: 1-0	<p><b>Intro to Psychodrama</b></p> <p><b>Competency Area:</b> Elective  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This workshop is designed to stimulate interest in the psychodramatic method</p>

	<p>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.</p>
<p><b>PY 618A</b> Credits: 3-0</p>	<p><b>DMT With Adults</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> 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 counter-transference, gestalt work, integrated transformational healing, dramatic improvisational experiments, re-choreography of object relations and authentic movement are explored and experienced.</p>
<p><b>PY 642B</b> Credits: 3-0</p>	<p><b>Foundational Theories of Marriage &amp; Family Therapy</b></p> <p><b>Competency Area:</b> MFT: Theoretical Knowledge <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course will examine the historical development, theoretical underpinnings, and clinical foundation of family therapy. Communications theory and systems theory will be introduced and connected to several models of family therapy, including Bowen Family Systems, Structural Family Therapy, and Strategic Family Therapy. Particular attention will be given to the application of clinical models to clinical practice. The feminist critique of family therapy will be introduced and students' will be encouraged to critically examine the clinical models and larger systemic framework from a social justice perspective.</p>
<p><b>PY 648A</b> Credits: 3-0</p>	<p><b>Couples Therapy from Systemic Perspective</b></p> <p><b>Competency Area:</b> Theoretical Knowledge <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course will introduce students to a range of models for working with couples, with a focus on empirically validated therapies. Students will be introduced to theoretical foundations underlying clinical work with couples as well as research on couple dynamics and power. Students will also have the opportunity to explore current issues in couple therapy.</p>
<p><b>PY 678</b> Credits: 3-0</p>	<p><b>Special Issues in Family Therapy - Violence</b></p> <p><b>Competency Area:</b> Clinical Knowledge <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> 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. 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.</p>
<p><b>PY 680</b></p>	<p><b>Professional Seminar in ABA 2</b></p>

Credits: 1-0	<p><b>Competency Area:</b> Professional Identity &amp; Practice  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Students will be provided small-group supervision (groups of 5 or fewer) to partially fulfill the mentoring requirements for BCBA exam eligibility. Students will be required to bring video samples of their fieldwork for review, feedback and discussion. This experience is designed to further students' understanding and generalization of the principles of applied behavior analysis; as well as to provide the opportunity for heuristic learning and application of their knowledge. The area of concentration for this course is principles, processes, and concepts of ABA including stimulus control procedures, motivating operations, and generalization and discrimination in applied settings.</p>
<b>PY 680A</b>  Credits: 3-0	<p><b>Professional Seminar DMT &amp; Counseling I</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will introduce the student to the theory and practice of dance/movement therapy and counseling, using the approaches developed by the pioneers of the field to elucidate the foundations of the profession. It will provide a forum to discuss the interplay of personal and professional issues that arise in becoming DMTs/counselors, and will provide support as students' integrate practicum material, core DMT and counseling concepts, and peer-group entry experiences.</p>
<b>PY 681</b>  Credits: 1-0	<p><b>Professional Seminar in ABA 3</b></p> <p><b>Competency Area:</b> Professional Identity and Practice Restricted to ABA students.  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Students will be provided small-group supervision (groups of 5 or fewer) to partially fulfill the mentoring requirements for BCBA exam eligibility. Students will be required to bring video samples of their fieldwork for review, feedback and discussion. This experience is designed to further students' understanding and generalization of the principles of applied behavior analysis; as well as to provide the opportunity for heuristic learning and application of their knowledge. The area of concentration for this seminar is motivating operation and verbal behavior.</p>
<b>PY 681B</b>  Credits: 3-0	<p><b>Professional Seminar in DMT &amp; Counseling II</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<b>PY 682</b>  Credits: 1-0	<p><b>Professional Seminar in ABA 1</b></p> <p><b>Competency Area:</b> Professional Identity and Practice Required of and restricted to ABA students.  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Students will be provided small-group supervision (groups of 5 or fewer) to</p>

	partially fulfill the mentoring requirements for BCBA exam eligibility. Students will be required to bring video samples of their fieldwork for review, feedback, and discussion. This experience is designed to further students' understanding and generalization of the principles of applied behavior analysis; as well as to provide the opportunity for heuristic learning and application of their knowledge. The area of concentration for this course is principles, processes, and concepts of ABA including discrete trials & direct instruction, and generalization and discrimination in applied settings.
<b>PY 683</b>  Credits: 3-0	<b>Practicum Seminar in Mental Health Counseling</b>  <b>Competency Area:</b> Emphasis: Supervision <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> The Practicum Seminar provides supervision for students' in their first clinical practice experience. The course focuses on student growth and the development of skills, behaviors and attitudes of a professional counselor; including discussion of factors that influence the counseling relationship, such as the effective use of supervision. students' participate in weekly individual, triadic, and/or group supervision in order to explore students' experiences at the practicum site, practice clinical skills, reflect on personal and professional growth, and discuss the role of intern and the supervisory relationship. Clinical work samples are shared and discussed with the program supervisor and peers throughout the semester.
<b>PY 684</b>  Credits: 3-0	<b>Professional Seminar Mental Health Counseling I</b>  <b>Competency Area:</b> <b>Prerequisites:</b> Completion of PY 683 Practicum Seminar in Mental Health Counseling <b>Requirements:</b>  <b>Description:</b> The first semester of Professional Seminar addresses the roles, functions and professional practice issues that affect clinical mental health counselors, such as practice within a managed care system, collaboration with prescribing providers (psychiatrists, psychiatric nurses), psychologists, social workers, case managers, and mental health system management. Students will expand their knowledge of case conceptualization, treatment planning, and theories of counseling, including treatment of substance abuse, trauma, and crisis, and integration of psychopharmacological treatment into counseling. The seminar leader will provide weekly group supervision for one and one-half hours. This will supplement, but not replace, on-site supervision by clinical staff.
<b>PY 685</b>  Credits: 2-0	<b>Prepracticum Marriage &amp; Family Therapy</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This course is designed to prepare students for success in PY 697 (Practicum-MFT I) and will cover what beginning therapists need to know with a strong emphasis on skills acquisition and application along with how to do therapy at the Antioch Couple & Family Therapy Institute. This course will consist of a combination of lecture, discussion, class activities, review of video-taped family therapy sessions, and demonstration with role-play. There will also be an opportunity to observe advanced family therapists? work with families in the clinic. There will be minimal monologue and students will be responsible for utilizing the learning resources available and for contributing to the direction, process, and outcomes of the course.
<b>PY 686</b>  Credits: 3-0	<b>Professional Seminar in Counseling I</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This DMT Professional Seminar will focus on the ethical standards and legal issues related to clinical practice. Students will become familiar with the American Counseling Association Code of Ethical Standards, the ADTA Code of Ethics and the various statutory requirements that impact on the work with clients. The student will be able to recognize the

	<p>ethical principles and legal issues related to the counselor role and to utilize this knowledge in their work with clients and colleagues. The student will be able to make case formulations and diagnostic statements, to demonstrate skills in treatment planning and to identify strategies for clinical interventions with clients and systems. The seminar also provides a vehicle for integrating internship experiences, conceptual material, and one's personal style and development as a mental health professional.</p>
<p><b>PY 686A</b> Credits: 2-0</p>	<p><b>Professional Seminar MFT I</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> The Professional Seminar represents a combination of academically based supervision and a course in which students' are aided in the development of their identity as marriage and family therapists by examining issues that arise in relation to the concurrent practicum or internship experience. The purpose of the first Professional Seminar is to aid students' in their transition to the graduate program, to help them integrate academic coursework with the practice of systems therapy, to monitor their progress as they begin the practicum experience and to introduce students' to the notion of the ongoing process of examining oneself in the role of marriage and family therapist. This semester of the Professional Seminar will continue to familiarize students' with the AAMFT Code of Ethics as a follow-up to the summer introduction course.</p>
<p><b>PY 687</b> Credits: 3-0</p>	<p><b>Professional Seminar in Counseling II</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This is a continuation of Professional Seminar in Counseling 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.</p>
<p><b>PY 687A</b> Credits: 2-0</p>	<p><b>Professional Seminar in MFT II</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course is a continuation of Professional Seminar in Marriage &amp; 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.</p>
<p><b>PY 687B</b> Credits: 1-0</p>	<p><b>Professional Seminar MFT III</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> The summer's Professional Seminar will focus on aiding students in making the transition from the Practicum to the Internship. Students will be provided with support in taking on a more active clinical role with client-systems and, during the summer, each student will write an internship learning contract. Faculty internship supervisors continue to monitor and supervise students' off-site clinical work.</p>
<p><b>PY 688</b></p>	<p><b>Professional Seminar Mental Health Counseling II</b></p> <p><b>Competency Area:</b></p>

Credits: 3-0	<p><b>Prerequisites:</b> Completion of CMHC II courses and practicum/internship.</p> <p><b>Requirements:</b></p> <p><b>Description:</b> 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, collaboration with prescribing practitioners and integration of psychopharmacological treatment into counseling, 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.</p>
<b>PY 688B</b>  Credits: 3-0	<p><b>Professional Seminar MFT IV</b></p> <p><b>Competency Area:</b></p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> Students' will identify models of family therapy that fit conceptually with their chosen theoretical lens and with how they believe change happens in therapy. They will work on multiple levels to increase their understanding of and implementation of their chosen theories and models so that they may become more proficient in them. This semester's course will also focus on the study of the student's family of origin and its effect on the work of the therapist.</p>
<b>PY 689</b>  Credits: 3-0	<p><b>Professional Seminar Mental Health Counseling III</b></p> <p><b>Competency Area:</b></p> <p><b>Prerequisites:</b> Completion of PY 688 Professional Seminar in Mental Health Counseling II.</p> <p><b>Requirements:</b></p> <p><b>Description:</b> This final semester of the professional seminar is the capstone course in the student's development as a mental health counselor. Students will be supported in their transition to the mental health profession through in-depth explorations of professional identity, the relationship between theory and practice, and a continued focus on ethical practices. There will be a review of preparations for state licensure and an emphasis on the creation of professional networks, including the value of professional organizational membership and participation. A final competency presentation will demonstrate the integration of the professional self with a chosen theoretical orientation and its influence on the change process. The seminar leader will provide weekly group supervision for one and a half hours. This will supplement, but not replace, on-site supervision by clinical staff.</p>
<b>PY 689A</b>  Credits: 3-0	<p><b>Professional Seminar in MFT V</b></p> <p><b>Competency Area:</b></p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> This is a continuation of Professional Seminar in Marriage &amp; 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.</p>
<b>PY 691</b>  Credits: 2-0	<p><b>Practicum in ABA 1</b></p> <p><b>Competency Area:</b></p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> Students admitted to the ABA Program with internship, must participate in a practicum totaling at least 1000 hours over the course of the fall, spring and summer semesters at an approved site.</p>
<b>PY 692</b>	<p><b>Practicum ABA 2</b></p>

Credits: 2-0	<p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Students admitted to the ABA Program with internship, must participate in a practicum totaling at least 1000 hours over the course of the fall, spring and summer semesters at an approved site.</p>
<p><b>PY 702</b></p> <p>Credits: 3-0</p>	<p><b>Historical-Social Context Psychology</b></p> <p><b>Competency Area:</b> History and Systems of Psychology  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course examines the historical and philosophical context of psychology. While attention is paid to some of the more ancient philosophical themes anticipating psychology, the focus is predominantly on a critique of modern scientific and applied psychology to expose its social-relational aspects. Current poststructuralist, social constructionist and historical critiques are integrated with voices from the history of science and modern philosophy in order to improve our understanding of where psychology is today.</p>
<p><b>PY 703</b></p> <p>Credits: 1-0</p>	<p><b>Social History of Popular Psychological Discourses</b></p> <p><b>Competency Area:</b> History and Systems of Psychology  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<p><b>PY 710</b></p> <p>Credits: 2-0</p>	<p><b>Biological Foundations of Clinical Psychology</b></p> <p><b>Competency Area:</b> Biological Aspects of Behavior  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> The basic goal of this course is to examine the physiological basis of behavior; that is, to approach psychology from a biological perspective. This goal is achieved through examination of the structure and function of the nervous system and related systems; the role of the nervous system in normal behavior such as eating, sleeping, etc.; and the role of the nervous system in psychopathology and neuropsychological disorders. An emphasis is placed on learning the language of physiological psychology.</p>
<p><b>PY 714</b></p> <p>Credits: 1-0</p>	<p><b>Clinical Psychopharmacology</b></p> <p><b>Competency Area:</b> Biological Aspects of Behavior  <b>Prerequisites:</b> PY 710 Biological Foundations of Clinical Psychology  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<p><b>PY 718A</b></p> <p>Credits: 1-0</p>	<p><b>Human Sexuality and Sex Therapy</b></p> <p><b>Competency Area:</b> Intervention  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Nearly every client welcomes the chance to be more comfortable and satisfied</p>



	<p>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.</p>
<p><b>PY 719</b> Credits: 3-0</p>	<p><b>Advanced Seminar - Health Psychology</b></p> <p><b>Competency Area:</b> Intervention <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<p><b>PY 720</b> Credits: 3-0</p>	<p><b>Cognitive Aspects of Behavior</b></p> <p><b>Competency Area:</b> Cognitive and Affective Aspects of Behavior <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course examines current cognitive, social cognitive, and cognitive constructivist/constructionist theories both with regard to their particular implications and as metatheories. Topics in cognitive psychology include history of the cognitive position; social cognition; cognitive science and its application to the clinical enterprise; the mainstream cognitive positions; cognitivism and constructionism; development; memory; emotion; dynamic psychology and cognition; cognitive self processes, and constructionist views of diversity. (This course is not a course on cognitive therapy.)</p>
<p><b>PY 721A</b> Credits: 1-0</p>	<p><b>Ericksonian Hypnotherapy</b></p> <p><b>Competency Area:</b> Intervention <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Incorporation of Ericksonian-style hypnosis in the process of psychotherapy is featured throughout the weekend of instruction, demonstration, and practice. Special emphasis will be placed on utilization of ego-states resources in effecting trauma depotentiation and reframing.</p>
<p><b>PY 730</b> Credits: 3-0</p>	<p><b>Personality - Theory and Assessment</b></p> <p><b>Competency Area:</b> Individual Differences <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> 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</p>

	<p>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.</p>
<p><b>PY 731</b></p> <p>Credits: 3-0</p>	<p><b>Psychopathology &amp; Behavioral Disorders</b></p> <p><b>Competency Area:</b> Dysfunctional Behavior  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course emphasizes an integrated biopsychosociocultural model in understanding the etiology of psychopathology. After critiquing the assumptions and biases inherent in DSM-IV, it focuses on the diagnostic criteria for the most prevalent psychiatric disorders of adulthood and childhood, including: thought, mood, anxiety, substance abuse, memory, dissociative, eating, adjustment, personality, and sexual disorders. Through the use of clinical vignettes, students will further develop their capacity for making reliable differential diagnoses. In order to encompass a diversity of viewpoints, psychopathology is presented from biological, cognitive-behavioral, feminist, and psychodynamic perspectives.</p>
<p><b>PY 732</b></p> <p>Credits: 3-0</p>	<p><b>Psychological Development</b></p> <p><b>Competency Area:</b> Human Development  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<p><b>PY 737A</b></p> <p>Credits: 3-0</p>	<p><b>Advanced Seminar - Object Relations</b></p> <p><b>Competency Area:</b> Intervention  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This seminar provides an overview of the theoretical foundation and critical concepts of object relations theory. It is designed to give the student a significant grasp of personality structure, dynamics and development within an object relational framework. The seminar is intended to provide students with a lens through which they can consider case conceptualization and treatment issues applicable to various clinical problems, settings, and populations. It offers students a personal opportunity to bring dimension and understanding to their clinical work as they explore, in depth, the application of Object Relations theory to clinical practice.</p>
<p><b>PY 740B</b></p> <p>Credits: 3-0</p>	<p><b>Advanced Seminar - Clinical Child Psychology</b></p> <p><b>Competency Area:</b> Assessment  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course examines psychopathology from infancy through early adolescence. The paradigm of developmental psychopathology, or articulating the role of time and change in childhood disturbances, is an important focus of the class. Using this frame, the following areas are examined: clinical assessment of psychosocial problems in childhood; diagnostic systems for conceptualizing childhood psychopathology; and understanding disturbances of childhood through the lenses of intrapsychic, interpersonal, and the historical context. While students doing child and family therapy are encouraged to consider this class, those without a child or adolescent in their caseload may participate.</p>
<p><b>PY 772</b></p>	<p><b>Psychology in the Community</b></p> <p><b>Competency Area:</b> Social Bases of Behavior</p>

Credits: 2-0	<p><b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course examines psychology in the community context, with special attention to community psychology, prevention, and psychological services delivery systems. Central topics include primary and secondary prevention, the community mental health center movement; the role of psychologists outside the consulting room; issues in service delivery and managed care; and the political and regulatory aspects of psychology.</p>
<p><b>PY 775</b></p> <p>Credits: 1-3</p>	<p><b>Special Topics: Program Evaluation</b></p> <p><b>Competency Area:</b> Research Methodology <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course serves as a primer in program evaluation history, theory, principles and design of logic models from utilization-focused and learning organization perspectives. The experiential component includes working with an evaluation client - which could be your place of employment or practicum or another community-based service setting - to design an evaluation, set up an evaluation database, and/or create and report results, all in service of helping key stakeholders make decision about a 'real life' community-based program/practice. The course is suitable for program staff preparing grant applications to expand or enhance programming and/or evaluation. This course uses a hybrid design, including both online and face-to-face components. Successful completion of the course would allow students to present themselves as beginning-level program evaluators. Open to students in all AUNE programs, both doctoral and master's level, as well as to non-matriculated students.</p>
<p><b>PY 777B</b></p> <p>Credits: 3-0</p>	<p><b>Human Diversity &amp; Clinical Enterprise</b></p> <p><b>Competency Area:</b> Cultural and Individual Diversity <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<p><b>PY 786</b></p> <p>Credits: 2-0</p>	<p><b>Social Psychology &amp; Social Responsibility</b></p> <p><b>Competency Area:</b> Social Bases of Behavior <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course surveys social psychological research and theory and applies this knowledge base to issues of interest in clinical psychology. In the class, we consider issues such as society's role in defining mental illness, patterns of violence in our culture, attitudes and motivated reasoning, stress and coping processes, gender issues, and stigma and related problems. This course will utilize a combination of readings, classroom activities, writing, and projects to familiarize students with a social psychological perspective.</p>
<p><b>PY 789</b></p> <p>Credits: 1-0</p>	<p><b>Dialogue &amp; Difference</b></p> <p><b>Competency Area:</b> Cultural and Individual Diversity <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course presents an approach to addressing issues of sociocultural diversity and social concerns of justice and professional responsibility. While informed by feminist, multicultural and post-colonial theories, this course moves away from an identity-specific approach and instead applies an interpretive (hermeneutic) and procedural framework to the enhancement of mutual understandings across seemingly noncommensurate social conflicts.</p>
<b>PY 792</b>	<b>Intake Interviewing Skills</b>

Credits: 1-0	<p><b>Competency Area:</b> Relationship &amp; Assessment  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This weekend course is a continuation of basic interviewing skills learned in Professional Seminar, building on relational skills of non-directive listening and attending skills, and moving towards more directive assessment and history gathering skill, with a goal of being able to do a full first session evaluation and write up of an initial intake report. The course will cover: problem assessment, history taking, mental status examination, substance abuse assessment, and risk assessment. Different clinical contexts will also be addressed, i.e. working with diversity, child and adolescent interviewing. Course work will include practice of interviewing skills, and writing an initial intake report based on a live role played interview.</p>
<b>PY 799</b>  Credits: 1-0	<p><b>Management</b></p> <p><b>Competency Area:</b> Management and Supervision  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course is a brief conceptual introduction to issues of work organizations and management. Students are exposed to various models of how organizations function, management, leadership, change, change agents, action research, work teams, and productivity. Part of the learning involves envisioning improved structures and relationships within the many workplace settings of psychologists.</p>
<b>PY 801</b>  Credits: 1-0	<p><b>Love &amp; Attachment in Families, Couples</b></p> <p><b>Competency Area:</b> Relationship  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> In this weekend course, we will discuss love and attachment from four perspectives: theory/measurement; development in families and couples; evidence-based interventions; and as an essential foundation for the therapeutic relationship. Through lecture, discussion, videos, and reflective exercises, we will explore the numerous advantages of attachment security, and the developmental risks attendant to attachment trauma. Drawing from bio-psycho-social-cultural sources, we will discuss the plasticity of attachment styles, and the limitations of diagnostic categories. We'll also consider our own attachment histories, and the ways in which the therapeutic relationship is as specific as any other.</p>
<b>PY 812A</b>  Credits: 1-0	<p><b>Consultation - Theory &amp; Practice I</b></p> <p><b>Competency Area:</b> Consultation and Education  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course examines the role of psychologists as consultants in mental health settings and in the community. A variety of consulting experience is explored including case consultation, participation in interdisciplinary teams, and the psychologist as expert in dealing with diverse individuals, groups, and organizations. The course examines issues of contacting, data gathering, diagnosis, intervention, evaluation, and follow-up. Implications of the consultant's role in education, training, and organizational development are addressed. Participants have the opportunity to apply consultation skills in experiential exercises and also examine the possible consultancy aspect of their practicum role.</p>
<b>PY 812B</b>  Credits: 1-0	<p><b>Consultation - Theory and Practice II</b></p> <p><b>Competency Area:</b> Consultation and Education  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This weekend course examines the role of psychologists as consultants in mental health settings and in the community. Building on the theoretical frameworks introduced in Consultation I, the course will address broad issues of responding to</p>

	consultation requests, framing consultation relationships, assessment, data gathering, intervention, and evaluation. Students will explore various aspects of consultation practice, including consultation function, model, focal expertise, and type of consultation relationship.
<b>PY 815C</b> Credits: 3-4	<p><b>Methods of Psychological Assessment I</b></p> <p><b>Competency Area:</b> Assessment  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This year-long sequence provides an introduction to the psychological assessment of individuals. The emphasis in the fall semester is on cognitive assessment and in the spring the major focus is on the role of psychological tests in personality assessment. As time permits attention will be paid to psychoeducational and neuropsychological assessment. Students develop beginning competence in the administration, scoring, and interpretation of standard assessment tools (WAIS-III/WISC-IV/WJ-III). There will be a lab fee.</p>
<b>PY 816</b> Credits: 3-0	<p><b>Methods of Psychological Assessment II</b></p> <p><b>Competency Area:</b> Assessment  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course continues an introduction to psychological assessment of individuals, with the major focus in the spring on the role of projective tests in personality assessment. Students develop beginning competence in the administration, scoring, and interpretation of standard projective psychodiagnostic techniques. Primary attention is given to the Rorschach. Other projective techniques are considered as time permits.</p>
<b>PY 820A</b> Credits: 3-0	<p><b>Advanced Seminar - Brief Psychotherapy</b></p> <p><b>Competency Area:</b> Intervention  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course covers a broad base of information about the rationale, theory, practice, and research of brief therapy. Because the practice of brief therapy has been derived from pragmatic, humanitarian, and research-based rationales, this literature is reviewed before discussing theory and technique. The course then surveys multicultural, psychodynamic, cognitive-behavioral, solution focused, and integrative ideas about brief therapy. During the course, transtheoretical (e.g., common factors of brief therapy) and contextual issues that cut across the approaches are identified and discussed. Finally, the course focuses on developing students' personal approaches to brief therapy.</p>
<b>PY 821</b> Credits: 3-0	<p><b>Advanced Seminar - Intervention Children &amp; Adolescents</b></p> <p><b>Competency Area:</b> Intervention  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course integrates theory and practice of interventions for child and adolescent problems. A variety of theoretical models, empirically supported treatments, and treatment modalities are presented. Students learn specific techniques to enhance communication with children and adolescents, so that they can successfully apply a variety of interventions in their work. The need to work cooperatively with parents, schools, and pediatricians is addressed. By the end of this course, students will be able to design and implement treatment programs for children and adolescents that are consistent with their assessment data and case conceptualization.</p>
<b>PY 822</b> Credits: 1-0	<p><b>Sleep Dimension in Psychotherapy</b></p> <p><b>Competency Area:</b> Intervention  <b>Prerequisites:</b>  <b>Requirements:</b></p>

	<p><b>Description:</b> This one credit workshop will focus on the 'sleep dimension' in the context of clinical practice. The topic will be introduced with numerous psychotherapy cases in which sleep disturbance played an important role. Participants will be strongly encouraged to bring their own case material, maintaining the clients' anonymity, to class. The topic of sleep will then be developed first by introducing the physiology of sleep, then by identifying the kinds of psychiatrically relevant symptoms that arise when a client has slept poorly and indicating how awareness of these kinds of symptoms can inform diagnosis and treatment. The next section of the course will present the distinction between disordered sleep and formal sleep disorders, providing the relevant nosology and extensive background into the signs and symptoms associated with each. Finally, procedures that can be used when working with a specific client, including sleep-related diagnosis and treatment, will be introduced. An important component will be learning how to integrate this aspect of the client's presenting complaints into the larger clinical picture.</p>
<p><b>PY 834</b> Credits: 3-0</p>	<p><b>Advanced Seminar - Psychological Testing and Evaluation in Infants/Children/Adolescents</b></p> <p><b>Competency Area:</b> Assessment <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course examines psychological assessment with infants, children, and adolescents. Through this course students will have exposure to testing measures most often used to evaluate this population as well as how to develop a battery of tests appropriate to the referral question. Testing measures will include developmental, cognitive, social emotional, personality, and behavioral instruments. Integrating testing data with history, behavioral observation, records, and clinical interviews to develop a meaningful psychological testing report will be practiced. It is outside of the scope of this course to cover the breadth of all psychological tests available to psychologists. Instead, this course will focus on developing a comprehensive picture of an individual through using psychological tests to bolster inferences and intervention recommendations.</p>
<p><b>PY 842</b> Credits: 3-0</p>	<p><b>Advanced Seminar - Professional Geropsychology</b></p> <p><b>Competency Area:</b> Intervention <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course examines and explores the following topics and issues from the perspective of providing clinical services: adult development and aging; building rapport with older clients, transference and countertransference; adapting therapy to this population; stressors, such as chronic health problems, loss, retirement, and financial strain. After establishing this broader context, the most prevalent disorders in the elderly population are examined including: dealing with cognitive and other changes associated with the aging process; illness, death, dying, and grief; depression. The role of informal and formal social supports as well as treatment in institutional contexts are examined.</p>
<p><b>PY 856A</b> Credits: 3-0</p>	<p><b>Advanced Seminar - Aftermath &amp; Treatment of Trauma</b></p> <p><b>Competency Area:</b> Intervention <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<p><b>PY 863</b> Credits: 1-0</p>	<p><b>Writing Workshop I</b></p> <p><b>Competency Area:</b> Elective <b>Prerequisites:</b> <b>Requirements:</b></p>

	<p><b>Description:</b> This course helps students develop technical writing skills appropriate for doctoral level psychologists. We begin with an overview of basic writing skills, and then focus on more advanced skills such as integrating professional literature; writing logical, well-organized papers; and developing successful writing habits. The course also covers APA writing standards for professional reports, papers, dissertations, and general publications. Hands-on exercises help students immediately apply new skills. This course can be repeated for credit.</p>
<p><b>PY 867</b> Credits: 1-0</p>	<p><b>Supervised Experience in Teaching Psychology</b></p> <p><b>Competency Area:</b> Consultation and Education <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course involves supervised teaching of a psychology course at Antioch. 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. Different sections of this course may be restricted to students at a particular level of the program.</p>
<p><b>PY 868</b> Credits: 1-0</p>	<p><b>Writing Workshop II</b></p> <p><b>Competency Area:</b> Elective <b>Prerequisites:</b> Completion of Writing Workshop I (PY 863) <b>Requirements:</b></p> <p><b>Description:</b> This weekend course focuses on writing skills specifically needed to complete a scholarly literature review, such as that required for the doctoral dissertation. Course content will include a quick review of basic writing components (grammar, punctuation, structure, outlining, and APA style) covered in Writing Workshop I. The instructor will then provide new information and concepts about each component as related to writing a dissertation. The workshop will also cover how to create, organize, and write a literature review, as well as provide an introduction to critical analysis (inductive and deductive reasoning, ambiguity and vagueness, testing the validity of an argument, etc.) to help each student conceptualize, organize, and write his or her dissertation. This course can be repeated for credit.</p>
<p><b>PY 870</b> Credits: 3-0</p>	<p><b>Tests and Measurement in Psychology</b></p> <p><b>Competency Area:</b> Psychological Measurement <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course is an introductory survey of tests and measurements whose purpose is twofold. First, it provides the academic background for clinically oriented coursework in psychological testing. The psychometrics of tests and controversies around testing are discussed. Students learn to evaluate tests critically, and to select and implement an assessment battery. These topics make up approximately two-thirds of the course. Second, measurement knowledge provides a basis for students to apply themselves to a beginning level of understanding and application of the MMPI-2, PAI, and the MCMI-III. Work on these three clinical tests comprises the remaining one-third of the course. There will be a lab fee.</p>
<p><b>PY 871</b> Credits: 3-0</p>	<p><b>Research Methods and Statistics I</b></p> <p><b>Competency Area:</b> Research Methodology <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Research Methods and Statistics I &amp; II make up a two course sequence that surveys both qualitative and quantitative research strategies in psychology. Topics include philosophy of science, critical thinking, ethical and diversity considerations in research, basic descriptive and inferential (primarily univariate) statistics, evaluating psychosocial interventions, and the use of computers for data management and analysis. The goal of the course is to help students develop the interest and skills to undertake systematic inquiry in applied or theoretical domains. Completion of an introductory research course at the</p>

	undergraduate level is assumed, though not required.
<b>PY 872</b> Credits: 3-0	<b>Research Methods &amp; Statistics II</b> <b>Competency Area:</b> Research Methodology <b>Prerequisites:</b> <b>Requirements:</b> <b>Description:</b> This course is a continuation of PY 871: Research Methods and Statistics I.
<b>PY 880B</b> Credits: 3-0	<b>Professional Seminar I - Relationships/Roles/Ethics</b> <b>Competency Area:</b> Professional Standards & Ethics, & Relationship <b>Prerequisites:</b> <b>Requirements:</b> <b>Description:</b> This first year of a two-year sequence has as an important function helping students in joining the profession and becoming psychology graduate students at Antioch University New England. The focus is on professional relationships and ethics as a foundation for the many roles of psychologists.
<b>PY 881B</b> Credits: 3-0	<b>Professional Seminar II - Relationship/Roles/Ethics</b> <b>Competency Area:</b> Professional Standards & Ethics, & Relationship <b>Prerequisites:</b> <b>Requirements:</b> <b>Description:</b> This is a continuation of Professional Seminar I: Relationships, Roles, and Ethics.
<b>PY 882B</b> Credits: 3-0	<b>Professional Seminar III - Case Conceptualization</b> <b>Competency Area:</b> Intervention <b>Prerequisites:</b> <b>Requirements:</b> <b>Description:</b> The year-long Professional Seminar continues to provide the setting for pursuing a number of related objectives, serving as a forum for examination of the students professional work and training. During this second year there is an emphasis on case conceptualization and on writing up case formulations. Students read about several different theoretical models and applications. There is a focus on student presentations and discussions.
<b>PY 883B</b> Credits: 3-0	<b>Professional Seminar IV - Case Conceptualization/Demonstrations</b> <b>Competency Area:</b> Intervention <b>Prerequisites:</b> <b>Requirements:</b> <b>Description:</b> This is a continuation of Professional Seminar III: Case Conceptualization and Demonstrations.
<b>PY 884A</b> Credits: 3-0	<b>Case Conference I</b> <b>Competency Area:</b> Relationship & Intervention <b>Prerequisites:</b> <b>Requirements:</b> <b>Description:</b> During this year students will have an intensive small group case consultation experience with faculty. Emphasis is on case presentations, including video and audio tapes, with a goal of examining students' clinical work.
<b>PY 885A</b> Credits: 3-0	<b>Case Conference II</b> <b>Competency Area:</b> Relationship & Intervention <b>Prerequisites:</b> <b>Requirements:</b>



	<p><b>Description:</b> 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.</p>
<p><b>PY 890</b> Credits: 0-6</p>	<p><b>Supervised Independent Study</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b></p>
<p><b>PYB 502</b> Credits: 3-0</p>	<p><b>Psychomotor Assessment in Children</b></p> <p><b>Competency Area:</b> Behavioral Science Foundations <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course will provide students with an overview of the theoretical, historical and cultural bases for assessment. Students will become familiar with the basic principles of psychological, nonverbal, and behavioral observation, assessment and analysis for use in diagnosis, treatment planning and intervention applicable with child populations. Ethical standards, issues related to age, gender, ethnicity, culture, language, and disabilities as they pertain to testing and assessment, will be covered. Students will learn procedures for nonverbal assessment, with a focus on the Kestenberg Movement Profile, and will be exposed to other tests and instruments for psychological, environmental and performance assessment. Students will be introduced to reliability, validity and statistical concepts and standards. They will learn the applications of these assessment tools in clinical diagnosis and treatment of children, for individuals and groups.</p>
<p><b>PYB 514</b> Credits: 3-0</p>	<p><b>Psychomotor Assessment of Adults</b></p> <p><b>Competency Area:</b> Behavioral Science Foundation <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<p><b>PYB 519</b> Credits: 3-0</p>	<p><b>Family Studies Seminar</b></p> <p><b>Competency Area:</b> Individual Development &amp; Family Relations <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course will provide students with an understanding of family life course and structural issues relevant to couple and family therapy. The focus will be on understanding and applying research and theory in family studies to the field of Marriage and Family Therapy.</p>
<p><b>PYB 525</b> Credits: 1-0</p>	<p><b>Clinical Applications in Psychopharmacology</b></p> <p><b>Competency Area:</b> Behavioral Science Foundation <b>Prerequisites:</b> PYB 523 Psychopharmacology for Counselors <b>Requirements:</b></p>

	<p><b>Description:</b> 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 nonmedical 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.</p>
<p><b>PYB 526</b></p> <p>Credits: 3-0</p>	<p><b>Human Development: Lifespan &amp; Systems</b></p> <p><b>Competency Area:</b> CMHC &amp; DMT: Behavioral Science; MFT: Human Development &amp; Family Relations</p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> This course will provide an overview of human development throughout the lifetime in the family, social and cultural context. The individual and family life cycles will be viewed as mutually interactive processes that are also affected by such factors as biology/genetics, gender, race, ethnicity, acculturation, religion, etc. The development of the individual through a systems perspective will be traced chronologically through a survey of a select number of major theoretical approaches and concepts. The family and other factors influencing and generated by the individual's developmental tasks will be explored concurrently. Additional emphasis in this course will be placed on understanding how these developmental concepts apply to diverse groups, including minority cultural groups and both men and women.</p>
<p><b>PYB 530</b></p> <p>Credits: 1-0</p>	<p><b>Intro to Autism Spectrum Disorders</b></p> <p><b>Competency Area:</b> Behavioral Science Foundation</p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> This course will familiarize students with past and current demographics and definitions of autism spectrum disorders. Students will be introduced to the current biomedical finds associated with autism spectrum disorders as well as several theoretical explanations of autism. Course content will include an overview of conventional and alternative treatment approaches as they apply to the learning and behavioral characteristics of children with autism.</p>
<p><b>PYB 532</b></p> <p>Credits: 1-0</p>	<p><b>Sensory Issues for Individuals w/ Autism Spectrum Disorders</b></p> <p><b>Competency Area:</b> Behavioral Science Foundation Required of and restricted to ASD Certificate students.</p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> This course will introduce students to the theoretical underpinnings of sensory integration as related to students on the autistic spectrum. The course will focus on current research and theoretical application for understanding sensory regulation, integration and praxis. Using a sensory-processing disorder taxonomy and behavioral typologies, students will gain an understanding of how evaluation information can add clarification to behavioral challenges.</p>
<p><b>PYB 550</b></p> <p>Credits: 3-0</p>	<p><b>Psychopathology: Diagnosis &amp; Assessment</b></p> <p><b>Competency Area:</b> MFT: Clinical Knowledge</p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> This course addresses individual psychopathology from a variety of perspectives: biological, developmental, cultural and interactional. It will provide students with a broad theoretical base for understanding psychopathology from not only an individual descriptive, symptomologic perspective as presented in the DSM-IV (V), but also from a contextual, systemic perspective including developmental hallmarks, familial patterns and sociocultural contributors. Students will learn to perform individual, relational and larger systems assessments, including but not limited to a mental status exam, a medical genogram</p>

	and diagnosis using the DSM-IV (V).
<b>PYB 560</b>  Credits: 1-0	<b>Ethical Considerations in Behavior Analysis 1</b>  <b>Competency Area:</b> Behavioral Science Foundation <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This course is the first of a two-course series that will familiarize students with the ethical guidelines required for conducting applied behavior analysis in a professional manner. The course content focuses on the importance of practicing within one's competency limits, obtaining consent, utilizing research-based methods and protecting confidentiality as it relates to the behavior analytic field. This course emphasizes the necessity of protecting a client's dignity, health, and safety in the applied field.
<b>PYB 561</b>  Credits: 1-0	<b>Ethical Considerations in Behavior Analysis 2</b>  <b>Competency Area:</b> Behavioral Science Foundaton <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This course builds upon concepts introduced in Ethical Considerations in Behavior Analysis I. This course will focus on clinical applications of concepts and ethical guidelines for conducting behavior analysis in a professional manner.
<b>PYB 562</b>  Credits: 3-0	<b>Principles/Concepts of Behavior Analysis Intro Autism</b>  <b>Competency Area:</b> Behavioral Foundations <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This course is an introductory course that will provide students with a strong foundation in the history and philosophical assumptions of behavior analysis, the basic concepts and principles of applied behavior analysis, the distinction between verbal and non-verbal operants, as well as measurement concepts. Upon completion of the course, students will be able to differentiate between experimental analysis of behavior and applied behavior analysis, apply the dimentions of applied behavior analysis for evaluating interventions, and become fluent with the lexicon of applied behavior analysis.
<b>PYB 564</b>  Credits: 1-0	<b>Behavioral Methods Lab</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This course will provide students with opportunities to apply the concepts learned from Concepts & Principles of Behavior Analysis by engaging in hands-on activities that will supplement the course content of identification of Problem and Assessment. Students will demonstrate proficiencies in the use of positive and negative reinforcement, prompts and prompt fading, shaping, task analysis, and discrete trial.
<b>PYB 565</b>  Credits: 3-0	<b>Fundamentals of Behavior Change</b>  <b>Competency Area:</b> Behavioral Science <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This course will provide students with advanced knowledge of the principles of applied behavior analysis for modifying behavior, and for developing and monitoring systems so as to support behavior change. Students will develop competencies in the areas of identification and assessment of reinforcers, specific procedures for increasing and decreasing behaviors, schedules of reinforcement, various instructional procedures, and designing performance monitoring for overall program and procedural integrity.
<b>PYB 590X</b>	<b>Research &amp; Evaluation in Counseling &amp; Therapy</b>  <b>Competency Area:</b> CMHC: Behavioral Science; DMT: Behavioral Science Foundations; MFT:

Credits: 3-0	<p>Research  <b>Prerequisites:</b> Completion of MFT I courses  <b>Requirements:</b></p> <p><b>Description:</b> This course will familiarize students with clinically relevant qualitative and quantitative research methods, including clinical outcome research and program evaluation. In addition, this course will include an examination of professional ethical guidelines for conducting research, issues of diversity in research and evaluation, and major themes and controversies in MFT, DMT, and CMHC. An overview of statistical concepts and terminology related to research methods will be included. Students will also learn how to use research in their field in order to enhance their knowledge and to aid them in viewing their work and the work of others more critically. MFT/DMT/CMHC students will present research or research designs supporting their approach to treatment and client outcome within a selected client population.</p>
<b>PYB 606</b>  Credits: 3-0	<p><b>Social-Cultural Diversity</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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 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 counselors with diverse populations.</p>
<b>PYB 710</b>  Credits: 3-0	<p><b>Advanced Seminar - Clinical Psychopharmacology</b></p> <p><b>Competency Area:</b> Biological Aspects of Behavior  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course is designed to provide an in-depth survey of current theory and practice of clinical psychopharmacology. We begin in this course with the principles of pharmacology, which consist of pharmacokinetics (the absorption, distribution, metabolism, and elimination of drugs) and pharmacodynamics (drug-receptor interactions). After study of the principles of pharmacology, the class will review individual classes of drugs, including antidepressants, antipsychotics, anti-anxiety agents, drugs for the treatment of movement disorders, and drugs for the treatment of cognitive disorders in the elderly. For each drug class, the basic biology of the disorder and the mechanisms of drug action are discussed, followed by a review of current clinical practice and potential new drugs. Other topics in the drug literature are addressed, including the use of medication with different age groups, sources of drug information, the FDA drug review process, drug-drug interactions, and pharmacoepidemiology.</p>
<b>PYB 711</b>  Credits: 3-0	<p><b>Advanced Seminar - Clinical Neuropsychology</b></p> <p><b>Competency Area:</b> Biological Aspects of Behavior  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<b>PYC 610</b>  Credits: 3-0	<p><b>CMHC Treatment Modalities</b></p> <p><b>Competency Area:</b> Major Area of Concentration  <b>Prerequisites:</b></p>

	<p><b>Requirements:</b></p> <p><b>Description:</b> This course will explore one or more specific treatment approach to clinical mental health counseling and provide an in-depth understanding of the approach as applied in current clinical practice contexts. There will be an emphasis on case conceptualization and treatment interventions. Selected options may include play therapy, experiential approaches, integrated mind-body treatment, creative arts modalities and/or others to be determined.</p>
<p><b>PYC 626</b></p> <p>Credits: 3-0</p>	<p><b>Integrated Approaches to Addiction Counseling</b></p> <p><b>Competency Area:</b></p> <p><b>Prerequisites:</b> Completion of CMHC II courses and internship.</p> <p><b>Requirements:</b></p> <p><b>Description:</b> This course is designed to prepare students for work with clients who present with substance abuse or other addictive disorders. Students will address the process of change that occurs in the range of substance use issues from abuse to addiction and recovery. The course focuses on the development of skills in motivational interviewing, harm reduction and cognitive behavioral approaches to substance abuse and pays special attention to short term interventions and treatments.</p>
<p><b>PYC 666</b></p> <p>Credits: 3-0</p>	<p><b>Family Counseling Approach to Addictions Treatment</b></p> <p><b>Competency Area:</b> Major Concentration</p> <p><b>Prerequisites:</b> PYC 626, completion of all CMHC-SAAC II courses and internships.</p> <p><b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<p><b>PYC 667</b></p> <p>Credits: 3-0</p>	<p><b>Family Approaches to Counseling Children</b></p> <p><b>Competency Area:</b> Social Systems Assessment &amp; Intervention Strategies</p> <p><b>Prerequisites:</b> Completion of CMHC II courses and practicum/internship</p> <p><b>Requirements:</b></p> <p><b>Description:</b> This course is designed to introduce the student to the theory and practice of marriage/relationship/family counseling with an emphasis on families in which the child or adolescent is the identified client. Marriage/relationship/family therapy approaches and effective models of adolescent and child and family development and methods for working with larger systems, such as schools and social services.</p>
<p><b>PYC 675</b></p> <p>Credits: 3-0</p>	<p><b>Crisis Intervention - Cognitive Behavioral Approach</b></p> <p><b>Competency Area:</b> Major Concentration</p> <p><b>Prerequisites:</b> Completion of all CMHC II courses and internships.</p> <p><b>Requirements:</b></p> <p><b>Description:</b> 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 conceptualizations and treatment plans.</p>
<p><b>PYC 700</b></p> <p>Credits: 3-0</p>	<p><b>Psychotherapeutic Intervention I</b></p> <p><b>Competency Area:</b> Intervention</p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p>

	<p><b>Description:</b> This is the first half of a year-long course sequence in the theory and practice of psychotherapy. The goal of this course is to help students begin to develop a flexible, evidence-based style of conducting treatment with adults, focusing on brief to mid-range durations. Emphasis in this semester is on psychodynamic, behavioral, cognitive, interpersonal, existential, social constructionist, and above all, integrated case formulation. Selected clinical topics, process, and diversity issues are considered across a variety of psychological syndromes and presentations.</p>
<p><b>PYC 701</b> Credits: 3-0</p>	<p><b>Psychotherapeutic Intervention II - Individual &amp; Family</b></p> <p><b>Competency Area:</b> Intervention <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This is the second half of a year-long course sequence in the theory and practice of psychotherapy. The goal of this course is to help students begin to develop a flexible, evidence-based style of conducting psychotherapy, focusing on brief to mid-range durations. Emphasis in this semester is on systems-oriented child and family therapies. The course includes an examination of the fundamentals of systems theories with special focus on child, family and couples modalities. Selected clinical practice, process, and diversity issues are considered across a variety of psychological syndromes and presentations.</p>
<p><b>PYC 702</b> Credits: 2-0</p>	<p><b>Psychotherapeutic Intervention III - Group</b></p> <p><b>Competency Area:</b> Clinical Techniques &amp; Methods/Interventions <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This is a continuation of the fall and spring semester courses, with the emphasis on group. This course provides an introduction to current, clinically relevant knowledge and theory about behavior in groups and about the dilemmas of group life. It also provides an in-depth look at the various types of group activities commonly conducted by professional psychologists. Specific topics to be addressed include: the individual in the group; issues of group development; group as a whole; leadership in groups; individual differences and diversity within groups; ethics and group therapy; transference issues in groups; functional roles of group members; and unconscious dynamics in group life. The aim is to provide didactic and experiential learning opportunities which enhance the ability of students to test theory against the realities of group life as they experience them.</p>
<p><b>PYC 705</b> Credits: 1-0</p>	<p><b>Dialectical Behavior Therapy</b></p> <p><b>Competency Area:</b> Clinical Techniques &amp; Methods/Interventions <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> After providing an overview of this model, developed by Marsha Linehan for the treatment of 'disordered behaviors', including the underlying dialectical and behavioral principles, this course focuses on the following DBT treatment strategies: dialectical, validation, problem-solving, managing contingencies, observing limits, skills training, exposure, cognitive modification, stylistic, case management, structural, crisis and suicidal behavior treatment strategies. The outcome research on this empirically-supported treatment is evaluated. Lecture, discussion, role-plays, videotape, mindfulness exercises, and small group tasks are utilized to facilitate the learning of the DBT model.</p>
<p><b>PYC 706</b> Credits: 3-0</p>	<p><b>Advanced Seminar - Cognitive Behavior Therapy</b></p> <p><b>Competency Area:</b> Intervention <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course begins with an overview of conceptual foundations underlying behavioral and cognitive approaches to assessment and treatment. We will proceed to examine several techniques associated with the Cognitive-Behavioral spectrum, including schema analysis and other cognitive formulations, cognitive restructuring, and (toward the more behavioral end of the spectrum), functional analysis, exposure treatment, and</p>

	contingency management. Students will be introduced to CBT protocols for treatment of depression, various anxiety disorders, and personality disorders. Throughout, we will attend to the conceptualization and role of the therapeutic relationship in CBT. Finally, we will explore some more recent developments that have begun to stretch the boundaries of CBT, to target relational and spiritual themes.
<b>PYC 707</b>  Credits: 1-0	<b>Psychotherapy with LGBT Clients</b>  <b>Competency Area:</b> Clinical Techniques & Methods/Interventions <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This course focuses on psychotherapy with gay men, lesbian women, bisexual and transsexual/transgender people. It emphasizes conceptualization, core developmental themes and clinical intervention with adolescents, adults and couples. Students will examine the social context and construction of both same-sex orientation and gender, prejudice and antigay-anti-trans internalizations, biological information, minority identities and multiple oppression. The emphasis will be how these influence the lives of LGBT and their implications for psychotherapy to promote psychosocial resilience as well as address psychopathology. APA guidelines for psychotherapy will provide a context for the course.
<b>PYC 708</b>  Credits: 2-0	<b>Psychotherapeutic Intervention IV</b>  <b>Competency Area:</b> Clinical Techniques & Methods/ Interventions <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This course is designed to address a variety of special topics related to clinical intervention. Work with specific populations, problems, intervention strategies, issues, or in specific settings may be covered. Possible topics include: severe mental illness; substance abuse; personality disorders; dual diagnosis; geriatrics; treatment of children and adolescents; disaster response.
<b>PYC 710</b>  Credits: 3-0	<b>Advanced Seminar - Substance Abuse Theory/Practice</b>  <b>Competency Area:</b> Clinical Techniques & Methods/Interventions <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> Substance abuse treatment is a critical and common clinical issue, with increasing numbers seeking inpatient and outpatient treatment. 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. Twelve-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.
<b>PYC 711</b>  Credits: 1-0	<b>Social Justice in Clinical Psychology</b>  <b>Competency Area:</b> Relationship & Intervention <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> Over the course of this weekend workshop, we will strive to conceptualize how we, as individuals and as members of this profession, can promote social justice through our clinical practice. This workshop will expand students' views of the limits of how we, as psychologists, can contribute to a better life using alternative modes of practice. Participants will explore the rhetoric of "social justice," better understand the similarities and differences between social justice and multiculturalism, and/or participate in discussion and dialogue on the implications of disciplinary boundaries for those we hope to help. Participants will read a series of essays prior to the class that will form the theoretical and practical foundations of our work together.
<b>PYC 712</b>	<b>Advanced Seminar - Contemporary Psychoanalytic Practice</b>

Credits: 3-0	<p><b>Competency Area:</b> Intervention  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This applied seminar explores the diversity of experiences and professional opportunities available for the psychoanalytic practitioner. Clinical, personal, social, and organizational events will be discussed from a comparative framework that reflects the ferment and vitality of current theories and practices within psychoanalysis. The emphasis will be on the conceptualization and communication of psychoanalytically informed knowledge and process in a wide variety of practice situations (e.g., evaluation, administration and management, leadership development, supervision, consultation, education, research, and treatment).</p>
<b>PYC 715</b>  Credits: 1-0	<p><b>Spiritual &amp; Religious Issues in Psychology</b></p> <p><b>Competency Area:</b> Intervention  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> In this course, students will develop a working definition of spirituality and religion, clarifying the relationship between the two. To enhance students' multicultural competence, we will delineate the core tenets of the five largest organized religions in the United States (Judaism, Christianity, Islam, Hinduism, and Buddhism), and students will explore their own core values, assumptions, and biases in this area of diversity. Students will learn to assess religious and spiritual problems and identify some of the key spiritual issues that might arise during the course of therapy (e.g., 12-Step Programs, mindfulness, acceptance, forgiveness, hope, serenity, death and dying, etc.). Finally, students will explore ways of incorporating spiritual and religious issues into the treatment of their clients as a dimension of providing holistic care.</p>
<b>PYC 717</b>  Credits: 2-0	<p><b>Advanced Seminar - Assessment/Treatment of Couples</b></p> <p><b>Competency Area:</b> Intervention  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<b>PYC 726</b>  Credits: 1-0	<p><b>Positive Psychology - Research &amp; Practice</b></p> <p><b>Competency Area:</b> Intervention  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> In the emerging field of positive psychology the focus is shifting from what is wrong with people to what is right. Helping people identify and use their strengths can help relieve suffering and improve everyday functioning. Through a combination of lecture and hands-on positive psychology exercises participants will learn: the role of positive feelings, assessment of positive experiences, the latest research on happiness and life satisfaction, how to identify and use psychological strengths, the 'three paths to happiness', the powerful effects of optimism and how to develop it, and the role of positive psychology in health, families and work.</p>
<b>PYC 729</b>  Credits: 1-0	<p><b>Sport and Exercise Psychology</b></p> <p><b>Competency Area:</b> Intervention  <b>Prerequisites:</b>  <b>Requirements:</b></p>



	<p><b>Description:</b> 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.</p>
<p><b>PYC 730</b></p> <p>Credits: 1-0</p>	<p><b>The Dream in Clinical Practice</b></p> <p><b>Competency Area:</b> Intervention  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<p><b>PYC 735</b></p> <p>Credits: 1-0</p>	<p><b>Infant Mental Health</b></p> <p><b>Competency Area:</b> Clinical Techniques &amp; Methods/Interventions  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This weekend course will focus on psychologist's roles in the specialty field of Infant Mental Health. Infant Mental Health refers to the optimal social and emotional development of a child (0-6) in the context of critical attachment relationships. Core competencies in this field will be outlined and some discussed in depth. While it is outside the scope of this course to address all of the key IMH competencies in depth, we will review each briefly so interested students can leave with an understanding of what is required to gain expertise in IMH. We will consider the impact of trauma and traumatic stress on children's development as well as the critical role of attachment. Assessment and diagnosis of this population will be explored, including the integration of the DC: 0-3R and DSM-IV-TR. Psychotherapeutic treatment approaches for this population will be presented through theoretical material and clinical case examples.</p>
<p><b>PYD 601</b></p> <p>Credits: 3-0</p>	<p><b>Professional Orientation &amp; Ethics</b></p> <p><b>Competency Area:</b> Professional Identity  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course focuses on professional orientation and ethical practice in counseling and therapy. Counseling, marriage and family therapy, and dance/movement therapy students will be introduced to their respective professional disciplines through the examination of licensure and credentialing standards, as well as the professional organizations under which they will practice. This course will cover professional writing using APA format. Additionally, counseling and therapy students will understand ethical practice through ethical codes for each professional discipline (ACA and AMHCA, AAMFT, and ADTA). Legan issues in counseling and therapy and the role of advocacy and social justice as they apply to ethics and the law will be understood.</p>
<p><b>PYG 603</b></p> <p>Credits: 3-0</p>	<p><b>Group Approach to Mental Health Counseling</b></p> <p><b>Competency Area:</b> Group &amp; Social Systems Assessment &amp; Intervention Strategies  <b>Prerequisites:</b> PY 590A, Fundamentals of Therapeutic Interaction  <b>Requirements:</b></p> <p><b>Description:</b> This course is designed to help students gain a solid theoretical and practical knowledge of group dynamics, group development, and group leadership styles. Students will</p>

	learn to observe and understand group process on a variety of levels. The course will give students the opportunity to practice group facilitation and will prepare them to work in various types of groups. The course will balance presentation, discussions and experiential learning in a group culture. The course includes 10 hours of small group experience with required student participation.
<b>PYG 604</b>  Credits: 3-0	<b>Group Work Dance/Movement Therapy &amp; Counseling</b>  <b>Competency Area:</b> Group Assessment & Intervention Strategies <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> 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 counseling 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 DMT and counseling 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.
<b>PYI 514</b>  Credits: 3-0	<b>Assessment - Principles &amp; Methods</b>  <b>Competency Area:</b> Individual Assessment & Intervention Strategies <b>Prerequisites:</b> PYB 550, Psychopathology: An Ecological Approach or equivalent. <b>Requirements:</b>  <b>Description:</b> 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 successfully completing this course will be better able to administer and interpret appropriate psychological test and assessment information in their roles as mental health counselors.
<b>PYI 518</b>  Credits: 3-0	<b>Human Sexuality &amp; Sex Therapy</b>  <b>Competency Area:</b> Individual Assessment & Intervention Strategies <b>Prerequisites:</b> Completion of MFT I courses. <b>Requirements:</b>  <b>Description:</b> This course covers many different aspects of sexuality including: biological, developmental, medical, cultural, historical, and interpersonal. Students will be encouraged to use the knowledge gained in order to better understand their own feelings and attitudes related to sexuality and how those attitudes and feelings influence their beliefs about and therapeutic work with individuals, couples, and families. Students will also be introduced to Schnarch's approach related to couple's work. No previous training in sex therapy is required. Students will be invited to examine their own attitudinal framework regarding these ideas, but disclosing intimate details about one's own sexuality is not required.
<b>PYI 523</b>  Credits: 1-0	<b>Fundamentals of Art Therapy</b>  <b>Competency Area:</b> Individual Assessment & Intervention Strategies <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> Art Therapy is a distinct health profession that incorporates creative expression of feelings within a therapeutic relationship to address physical, psychological, cognitive, emotional, and social needs of adults and children of all ages. This course will introduce the benefits of incorporating art into therapy as a way to enrich communication, understanding, and self-expression. A variety of interventions will be explored, including didactic material and experiential exercises.
<b>PYI 526</b>	<b>Using Play in Therapy</b>  <b>Competency Area:</b> Individual Assessment & Intervention Strategies

Credits: 1-0	<p><b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course is designed to introduce students to specific applications of play in therapy. Play is an essential component when working with children, to create a comfortable and open environment for self-expression. Students will explore making dolls, art, games and sandtray to access a playful means of engaging clients. These therapeutic tools and approach will be explored as interventions, to enhance communication and address therapeutic goals. The information will be presented in slides, lecture and highlighted through experiential exercises. A materials fee which includes dolls, doll hair, hot glue, model magic, boxes and some fabrics will apply. (See course syllabus for additional materials to be supplied by participants).</p>
<b>PYI 535</b>  Credits: 1-0	<p><b>Intro to Counseling Interventions ASD</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Counseling children and adults with Asperger's presents a unique set of problems due to differences in how these individuals process information and respond to therapeutic interactions. These courses will review both the theory and practice of psychotherapy interventions that account for these differences. The overarching theme involves taking advantage of ASD individuals' unique capabilities, including intellectual analysis, visual thinking, and special interests. Case studies will focus on success stories in psychotherapy.</p>
<b>PYI 537</b>  Credits: 1-0	<p><b>Working With Teens/Adults on the Spectrum</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies <b>Prerequisites:</b> Satisfactory completion of the first semester ASD certificate coursework or with permission of the Program Director. <b>Requirements:</b></p> <p><b>Description:</b> 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. Pre-readings and other preparation will be assigned.</p>
<b>PYI 538</b>  Credits: 3-0	<p><b>ABA Interventions, Systems &amp; Implementatns</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b></p>
<b>PYI 539</b>  Credits: 1-0	<p><b>Educational Interventions for ASD II</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies <b>Prerequisites:</b> Satisfactory completion of the first semester ASD certificate coursework or with written permission of the Program Director provided to the Registrar's Office via Antioch email. <b>Requirements:</b></p> <p><b>Description:</b> 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. Pre-readings are assigned.</p>
<b>PYI 540</b>	<p><b>Clinical &amp; Educational Assessment</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies</p>

Credits: 1-0	<p><b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course will familiarize students with the goals of best practices assessment: specific referral questions; identification of strengths and challenges; identification of factors that enhance or hinder performance; meaningful and functional recommendations.</p>
<p><b>PYI 541</b></p> <p>Credits: 3-0</p>	<p><b>Advanced Counseling Interventions ASD</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies <b>Prerequisites:</b> Must be a licensed professional or student in the counseling/therapy field and have satisfactorily completed the first semester ASD certificate coursework or with permission of the Program Director provided to Registrar's Office via Antioch email. <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<p><b>PYI 542</b></p> <p>Credits: 1-0</p>	<p><b>Training Social Use Language</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course will focus on the needs of persons with ASD who are verbal and are self-initiating language. Participants will learn to teach the skills of social communication or pragmatic language so that students/clients can use language in context more appropriately. The three major deficits that affect language use, Theory of Mind, Central Coherence, and Executive Function, will be explored. The following goals for treatment will be presented along with implementation strategies: the learning of conversation and listening hierarchies, personal narrative skills, and verbally mediated problem solving using 'self-talk'.</p>
<p><b>PYI 543</b></p> <p>Credits: 1-0</p>	<p><b>Advocacy Applications in ASD/Aspergers</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies <b>Prerequisites:</b> Satisfactory completion of the first semester ASD certificate coursework or with permission of the Program Director provided to Registrar's Office via Antioch email. <b>Requirements:</b></p> <p><b>Description:</b> 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. This course will be team taught with sections A &amp; B alternating instructors. Online conferencing will be used. Pre-readings will be assigned.</p>
<p><b>PYI 544</b></p> <p>Credits: 1-0</p>	<p><b>Educational Interventions ASD I</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course is a comprehensive overview of educational methodologies that integrate cognitive and behavioral theory within a developmental framework, to encourage practical application within preschool and elementary classroom settings. Emphasis is placed on direct teaching methods, materials and modifications and the collaboration with allied health providers such as Occupational Therapy, Speech and Language Services and Psychology.</p>
<p><b>PYI 545</b></p>	<p><b>Pragmatic Language Groups</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies</p>

Credits: 3-0	<p><b>Prerequisites:</b> Satisfactory completion of the first semester ASD certificate coursework or with permission of the Program Director.</p> <p><b>Requirements:</b></p> <p><b>Description:</b> 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 children and young adults to practice applications.</p>
<b>PYI 546</b>  Credits: 3-0	<p><b>Advanced Educational Interventions ASD</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies</p> <p><b>Prerequisites:</b> Must be a licensed educator, work in an educational setting or an education student and have satisfactorily completed the first semester ASD certificate coursework or with permission of the Program Director provided to Registrar's Office via Antioch email.</p> <p><b>Requirements:</b></p> <p><b>Description:</b> 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. Pre-readings are assigned.</p>
<b>PYI 549</b>  Credits: 3-0	<p><b>Classic Autism - Advanced Assessment &amp; Intervention</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies</p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> This course will explore working with more severely impaired individuals with Autism. Topics will include ABA, behavioral issues, working with the nonverbal 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.</p>
<b>PYI 550</b>  Credits: 3-0	<p><b>Positive Behavioral Support in ASD</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies</p> <p><b>Prerequisites:</b> Satisfactory completion of first semester ASD certificate coursework or with written permission of the Program Director provided to the Registrar's Office via Antioch email.</p> <p><b>Requirements:</b></p> <p><b>Description:</b> This course will explore the perspectives, values, and components that define Positive Behavior Support including the comprehensive set of procedures that enhance a student's access to typical learning opportunities and meaningful social interactions. Drawing from a broad range of current research in this field, participants will explore multiple interventions and support strategies utilizing a case-study approach that incorporates an understanding of the effect of context, sensory needs, communication challenges, and learning styles on a child's behavior. Case studies that are discussed will be generated by both the instructor as well as by course participants and will be representative of children and youth across the spectrum. A portion of this class will be devoted to supervision of students' final projects demonstrating cumulative knowledge gained from the ASD program. Topics to be covered will include: PBS: Something old, Something new, Something borrowed: A marriage of history and current research; The Link Between Behavior and Context: Using Functional Behavior Assessment to better understand the circumstances that influence and maintain problem behavior; The Impact of Sensory, Social, and Communication Challenges</p>

	<p>on Learning and Participation; Modifying Environments, Adapting Instruction, and Teaching New Skills: Building Positive Behavior Support Plans that Work; Using a Team Model that Build's the Capacity to Provide Positive Behavior Support in Schools. Prereading will be assigned.</p>
<p><b>PYI 552</b></p> <p>Credits: 3-0</p>	<p><b>Career and Lifestyle Counseling</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies  <b>Prerequisites:</b> PY 590A, Fundamentals of Therapeutic Interaction and PYB 526, Human Development: Lifespan &amp; Systems, or equivalent.  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<p><b>PYI 554</b></p> <p>Credits: 3-0</p>	<p><b>Counseling Theories - Models &amp; Approaches I</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies  <b>Prerequisites:</b> PY 590A, Fundamentals of Therapeutic Interaction and PYB 505 Human Development &amp; Diversity.  <b>Requirements:</b></p> <p><b>Description:</b> Counseling Theories, Models and Approaches I is the first in a two-part counseling theories series. This course is designed as an overview of major cognitive, behavioral, and analytic theories of counseling and psychotherapy, along with a focus on the current theories and practices of addictions counseling. Students will have the opportunity to learn theoretical foundations in-depth in both didactic and experiential classroom formats. The course includes simulated counseling sessions in order to allow students the opportunity to practice skills and techniques associated with major counseling theories. Students are encouraged not only to explore all the major theoretical orientations, but also to examine their personal beliefs and values in an effort to develop their own understanding and/or approach to counseling.</p>
<p><b>PYI 555</b></p> <p>Credits: 3-0</p>	<p><b>Counseling Theories - Models/Approach II</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies  <b>Prerequisites:</b> PYI 554 Counseling Theories: Models and Approaches I.  <b>Requirements:</b></p> <p><b>Description:</b> Counseling Theories, Models and Approaches II is the second in a two-part counseling theories series. This course is designed as an overview of major theories of counseling and psychotherapy, with a special focus on established and emerging systemic, transpersonal-existential, and experiential theories and models of counseling and psychotherapy. Students will have the opportunity to learn theoretical foundations in-depth in both didactic and experiential classroom formats. The course includes simulated counseling sessions in order to allow students the opportunity to practice skills and techniques associated with major counseling theories. Students are encouraged not only to explore all the major theoretical orientations, but also to examine their personal beliefs and values in an effort to develop their own understanding and/or approach to counseling.</p>
<p><b>PYI 560</b></p> <p>Credits: 2-0</p>	<p><b>Identification of Problem &amp; Assessment</b></p> <p><b>Competency Area:</b> Individual Assessment and Intervention Strategies  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Students will demonstrate the ability to conduct and interpret a comprehensive functional behavioral assessment, including descriptive and functional analysis. Students will learn how to select appropriate assessment tools, administer assessments, and interpret the data to make research-base decisions for intervention strategies. Upon completion of this course, students will demonstrate competencies in making data-driven recommendations,</p>

	appropriately modifying and accommodating the environment to support their recommendations and best practice with regards to ethical considerations, and selecting functional alternatives when eliminating behaviors.
<b>PYI 562</b>  Credits: 3-0	<p><b>Experimental Evaluation Measurement Behavior</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Students will demonstrate competencies in the areas of single-subject experimental designs, identifying functional relationships, and selecting the appropriate treatment designs. Course content will include methods for observing and recording data, methods for displaying data; and making decisions based upon interpretation and visual analysis of data, and understanding of reliability and validity as it relates to data collection and experimental integrity. Students will be required to conduct literature reviews to supplement their knowledge of research-based practices. The area of concentration for this seminar is direct instruction and discreet trial instruction.</p>
<b>PYI 562</b>  Credits: 3-0	<p><b>Research Methods in Behavior Analysis</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Students will demonstrate competencies in the areas of single-subject experimental designs, identifying functional relationships, and selecting the appropriate treatment designs. Course content will include methods for observing and recording data, methods for displaying data; and making decisions based upon interpretation and visual analysis of data, and understanding of reliability and validity as it relates to data collection and experimental integrity. Students will be required to conduct literature reviews to supplement their knowledge of research-based practices. The area of concentration for this seminar is direct instruction and discreet trial instruction.</p>
<b>PYI 564</b>  Credits: 1-0	<p><b>Treatment Approaches ASD</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies  <b>Prerequisites:</b> Successful completion of first semester ABA courses.  <b>Requirements:</b></p> <p><b>Description:</b> This course will provide students with an overview of conventional, complimentary, and controversial treatments and interventions. Students will conduct literature reviews to critically evaluate treatments and interventions so as to differentiate behavior analytic from non-behavior analytic interventions. Students will evaluate interventions for their effectiveness, efficacy, and side effects. Students will research the relevance, reliability, validity, and proper use of various assessment instruments.</p>
<b>PYI 704</b>  Credits: 3-0	<p><b>Advanced Seminar - Integrative Psychotherapy</b></p> <p><b>Competency Area:</b> Intervention  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This is a skills-based seminar where students learn to combine different theoretical orientations and therapy techniques to provide maximally effective help. While based on theoretical and research literature, the focus is on the development of therapy integration skills. Integrative techniques will be drawn from the cognitive-behavioral, psychodynamic, psychophysiological, and spiritual conceptualizations of emotional recovery. Clinical areas to be covered include depression, anxiety, trauma, eating disorders, and borderline personality disorder.</p>
<b>PYI 705</b>  Credits: 3-0	<p><b>Advanced Seminar - Forensic Psychology</b></p> <p><b>Competency Area:</b> Assessment  <b>Prerequisites:</b>  <b>Requirements:</b></p>

	<p><b>Description:</b> 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.</p>
<p><b>PYI 707</b> Credits: 2-0</p>	<p><b>Advanced Seminar - Mindfulness</b></p> <p><b>Competency Area:</b> Intervention <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course explores the implications and applications of mindfulness - moment-to-moment awareness and acceptance of one's experience (Germer, 2005) - to various aspects of the clinical enterprise. Students will learn how mindfulness training can be directly applied to the alleviation of patient suffering. In addition, students will learn how their own mindfulness practice can enhance their therapeutic relationships and personal well-being.</p>
<p><b>PYI 708</b> Credits: 3-0</p>	<p><b>Advanced Seminar - Spirituality &amp; Religious Issues</b></p> <p><b>Competency Area:</b> Intervention <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course will present a rationale for training clinical psychologists to attend to clients' spiritual and religious issues. Students will develop a working definition of spirituality and religion. To enhance students' multicultural competence, we will delineate the core tenets of the five largest organized religions in the United States (Judaism, Christianity, Islam, Hinduism, and Buddhism). Students will learn to assess religious and spiritual problems and identify some of the key spiritual issues that might arise during the course of therapy (e.g., 12-Step Programs, mindfulness, acceptance, forgiveness, hope, serenity, atheism/agnosticism, death and dying, etc.). The course will also outline potential interventions and explore ways of incorporating spiritual and religious issues into the treatment of clients. The second focus of the course is intended to enhance the self-awareness of students' spiritual identity as it impacts their clinical performance. Students will explore their own core values, assumptions, and biases regarding issues of spirituality and religion.</p>
<p><b>PYI 711</b> Credits: 0</p>	<p><b>Advanced Seminar: Integrated Care</b></p> <p><b>Competency Area:</b> Intervention &amp; Relationship <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> This course provides an overview of the emerging science and practice of integrated care - the provision of behavioral health services in medical settings (and vice versa) through the collaborative, interdisciplinary efforts of mental health and medical practitioners. The course covers the scientific, pragmatic, and humanitarian rationales for integrated care; the conceptual underpinnings of the approach; the application of the concept in various contexts and settings; the role of the behavioral health provider and the critical ingredients of effective communication and collaboration in an interdisciplinary context; the psychosocial treatment methods most suitable to this type of work; and the emergent need to adopt more of an evidence-based/population perspective in healthcare settings. The course will offer the opportunity not only for didactic instruction, but also to interact with professionals integrating care in a number of settings, apply the concepts to clinical work with specific patient populations, and practice the requisite skills.</p>
<p><b>PYP 696</b></p>	<p><b>Practicum in Mental Health Counseling</b></p>



Credits: 2-0	<p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Concurrently with the Practicum Seminar, students must do a practicum at an approved site totaling 300 hours with 40 hours of direct service. Please see the CMHC Clinical Training Manual for specific guidelines. Students who are interested in concentrating in substance abuse counseling may complete their substance abuse counseling experience this year. Students are advised to check their state licensure requirements pertaining to practica requirements.</p>
<b>PYR 875</b>  Credits: 1-0	<p><b>Doctoral Research Seminar I</b></p> <p><b>Competency Area:</b> Research Methodology  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> The aim of this two-year long sequence is to facilitate students' development and completion of a doctoral dissertation. During this first semester the emphasis is on helping each student to select a topic which touches upon a theme or area of genuine interest or concern, and to design a realistic dissertation proposal using appropriate methodology. The instructor for each section will also serve as the Chair of the Dissertation Committee for members of the section.</p>
<b>PYR 876</b>  Credits: 2-0	<p><b>Doctoral Research Seminar II</b></p> <p><b>Competency Area:</b> Research Methodology  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course is a continuation of Doctoral Research Seminar I.</p>
<b>PYR 877</b>  Credits: 2-3	<p><b>Doctoral Research Seminar III</b></p> <p><b>Competency Area:</b> Research Methodology  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course represents a continuation and intensification of the dissertation process begun in the third year with Doctoral Research Seminars I and II.</p>
<b>PYR 878</b>  Credits: 1-0	<p><b>Doctoral Research Seminar IV</b></p> <p><b>Competency Area:</b> Research Methodology  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course is a continuation of Doctoral Research Seminar III.</p>
<b>PYS 701</b>  Credits: 3-0	<p><b>Advanced Seminar - Countertransference/Supervision</b></p> <p><b>Competency Area:</b> Management and Supervision  <b>Prerequisites:</b> Advanced Seminar: Object Relations Theory (PY 737A) or Advanced Seminar: Contemporary Psychoanalytic Practice (PYC 712)  <b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<b>PYS 723</b>	<p><b>Supervision</b></p> <p><b>Competency Area:</b> Management and Supervision  <b>Prerequisites:</b></p>

Credits: 2-0	<p><b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<p><b>PYS 775</b></p> <p>Credits: 1-0</p>	<p><b>Public Policy &amp; Advocacy</b></p> <p><b>Competency Area:</b> Management and Supervision  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course presents theory, practice, and research applicable to understanding public policy and advocacy. This includes an advanced discussion of the professional psychologist as a change agent in the larger social, political, and economic contexts, and the professional psychologist's roles within private and public sectors. An experiential approach will be utilized in order to provide students with 'hands on' opportunities as a way to achieve students' learning objectives. The course begins with a focus on health care and mental health care policy and advocacy on a national level. Students will explore the role of psychologist as advocate in the formation and implementation of public policy at the national, state and local levels. Students will have the opportunity to research a mental health policy issue and pursue ways to advocate for the policy. Students will work on briefing papers, constituent letter, an opinion editorial and a public service announcement. Issues include health care and mental health care reform, public policy and cultural competence, health disparities, psychology in the public interest, the effects of policy on psychological practice, prescriptive authority and psychologist as advocate.</p>
<p><b>PYS 776</b></p> <p>Credits: 2-0</p>	<p><b>Advanced Seminar - Conflict Resolution Theory and Practice</b></p> <p><b>Competency Area:</b> Social Aspects of Behavior  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will examine potential ways to integrate theories and practices of conflict resolution in the treatment of individuals, couples, families, small groups, and societal problems. We will explore various psychotherapy approaches (e.g., cognitive-behavioral, narrative, and psychodynamic) from the perspective of resolving intrapsychic and interpersonal conflicts. We will also consider how theories and practices of mediation and negotiation interface with a range of psychotherapy interventions. Students will complete a project that applies theories and practices of conflict resolution to their area of special interest in clinical practice.</p>
<p><b>PYS 780</b></p> <p>Credits: 1-0</p>	<p><b>Health Service Delivery Systems</b></p> <p><b>Competency Area:</b> Management and Supervision  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course presents theory, practice, and research applicable to understanding the health service delivery system. This includes an advanced discussion of the professional psychologist as a change agent in the larger social, political, and economic contexts, and the professional psychologist's roles within private and public sectors. An experiential approach will be utilized in order to provide students with 'hands on' opportunities as a way to achieve students' learning objectives. Initially the course will focus on an overview of the current National Health Service delivery system. This will include exploration of the influence of culture and society on mental health, the effects of public policy on the delivery of mental health services, the impact of managed care on systems of service delivery, ethical and moral issues associated with managed care. In addition, students will form learning teams based</p>

	<p>upon their personal interests and passions. Learning teams will research their areas of interest and develop a program (i.e., a method of service delivery) in response to an existing funding source. Included in this section are issues involving assessing community need, program design and development, program evaluation, service outputs, outcome management, evidence-based practices, staff resources and budgets.</p>
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## **Antioch University New England Academic Calendar 2012-2013**

### **Summer Session 2012**

- May 12: Classes begin
- May 28: Memorial Day—campus closed, no classes
- June 1: Deadline to drop courses
- July 4: Independence Day—campus closed, no classes
- August 12: Last day of classes
- August 17: Final day of summer session

### **Fall Semester 2012**

- August 25: Classes begin
- September 3: Labor Day—campus closed, no classes
- September 14: Deadline to drop courses
- October 12: Term A ends
- October 20: Term B begins
- November 20-25: Fall break—no classes
- November 22-25: Thanksgiving Holiday—campus closed
- December 9: Last day of classes
- December 16: Term B ends
- December 10-17: Final Projects and Exams Week
- Dec. 22 – Jan. 1: Holidays—campus closed

### **Winter Session 2013**

- January 5: Classes begin
- January 9: Deadline to drop courses
- January 18: Last day of classes

### **Spring Semester 2013**

- January 19: Classes begin
- January 21: Martin Luther King Day—campus closed, no classes
- February 8: Deadline to drop courses
- February 18: President's Day—campus closed, only PsyD classes meet
- March 8: Term A ends
- March 11-15: Spring Break—no classes
- March 16: Term B begins
- May 6: Last day of classes
- May 7-13: Final Projects and Exams Week
- May 10: Term B Ends
- May 18: Commencement

**\*All dates are subject to change.**

## Registration & Financial Deadlines 2012-13

### Fall Semester 2012

#### 8/25/12 – 12/17/12 Semester Start and End Dates

8/25/2012 Class lists with credit awards for Summer 2012 courses due to academic departments from faculty

8/25/2012 First Extension Deadline for Summer 2012 courses – Work due to faculty from students with 1st extensions

9/14/2013 Deadline to drop courses

9/21/2012 Final day faculty will accept course documentation from prospective November 2012 graduates

10/19/2012 Deadline to add practica / internship credits and to submit contracts for Supervised Independent Studies,

10/19/2012 Final day course credit awards will be accepted by the Registrar from faculty for prospective November 2012 graduates

11/1/2012 Financial Aid deadline for new Spring 2013 students

11/17/2012 Official degree conferral date for Summer 2012 finishing students

12/3/2012 Spring web registration opens; tuition due for continuing students

12/21/2012 Spring web registration deadline for continuing students

12/22/2012 Late registration and payment fees assessed for continuing students

12/22/2012 Web registration suspends until January 2, 2013

### Winter Session 2013

1/5/2013 First Day of Classes

1/9/2013 Deadline to drop classes

1/18/2013 Last Day of Classes

### Spring Semester 2013

#### 1/19/13 – 5/13/13 Semester Start and End Dates

1/14/2013 Class lists with credit awards from Fall 2012 courses due to academic departments from faculty

1/14/2013 First extension deadline for- Fall 2012 courses – Work due to faculty from students with 1st Extensions

2/8/2013 Deadline to drop courses

2/19/2013 Final day faculty will accept course documentation from prospective April 2013 grads.

3/1/2013 Financial Aid deadline for continuing students, new summer students, and new fall doctoral students

3/15/2013 Deadline to add practica / internship credits and to submit contracts for Supervised Independent Studies,

3/18/2013 Final day course credit awards will be accepted by the Registrar from faculty for prospective April 2013 graduates

4/9/2013 Summer web registration opens; tuition due for continuing students

4/13/2013 Official degree conferral date for Fall 2012 finishers

5/12/2013 All coursework due to faculty from prospective July 2013 graduates

5/13/2013 Summer web registration deadline for continuing students

5/14/2013 Late registration and payment fees assessed – continuing students

**\*All dates are subject to change.**