

# ANTIOCH UNIVERSITY

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## NEW ENGLAND

### Academic Catalog 2014-15

*This document includes Antioch University New England's list of active courses with associated details and the 2014-2015 Student Handbook with all attendant policies and procedures.*

*Updated 11.14.14*

## ACCREDITATION

Antioch New England University is one of five campuses of Antioch University which is accredited by the [Higher Learning Commission](#). The Higher Learning Commission is an independent corporation and one of two commission members of the North Central Association of Colleges and Schools (NCA), which is one of six regional institutional accreditors in the United States. The Higher Learning Commission accredits degree-granting post-secondary educational institutions in the North Central region. See the Higher Learning Commission website for its student complaint process.



Higher Learning Commission of the North Central Association of Colleges and Schools  
30 North LaSalle Street, Suite 2400  
Chicago, IL 60602-2504  
(800) 621-7440 // (312) 263-0456 // Fax: (312) 263-7462

Antioch University has had continuous accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1927. A complete list of Antioch University academic programs that have been granted programmatic or specialized accreditation is available [online here](#).

Antioch University's accreditation further includes federal government recognition, making Antioch University's students fully eligible for a variety of financial aid assistance, including grants, scholarships, and loans. Antioch University New England 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 is a private, non-profit 501 (c)(3) institution.

- Antioch University New England is authorized for operation in the state by the State of New Hampshire Department of Education. All Antioch University New England degree programs are also approved by the [New Hampshire Department of Education – Division of Higher Education – Higher Education Commission](#).
- The Dance/Movement Therapy Program was one of the first to be approved by the [American Dance Therapy Association](#) (ADTA).
- Clinical Mental Health Counseling Program is accredited by the [Council for Accreditation of Counseling and Related Educational Programs \(CACREP\)](#)
- The Marriage and Family Therapy Program is accredited by the [Commission on Accreditation for Marriage and Family Therapy Education](#) (COAMFTE).
- Teacher certification programs are approved by the [New Hampshire Board of Education](#).
- The Doctoral Program in Clinical Psychology is fully accredited by the [American Psychological Association](#).
- Antioch University is composed of [Antioch University Midwest](#), located in Yellow Springs Ohio, [Antioch University New England](#) in Keene, New Hampshire, [Antioch University Seattle](#), [Antioch University Los Angeles](#), and [Antioch University Santa Barbara](#)

*The Antioch University New England (AUNE) Academic Catalog is published annually. It provides information about the University and defines the policies, procedures and requirements that apply to all students beginning an academic program in this catalog year. It also provides descriptions of all courses currently approved by the faculty at AUNE (information regarding specific semester scheduled offerings of these courses is available to enrolled students). Every effort is made to ensure that the degree requirement and course information, applicable policies, and other materials contained in the AUNE Catalog are accurate and current.*

### Disclaimer Clause

*This Student Catalog is provided, in part, to summarize current tuition rates, fees, curricula, course offerings and the major university policies affecting your rights and responsibilities as a student. The actual policies may be found on the University website. The university reserves the right, in its sole discretion, to amend or remove current policies or to adopt new policies, as it deems necessary or appropriate from time to time. Therefore, it is the student's responsibility to visit the policy section of the website frequently to be kept informed of all current policies and their effective dates. The University also reserves the right to change tuition, fees, curricula and course offerings and other matters contained in this Catalog at any time, without notice. Requests for further information should be addressed to Office of the Registrar, AUNE, 40 Avon Street, Keene NH, 603-283-2470 phone, 603-355-1160 fax, [registrar.aune@antioch.edu](mailto:registrar.aune@antioch.edu)*

## LETTER FROM THE PRESIDENT

On behalf of all faculty and staff, I am pleased to welcome you to Antioch University New England (AUNE). Our AUNE community comprises 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.

The Academic Catalog 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 satisfying and professionally rewarding.

Stephen B. Jones, PhD  
President

## UNIVERSITY POLICIES AND PROCEDURES

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. Find all AU policies at [http://aura.antioch.edu/au\\_policies/](http://aura.antioch.edu/au_policies/)

### Overview of Antioch University Student Policies

As a student at Antioch University, you have certain rights and responsibilities. While you may never need to immerse yourself in many of the policies below, we expect you to familiarize yourself with them. To that end, [Antioch University policies](#) are gathered here with a quick overview of the contents and a link for convenient access to the full details.

Individual academic and administrative departments may have operating procedures that are more specific to your campus or academic program. Please also stay informed by referring to any student handbooks or academic program guides.

### Which policy applies?

Resolution for different kinds of issues needs to be pursued through the policy most relevant to the problem at hand. Again, this is just a quick guide and the entire policy should be consulted.

Policy	Policy Name	Overview of Policy	Policy URL
4.607	<b>Sexual Harassment and Sexual Violence Policy</b>	This policy informs students and employees about the University's prohibitions of all forms of unlawful sex discrimination directed at both students and employees, including sexual harassment, gender harassment, and sexual misconduct. This policy includes both efforts at prevention and steps to ameliorate the effects of violations.	<a href="http://aura.antioch.edu/policies_400_6x/12/">http://aura.antioch.edu/policies_400_6x/12/</a>
6.101	<b>Disability Support Services Policy</b>	This policy outlines the steps one must take to request reasonable accommodation for a disability, provides a directory of the staff members on your campus who can help you with this, and a variety of other relevant items. It also includes the process of how to file a grievance related to disability.	<a href="http://aura.antioch.edu/policies_600_1x/1/">http://aura.antioch.edu/policies_600_1x/1/</a>
6.102	<b>Student Academic Rights and Freedom</b>	This policy informs students and faculty of the university's expectation regarding students' academic freedom as well as the responsibilities that students accept as members of the academic community.	<a href="http://aura.antioch.edu/policies_600_1x/7/">http://aura.antioch.edu/policies_600_1x/7/</a>
6.103	<b>Student Conduct Policy</b>	This policy informs students and student organizations general notice of the required standards of conduct,	<a href="http://aura.antioch.edu/policies_600_1x/2/">http://aura.antioch.edu/policies_600_1x/2/</a>

		the nature of prohibited behavior, and their rights and responsibilities during a disciplinary process, should one arise.	
6.105	<b>Student Academic Integrity</b>	The purpose of this policy is to establish and communicate the university's standards of student academic integrity, the nature of prohibited behavior, and the protection of students' rights as well as expectations regarding students' responsibilities during the disciplinary process. It touches on areas such as clear expectations about thorough attribution of sources in writing and presentations, avoiding plagiarism, and the standards of academic honesty.	<a href="http://aura.antioch.edu/policies_600_1x/6/">http://aura.antioch.edu/policies_600_1x/6/</a>
6.109	<b>Student Grievance Policy</b>	The purpose of this policy is to provide students with a mechanism to address <i>non-academic</i> actions taken by others within the University community about which students believe they have legitimate grounds to grieve.	<a href="http://aura.antioch.edu/policies_600_1x/5/">http://aura.antioch.edu/policies_600_1x/5/</a>
6.111	<b>Academic Appeal Policy</b>	The purpose of this policy is to provide students with a mechanism to address specifically academic actions taken by faculty or administration which students believe they have legitimate grounds to appeal. Complaints related to academic warning, academic probation and academic dismissals; assessment of satisfactory academic progress; or unfair, inconsistent, or inequitable treatment in a program may also be appealed under this policy.	<a href="http://aura.antioch.edu/policies_600_1x/4/">http://aura.antioch.edu/policies_600_1x/4/</a>
6.119	<b>Satisfactory Academic Progress</b>	The purpose of this policy is to inform students of the University's expectation regarding the review and assessment of satisfactory academic progress, the relationship of satisfactory academic progress to a student's eligibility for financial aid, as well as students' right of appeal.	<a href="http://aura.antioch.edu/policies_600_1x/9/">http://aura.antioch.edu/policies_600_1x/9/</a>
6.127	<b>Student Organizations, Speech and Publications</b>	This policy sets forth students' rights and responsibilities as well as University expectations with regard to the establishment of conduct of	<a href="http://aura.antioch.edu/policies_600_1x/3/">http://aura.antioch.edu/policies_600_1x/3/</a>

		student organizations and student publications.	
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If you have any questions about policies and their application, please contact your campus Chief Services Officer:

Leatrice Oram

Associate Vice President for Academic Affairs & Chief Student Services Officer

loram@antioch.edu

## Academic Calendar 2014-2015

### Summer Session 2014

May 19: Summer Session begins  
May 26: Holiday – campus closed, no classes  
June 6: Summer Session Add/Drop Deadline  
July 4: Holiday – campus closed, no classes  
August 22: Summer Session ends

### Fall Semester 2014

August 23: Classes Begin  
September 1: Holiday – campus closed, no classes  
September 12: Add/Drop Deadline  
November 25 – 28: Fall break – no classes  
November 27 – 30: Holiday – campus closed  
December 16: Classes End  
December 24- January 4 Holiday – campus closed

### Spring Semester 2015

January 10: Classes Begin  
January 19: Holiday – campus closed, no classes  
January 30: Add/Drop Deadline  
February 16: Holiday – Classes for Clinical Psychology only  
March 9 – 13: Spring Break Week (ES Break continues through 3/20)  
May 10: Classes End  
May 16 Commencement

Please see website for all [Registration and Financial Deadlines](#)

The University may elect in its sole discretion to revise the academic calendar and the tuition refund policy during the current catalog year. Any change will be published with 30 calendar days' notice prior to the effective date. Students are encouraged to review the online catalog periodically for future amendments.

# CAMPUS POLICIES AND PROCEDURES

## Campus Resources

### **Integrated Student Services**

Services that help students enroll and maintain their student status 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 "People & Offices" on the AUNE website for helpful information, including current tuition and fees, how to apply for financial aid, academic calendars, course registration information, how to order transcripts, and much more.

### **Access to Forms:**

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

### **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.

### **Academic 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.

### **Bookstore**

Books for classes may be purchased at the online [Antioch University New England bookstore](#) on the website. Students may view textbooks and course materials associated with their registered courses. The Bookstore also provides the option to rent books and buy back books.



## **Career Services**

Antioch University New England assists students in planning their careers and seeking employment in several ways. The primary route is through myCareer Planner, an online career counseling tool for AUNE students, available through the myCareer Planner button on [AUDirect](#). Also, 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.

## **Counseling Services**

AUNE has two resources students can access for counseling services, the [Antioch Psychological Services Center](#) and the [Couple and Family Therapy Institute](#).

### **Psychological Services Center (PSC)**

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.

### **Couple and Family Therapy Institute (CFTI)**

The Couple and Family Therapy Institute (CFTI) operates to serve two primary purposes: to provide high-quality, low-cost, and confidential clinical services to residents and families of Keene and surrounding communities, and to train excellent family therapists. CFTI therapists provide individual, couple, marriage, and family therapy in our state-of-the-art clinic. Our therapists are master’s and doctoral

students in the Marriage and Family Therapy Program at Antioch University New England, and are supervised by faculty who are Licensed Marriage and Family Therapists and Approved Supervisors by the American Association for Marriage and Family Therapy.

### **Drug-Free Workplace**

Please see Antioch University's policy on drug-free workplace.

### **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**

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

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.

### **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](#).

### **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.

### **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.

### **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.

1. All room requests, whether for individual use or group activities, must be sponsored by an Academic department, cleared by the department chair, 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. Departments book conference rooms directly through Google Calendar; conference room bookings do not appear on the building schedule unless a room request form is submitted once conference room is booked.
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 ask 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 and acknowledged.
6. Use of first and second floor lobby areas is arranged by the process noted above.

7. Since there is no full-time room scheduler on staff, room requests should be submitted with a minimum of 5 working days' notice. The building schedule – posted in the lobby – can be used to determine which rooms are available in the event a room is needed on a short term basis.

### **Student Health Insurance**

Antioch University New England as an institution does not offer student health insurance. Students should contract privately with a vendor to obtain health insurance or [enroll under the Affordable Care Act](#).

### **Student Identification Cards**

Student Identification Cards are available upon request from the Registrar's Office for use while you are enrolled.

### **Support for Writing and Presentations:**

The **AUNE Writing Center**, located in the library, offers free peer support for all parts of the writing process, including brainstorming and starting an assignment; organizing and structuring a draft; revising at the paragraph and sentence level; polishing near-final work; integrating your sources, and more. The AUNE Writing Center also supports Power Points, Prezis, Resumes, Cover Letters, and CVs.

Support at the **AUNE Writing Center** is available in via face-to-face, phone, or skype sessions. You can see our schedule, make appointments, and access resources at the Writing Center website, <http://www.antiochne.edu/writingcenter/>.

For written feedback on writing, you can submit your work to the **Virtual Writing Center**, which operates out of Antioch Seattle and is available to all AU students. You can submit a paper to the VWC at <http://www.antioch.edu/vwc/> and you will receive a response in 24-48 hours.

### **Support for Research & Audiovisual Services**

The **AUNE Library** offers research support, both face-to-face and long-distance via telephone, email, Gchat, and Skype. Your librarian is available weekdays 9 - 4:30 and by appointment to discuss topics, research strategies, citation management, and more. For more information about the AUNE Library, visit our website: <http://www.antiochne.edu/library/>

In addition to books, DVDs, and journals, the library has a large collection of audiovisual equipment available for checkout. For a complete list of AV equipment and borrowing guidelines, visit this page: <http://www.antiochne.edu/library/audiovisual-services/>

Any research materials that the library does not own can be requested through our excellent Interlibrary Loan service: <https://antioch.illiad.oclc.org/illiad/logon.html>

### **Antioch University New England Technology Requirements**

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.

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 365](#): Get a 4-year subscription to every new Office app
- [Open Office](#): 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 Free Antivirus](#)

- [Norton Anti-Virus](#)
- [McAfee Virus Plus](#)

### **Malware/Spyware Protection**

- [AdAware](#)
- [SpyBot + AV](#)

### **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
- [Zotero](#): Citation management program for capturing citations and creating bibliographies (must be using FireFox as your Web browser)
- [QuickTime Player / iTunes](#): For playing multimedia files, podcasts, and streaming video
- [Windows Media Player](#): For playing multimedia files
- [Adobe Flash Player](#): For playing animations and Adobe Flash web content (multimedia)
- [RealPlayer](#): For playing specific streaming media – Look for the FREE RealPlayer download.

### **Campus Security Information**

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

#### **Campus Security**

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 Director of Facilities Services or the Assistant Vice President for Academic Affairs. 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.

### **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 <http://ope.ed.gov/security/>

### **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. Please do not take it upon yourself to drive anyone to a hospital or attempt to intervene; emergencies require expert attention.

#### **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 Academic Affairs (x2150 or x2444), 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) or the facilities staff member on duty (cell number 603.762.4852)



# 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**

Students completing a one-year full-time internship will need to pay for three semesters of internship, though they must be registered for every semester on internship. Students completing a two-year half-time internship must pay and register for six semesters of internship.

### **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 Internship Continuation Fee**

All Dance Movement Therapy Students must register and pay the Internship Continuation fee for each term following their last scheduled semester of coursework, until the internship is credited in the Registrar's Office.

### **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, eurythmy, 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.

### **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 \$35, 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.

**Scholarships and Grants**

Visit [AUNE Financial Services](#) for a list of grants and scholarships available.

**Satisfactory Academic Progress (SAP)**

SAP is a figure calculated each semester that determines students' progress towards completion within the semester itself, cumulatively, and in overall time to completion. Students who are deemed to be on Academic Probation must appeal to remain eligible for financial aid. Please see the [full policy on Satisfactory Academic Progress](#) located in AUDirect.

**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.

**Leave of Absence Status and Financial Aid**

A student, who goes on 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 Leave. If the loan is disbursed before a student goes on leave 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 Leave, 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.

### **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 either the Clinical Psychology or Marriage and Family Therapy doctoral program, tuition is assessed by semester. For students enrolled in any other 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 for each program. For detailed tuition and fee information, see <http://www.antiochne.edu/financial/tuition-fees/>.

### **Veterans' Benefits**

Antioch University New England is approved for Veterans' Benefits. Those who are eligible may see the Registrar or the Student Accounts Office 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 six or more credits in the fall and spring semesters and three or more credits in the summer semester will be certified as full-time. You may also be certified for half-time (3 credits) benefits in the fall and spring semesters.
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 the Registrar Office. (To protect your privacy and ensure authenticity of communications from students, email from outside email accounts cannot be accepted.) Withdrawal requests 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 original semester due date — no Incomplete grades will be posted.

Incomplete courses from previous semesters will automatically be graded as No Credit (NC)s as of the withdrawal date.

The University may elect in its sole discretion to revise the academic calendar and the tuition refund policy during the current catalog year. Any change will be published with 30 calendar days' notice prior to the effective date. Students are encouraged to review the online catalog periodically for future amendments.

### **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:

### **Date Change of Status Form**

<b><u>is received by Registrar's Office</u></b>	<b><u>Amount of Tuition and Fees Refunded</u></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 % of semester completed (prior to completing 60% of the semester)
After completion of 60% of the semester:	0 percent

NOTE:

1. Calculation of tuition and fees to be refunded is based on the expectation of the student's program sequence. **The Hold Place Fee is non-refundable.**
2. As Antioch University campuses integrate their technology and student accounts systems, the refund schedule will be changing next academic year to a universal schedule, versus a calculated percentage of an academic term.

**Return of Federal Funds Policy**

The financial aid office recalculates federal financial aid\* eligibility for students who withdraw, drop out, are dismissed, or take 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**

### **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.

### **Attendance Requirements for Online Courses**

Every student's class attendance and participation are essential to the learning process. "Attending class" means logging on to the course. Students are expected to attend class every week or as specified by the instructor.

For the purposes of online work, an absence is defined as "not logging on at least once during a standard seven-day calendar week." It is expected that students will be absent only under extreme circumstances, such as illness or family emergencies.

The student is responsible to initiate a conversation with faculty regarding a planned absence. Additional work may be assigned to make up for lost classroom time. If there is sufficient time remaining during the course for all required work, including make-up assignments, to be submitted by the date of the last class, credit may be awarded. If additional time is needed, an incomplete may be awarded, subject to the usual guidelines and deadlines for completion of the work. Unauthorized absences may result in forfeit of credit.

No student who has more than one absence in a course lasting seven or eight weeks or more than two absences for a course lasting sixteen weeks may receive credit or be eligible for an incomplete.

In general, courses for which a student receives no credit may be re-taken once without prior authorization. Some courses may not allow a re-take opportunity, as specified in the program handbook. For courses that do allow a re-take, students may petition for a third attempt to satisfy certificate or degree requirements. In the petition, students must document the measures that they have taken to ensure success on the third round. Students will be required to register and pay all associated fees for each course that is re-taken. The student's graduation date will be adjusted accordingly.

### **Audit**

In order to successfully audit a course, you must 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. Requests for Audit must be made to the Registrar's Office before the drop

deadline as indicated on the Academic Calendar each term. You will be charged the appropriate Audit Per Credit Fee. Students registering for credit have priority over students registering for audits. The standard drop deadlines specified in the Academic Calendar apply for consideration of a tuition refund associated with this change. Although requests to change from credit to audit after the drop deadline may be granted, there would be no tuition refund after this date. Students changing from Audit to Credit will incur additional tuition charges based on this change. Audits do appear on a student's transcript, and are graded as AU. No such changes will be allowed after the Withdraw/No Credit deadline in any semester.

### **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 and/or academic advisor. 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 may have to fulfill a new set of degree requirements.

- If you are changing a **concentration within your program** and department you would use the appropriate form (Change of Status), obtain departmental signatures and submit to the Office of the Registrar 60 days prior to when the change is to take effect. Submitting a Change of Status form has no effect on your registration, students are expected to adjust their own course schedule on myAntioch, or contact the Registrar Office after the drop deadline.
- If, however, you wish to **change programs entirely (within your department)** you would speak to your program director, and that of the program you wish to change to. You may be directed to contact the Admissions Office to complete part of the admissions process such as interviewing with the new program. If you are not directed to Admissions you would use the appropriate form (Change of Status), obtain departmental signatures and submit to the Office of the Registrar 60 days prior to when the change is to take effect. Submitting a Change of Status form has no effect on your registration, students are expected to adjust their own course schedule on myAntioch, or contact the Registrar Office after the drop deadline.
- If you wish to **change to a program in another Academic Department** at Antioch, speak with your current Program Director and submit a signed Change of Status form to *withdraw* from your current program and department. Contact the Admissions Department to determine what steps of the admissions process you would need to complete, such as interviewing with the new department. Your record would be reactivated through the admissions new student process.

### **Changing Your Registration**

Any changes to your schedule must be done by you online using myAntioch. Courses can be added or dropped, by you, during open registration periods and through the drop deadline once a term starts. 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 (W), Withdrawal No Credit (WNC), or No Credit (NC), and you are responsible for the tuition. Withdrawals and No Credits negatively affect Student Academic Progress (SAP) calculations. It is imperative to follow registration instructions each term.

**Please Note:** Faculty access for online grading is determined by your registration in their section, and your transcript is derived from your registration from each semester. It is imperative that you check your



registration instructions and degree requirements each term to make sure you are registered for every course and correct section you are attending and for the courses you need for degree completion. Students are responsible for checking their class schedule on myAntioch at the beginning of each term to verify registration, course schedule and room assignment. Students should also check their schedule at the drop deadline: only those courses that are registered for are eligible to receive credit.

Adding or withdrawing from courses after the end of the term is not allowed and may result in additional semesters of registration and tuition payments and/or assignment of No Credits.

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. See [Academic Appeal policy](#).

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

Students are responsible for registering prior to the first day of each semester or requesting a [Leave of Absence](#). AUNE's graduate programs are often cohort- based and planned around continuous enrollment. Failure to register may result in appropriate administrative registration and related charges.

These actions may also affect your Satisfactory Academic Progress. Students are only allowed three semesters of Leave of Absence in a degree program; students in dissertation or master's project/thesis continuation are not eligible for Leave of Absence unless it is a documented medical emergency. See Leave of Absence Policy for details.

### **Petitions for Exceptions to Registrar Policies**

Petitions for exceptions to registrarial policies or procedures must be submitted in writing with supporting documentation using the appropriate form available on the website. Students will be notified in writing of the adjudication of their petitions within 30 days. AUNE reserves the right to assess a special services fee in conjunction with University policy.

### **Non-Matriculated Student 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; see below). Non-matriculated students may apply only six credits earned as a non-matriculated student to an AUNE degree program. There is otherwise no limit on how many courses one can take as a non-matriculated student if one has no intention of applying those credits toward a degree.

Non-matriculated Students cannot earn Internship or Practicum credits or register for SISs as advisory or supervision services required on Internship or Practicum and SIS work are only provided to matriculated students. 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.

**Note:** For Non-BA applicants: Courses taken as a non-matriculated student are considered as part of a non-BA applicant's admissions portfolio and cannot be counted toward fulfillment of degree requirements.

### **Registration process for non-matriculated students**

Please refer to the current [non-matriculated student enrollment form](#) for explicit registration timelines and instructions.

### **Satisfactory Academic Progress (SAP)**

SAP is calculated each semester to determine students' progress towards completion within the semester itself, cumulatively, and in overall time to completion. Students not making satisfactory academic progress may be placed on Academic Warning and then Academic Probation. Students who are deemed to be on Academic Probation must make an academic improvement plan with their program and must appeal to remain eligible for financial aid. Please see the [full policy on Satisfactory Academic Progress](#).

**Note:** Doctoral students in Clinical Psychology are subject to additional policies regarding academic progress. Please see the departmental handbook for more information.

### **Vouchers**

The following policies apply to supervisors of Antioch interns in regard to taking courses as a voucher student at Antioch University New England:

1. For each semester of supervision, the supervisor providing the training is entitled to attend one course. The number of credits offered for the course is irrelevant.
2. Tuition charges are waived.
3. The supervisor must take advantage of the privilege either during the semester of the supervision, or within the following two semesters.
4. Supervisors using vouchers are considered non-matriculated students subject to all policies and procedures as listed above.
5. Vouchers may not be used in lieu of tuition payments for matriculated students in any program. We do, however, honor voucher carried by matriculated students, permitting them to earn credits beyond the maximum allowable under the existing schedule.
6. Vouchers are non-transferable; vouchers may be used by the supervisor only.
7. There is a voucher section to fill out on the [non-matriculated student registration form](#). Student/supervisor info will be verified electronically; no physical vouchers are required.

Non-matriculated Student applications are available on the AUNE website and are required for each semester of study. Non-matriculated student applications are processed 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**

At this time, 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 (see [SAP policy](#))
- 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 Student Academic Integrity policy](#))

Financial:

- For failure to meet tuition and financial obligations to AUNE

All disenrollments will be processed through the Office of the Registrar. Disenrollment may be appealed by following the student grievance procedure. For further information regarding the taking of Leaves of Absence or disenrollment, see the 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 internships and/or for dissertation will be considered at least half-time students for new loan and loan deferment purposes. You must register for dissertation continuation until and including the semester you defend and deposit. If you deposit your dissertation prior to the drop deadline of the new semester, your dissertation advising fee will be refunded for the upcoming 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 the semester may result in disenrollment from AUNE.

### **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.

### **Drop/Add**

**How to Add a Course:** Students may add a course through web registration on myAntioch. Full instructions are available in the Registration Instructions on the Website.

**When to Add a Course:** The deadlines for adding full semester courses are shown in the Academic Calendar. Academic departments may limit course adding after the second week of class. Partial semester/weekend courses can be added up to one week before the course start date.

### **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 registration Instructions on the Website. Students cannot drop their entire schedule for a term in myAntioch. Please contact the Registrar's Office with questions regarding this process.

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

ALL DROPS must be done by the DROP Deadline as shown on the Academic Calendar. After that deadline, students remain financially liable for the class.

### **Withdrawing from Courses**

After the drop deadline, students email their request to withdraw from a course to the registrar's office email address.

Courses not dropped by the official drop deadline but withdrawn up through the last 25% of the term will be considered Withdrawals, and will remain on your academic record-as a 'W'. Students remain financially liable for the tuition.

Course withdrawals requested after 75% of the term has passed will be recorded as "WNC", Withdraw No Credit. Students remain financially liable for the tuition.

A course may not be dropped or withdrawn from after the last day of the semester. After the end of a term, failure to email a request to the Registrar's Office for a Withdrawal by the end of a semester for a course or workshop you did not attend will result in a grade of No Credit assigned by faculty, and will remain on your record as 'NC', No Credit. Students are financially liable for courses that have not been dropped or withdrawn by the deadline. Please refer to the [Academic Calendar](#) for a complete list of deadlines.

Students anticipating withdrawing from all their courses or the University should refer to the Leave of Absence and/or withdrawal policies and speak with their advisor. Written notification to the Office of the Registrar is required.

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

Most 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 the [Notification of Modified or Extended Program of Study form](#), which lays out their proposal.

#### **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 non-matriculated student 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 non-matriculated student credits taken within five years of matriculation are eligible to shorten their program.
- Only students with approved proposals are eligible to enroll in fewer than stated minimum number of credits specified by their department.

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

Antioch University New England officially confers degrees three times a year, in spring, summer and fall. Our programs are designed so that your degree will be conferred on the official graduation date following your last semester. Students will receive information regarding Graduation Applications prior to conferral. Degrees are considered earned when all level credits have been earned and recorded, verification sheets and/or waivers for all required courses and internships and/or dissertation cover sheet (with required signatures) 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.

Students are ultimately responsible for getting the required materials and attending to the completion of the file by the deadlines specified in the academic calendar. Students must meet with their advisors regularly, and check their credit history each term to verify posted grades and credit amounts.

**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, you will be shifted to the next conferral date.

Final official transcripts show the degree conferral date appropriate to the end of the graduate's final semester. However, for a period of several weeks after each semester closes, graduating student files need to be finalized and cleared in preparation for diploma mailing and final transcript annotation. Therefore, please understand that diplomas and final transcripts will not be available immediately.

### **Maximum Time Limit for Completing Degrees**

Students must complete degrees within the limits established by the [Satisfactory Academic Progress policy](#) expectations.

### **Leave of Absence Policy**

All terms off (except program-determined “vacation” semesters) are considered Leave of Absence. Students must request Leave each term they plan to be off and are charged accordingly. A maximum of three semesters or one year total may be taken. Students should consult their advisors if considering a Leave of Absence.

There are fees associated with leave of absence ([Complete List of Fees](#)), and the fee is due on the tuition deadline for the semester. Students who fail either to register and pay tuition or request leave of absence status by the continuing student registration deadline will automatically be placed on leave of absence, and will be charged the normal leave of absence fee. The semester will be counted as one of the three semesters’ total leave allowed during the course of the program. Leaves of absence are not counted in the time-to-completion calculation for Satisfactory Academic Progress; however, any semester which is not approved leave for which a student does not register will count against that calculation. Students who fail to register as scheduled after leaves of absence will be disenrolled (dismissed) from AUNE.

**Please note:** Students on leave of absence may not attend classes, start or continue with internships/practica, or receive academic credit. Students who are in any Continuation phase of a course or program may not take Leave of Absence. Students in the Thesis or Dissertation phase of their program must register for appropriate Continuation each term, and may not take leave of absence. Students who are required to or elect to do a dissertation, thesis or master’s project are not eligible to take a leave of absence after their last expected semester of classes in the program.

Students who request a leave of absence after registering should drop or request withdrawal from their courses and will be charged the appropriate fee, in addition to the semester’s tuition according to the tuition refund schedule.

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

### **Additional Leave Of Absence Policies for Doctoral Students**

Doctoral students are required to complete a minimum of semesters of full time study according to degree requirements. If you are a 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 time off by going on Leave of Absence Status.** Students on leave of absence are not registered for any courses, workshops, independent studies, or practica/internships. Because the curriculum is built around a required sequence of courses, many of which are only offered once per year, this option should be discussed with your academic advisor. To go on leave, submit a completed 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 three semesters of leave of absence. If you fail to register after your scheduled leave of absence, you will be disenrolled from Antioch University New England.

2. **(Clinical Psychology students Only) Request a Reduced Course Load for one year.** In unusual circumstances, a student may be required by the Program, or may request of the Department chairperson or 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.
3. **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 continuation each semester after completion of course work, and are not allowed to take semesters off through the 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 leave, the student must submit a letter from his or her physician certifying the incapacity for academic work, along with a Change of Status form to the Office of the Registrar. 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.

### **When to Register**

Continuing degree and certificate students register online (myAntioch) prior to each semester. Check the academic calendar for specific dates and deadlines. Course Selection Instructions are published by the academic departments in Sakai. Course Descriptions are available in this course catalog and by searching myAntioch.

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 Payment Deadline as noted in the Academic Calendar, 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. If a student persists on financial hold, he or she may be withdrawn administratively for the semester.

Students who do not register or submit a Change of Status Form by the drop/add deadline may automatically be placed on leave of absence 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 online (myAntioch) and pay during the month before their first semester begins and attend orientation prior to the beginning of classes (See Academic Calendar). Information is sent via

email to incoming students on accessing course selection instructions, course listings, and the AUNE Web Registration Guide in Sakai, our learning management system.

### **How to Register**

Instructions for accessing and completing online registrations can be found on the [Registrar's Office web pages](#). New students are sent information when registration is open for them and will be introduced through resources in Sakai.

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.

Students are considered to be enrolled for the semester as of the first day of the semester (as defined in the academic calendar), providing they are registered. This date is separate from the first class meeting. Student enrollment is reported to the National Student Clearinghouse during each semester, starting after the term has started.

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.

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 may 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.

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 a leave of absence after their last expected semester of classes in the program.

### **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. Enrolled students and recent graduates should make their address changes through myAntioch.

Others should submit address changes in writing to [registrar.ane@antioch.edu](mailto:registrar.ane@antioch.edu), in person by visiting the [Registrar's Office](#) or by US Mail or fax. 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 to the Office of the Registrar (available at the Registrar's Office).
- 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.

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. Most other US states are on the [reciprocity list](#).

**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.

Subsequent to graduation, the Certification Officer will notify eligible students that a certification recommendation has been created in their name 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. Your certification will be mailed directly to you by the State, approximately two to 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**

For fees related to Advanced Standing, see the [complete list of fees](#) on the AUNE website 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 at another institution. :
  - 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

- Certificate programs determine on a case by case basis the number of transfer credits that can be applied; if allowed, transfer credits cannot exceed 25% of certificate total.

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; however, there is a limit of 6 credits to be taken as a non-matriculated student that can be applied to a degree program.
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. Non-matriculated student credits earned before admission will not be eligible for inclusion in the degree program.

### **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

- Meet with your advisor for a preliminary discussion on the content and process of the application.
- Identify and define the areas in which you have knowledge and/or skills that could be credited towards meeting degree requirements in your program.
- Identify options for documenting and demonstrating your work.

Submit to your advisor:

- 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
- A plan for documenting each area of competence proposed for prior learning credit
- A plan for demonstrating competence in each area

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:

- Obtain documentation of each area of competence
- Complete demonstration of each area of competence
- 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 Antioch website and completed during your first semester. Decisions on advanced standing will be after your first 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 may be asked to file a Notification of Modified or Extended Program of Study form with your advanced standing application. Please see your advisor for details.

### **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](#)
  - 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's office for approval.
6. The Registrar's Office will then post the credit(s) to your Antioch University New England transcript and file the original copy in your permanent file. 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. Waivers and Substitution 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 Policies Overview**

For a full description of the [Grade Scheme](http://aura.antioch.edu/policies_500_2x/14/) for Antioch University  
[http://aura.antioch.edu/policies\\_500\\_2x/14/](http://aura.antioch.edu/policies_500_2x/14/)

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.

Faculty evaluation of your course work is due at the end of each semester. Check your syllabus for your work submission deadlines. The instructor evaluates your work in accordance with the learning objectives stated in the course syllabus.

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.

### **Incompletes**

If you cannot complete the required work by the due date you may request an extension of work due which will result in an incomplete grade from your instructor. This extension of time is granted by the instructor and is not an automatic right. It must be requested before the due date of the required work. If approved, your work will be due at least two weeks before the end of the following term (or earlier) on the date agreed upon between you and the instructor. According to Satisfactory Academic Policy, grades of Incomplete are counted against your SAP calculation and may place you on Academic Warning.

Individual faculty members do not have the authority to award extended time beyond the final due date. If an incomplete grade is not submitted by the deadline, it will be changed to a No Credit. Students would then need to register for the class again to earn the credit.

### **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 and then collect them to return to the Office of Academic Affairs.

### **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, through other learning activities outlined by your academic program 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.

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

1. 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.
2. Your learning objectives must be spelled out clearly at the outset of the internship or practicum, and be filed with the department.
3. The process by which the Antioch faculty member will assess your achievement for your learning objectives must be spelled out in writing.



4. The Antioch departmental representative may make one or more on-site visits per year if your practicum is off-campus. These visits are documented in writing and kept in the department records.
5. 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.
6. The internship or practicum experience must be concurrent with the above opportunity to examine it.
7. A written assessment by your internship or practicum site supervisor of your learning must accompany a printout of your Narrative Evaluation (myAntioch) for each semester of internship or practicum.
8. 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 printout of your Narrative Evaluation (myAntioch) submitted to the Office of 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.

### **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 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.

#### **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
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 45 hours per credit. PLEASE NOTE: Individual academic departments may place limits on how many credits may be earned from a single SIS.

#### Supervised Independent Study Deadlines

In order to receive credit for an SIS, your SIS contract must be filed with the Registrar's Office by the deadline specified on the [Academic Calendar](#) (currently the drop/add deadline). Students who are registering for ONLY an SIS for the semester must submit their completed and signed contract before the registration deadline, which would meet the requirement of being registered by the start of the term. The Registrar's Office will register you for the SIS and add the credits to your registration. Students neglecting to submit contracts during open registration should be aware that since the credits are not added to your record until the contract is

processed, your eligibility to receive student loan funds and deferment of previous student loans may be affected. Please contact the Student Accounts or Registrar's Offices for further information. Standard registration policies apply to SIS courses.

As applicable, 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 drop/add deadlines will be returned to you and cannot be undertaken until another 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 Incomplete.
3. 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.
4. 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 turn in all required work to the instructor by the 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 semester after 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**

Registrar's Office

Antioch University New England

40 Avon Street

Keene, NH 03431-3516

Tel: 603-283-2470

Fax: 603-355-1160

Email: [registrar.ane@antiochne.edu](mailto: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 written request (via Antioch gmail or mail) with a copy of your social security card (required for U.S. citizens) or other government-issued ID to the Registrar's Office in order to have your student records and transcript reflect this change. Financial Aid recipients should be aware that your records here must match those of your lenders, IRS and SSA.

### **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) or Narrative Evaluations from the online grading system (if provided) 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's Office. 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 records from other institutions, such as test scores (GRE, CLEP, etc) and transcripts from other universities. Records must be procured from the issuing institution. Transcripts from other schools must be obtained directly from that school.

Students may view their Antioch University New England cumulative academic credit history, as well as other records 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.

### **Transcripts\***

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

Official transcripts are issued with the seal of the University. For internship and practica, a V-sheet or Narrative Evaluation is on file in the Registrar's Office once complete. Licensing agencies, school certification offices and other universities almost always require official transcripts.

All transcripts are currently issued by the national Student Clearinghouse ([www.getmytranscript.com](http://www.getmytranscript.com))

A credit history and/or Narrative Evaluation can be printed by students on myAntioch. Please visit the [Registrar's Office webpage](#) for further information on ordering official transcripts.

**Please Note:** Requests for substantive changes to a student's transcript 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. (See also Drop/Add/Grading policies).

\*All Antioch University campuses migrated to a common grade scheme and transcript starting with the Fall 2013 term. Starting in the Fall 2013, term the Evaluative Descriptors no longer appear on the cumulative credit history, but rather on the Narrative Ratings page for each course (available in myAntioch).

Official Transcripts show all learning activity starting with the Fall 2013 term. Prior to Fall 2013 student credit histories reflected credits earned with Evaluative descriptors. Official transcripts reflected only those courses completed.

**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, to the New Hampshire Department of Education - Division of Higher Education 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 [www.education.NH.gov](http://www.education.NH.gov)

## **2014-2015 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 requirements you are governed by, please contact the Registrar's Office.

### **Department of Applied Psychology Degree Requirements**

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

### **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, and the Behavior Analyst Certification Board. Students are required to 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 programs in the Department of Applied Psychology for 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 that recognize 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 regulate the use of a professional title. This makes it the most desirable credential, 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 but are not responsible for ensuring student's readiness for licensure.

### **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 non-matriculated student in either the appropriate course or, as an exception, in an SIS, at the following rate: 50% of the non-matriculated student master's per credit tuition. This charge is less than the current per credit fee for matriculated master's students.

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### **Master of Arts in Clinical Mental Health Counseling - 60 credits**

The Clinical Mental Health Counseling (CMHC) program is a CACREP-accredited program preparing students to become licensed clinical mental health practitioners. Students may enter the program in either the fall or spring semester; degree requirements are the same for both entry points. The program begins with courses introducing the student to the profession while also learning and practicing basic counseling skills and techniques. An integral part of this program is experiential learning through coursework as well as the field work. Within the first year of the program, students enter the field with a Practicum placement, requiring 100 to 300 hours of supervised clinical practice at an approved site.

To reduce time and cost of travel to campus and balance work/life/academic study our students are only on campus one to two days per week. Students who enter the program in Spring add a semester to the length of the program but have the opportunity to get started, adapt to graduate school, and to lighten the demands of their first fall semester.

During the second year of the program, students continue to develop counseling skills through more advanced coursework and clinical training experiences. The coursework includes the option to choose from several specialty or 'concentration' courses that include focused treatment modalities. In addition to academic coursework, students' progress in their clinical work at supervised internship sites, accruing a minimum of 600 hours of experiential work with clients to meet their more advanced training needs. This commitment averages out to be approximately 20 hours per week over the course of two semesters. The program may be extended, if needed, on an individual basis upon consultation with the student's academic advisor and the CMHC Program Director.

The AUNE MA in CMHC requires some courses on campus, some courses online, and three semesters of practicum and of internship experience in a clinical placement at available sites in New England. Practicum and internship placements may require criminal background checks as well as verification of up-to-date vaccinations. Students should be prepared to engage in all of these learning modalities.

### **Academic and experiential requirements for the master's degree in Clinical Mental Health Counseling:**

#### **Behavior Science -9 credits**

- PYB 526 Human Development: Lifespan & Systems Perspectives
- PYB 550 Psychopathology



- PYB 590 Research & Evaluation in Counseling & Therapy

**Individual Assessment and Intervention -12 credits**

- PY 590A Fundamentals of Therapeutic Interaction
- PYI 554 Counseling Theories - Models & Approaches I
- PYI 552 Career & Lifestyle Counseling
- PYI 514 Assessment – Principles & Methods

**Group and Social Systems Assessment and Intervention -6 credits**

- PYB 606 Social & Cultural Diversity
- PYG 603 Group Approaches to Mental Health Counseling

**Professional Identity and Practice- 18 credits**

- PYD 601 Professional Orientation & Ethics
- PY 683 CMHC Practicum Seminar
- PYP 696 CMHC Practicum Lab
- PY 684 CMHC Internship Seminar I
- PY 695D CMHC Internship Lab I
- PY 688 CMHC Internship Seminar II
- PY 696C CMHC Internship Lab II

**Major Concentration- 6 credits**

- PYC 666 Family Counseling Approaches to Addiction
- PYC 675 Crisis & Trauma Informed Interventions

**Plus Choice of THREE Concentration Courses - 9 credits**

Current options include courses such as:\*

- PYC 610 CMCH Treatment Modalities
- PY 580 Expressive Arts Therapy
- PYC 626 Integrative Approaches to Addictions Counseling
- PYI 518 Human Sexuality & Sex Therapy
- PYC 680 Military Deployment Cycles: Mental Health Issues
- PYC 681 Military Culture and Language
- PYC 682 Special Issues with Military Families

\*Some courses require Program Director & Instructor approval; not all courses are available every semester.

## **Master of Arts in Clinical Mental Health Counseling with a Concentration in Substance Abuse/Addictions Counseling - 61 credits**

Students may enter the program in either the fall or spring semester; degree requirements are the same for both entry points. Students who enter the program in spring add a semester to the length of the program but have the opportunity to get started, adapt to graduate school, and to lighten the demands of their fall first semester. Students in the SAAC concentration must also complete a weekend course in psychopharmacology of substance abuse, and the Internship 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 program begins with courses introducing the student to the profession of counseling while also learning and practicing basic counseling skills and techniques. An integral part of this program is experiential learning through coursework as well as the field work. Within the first year of the program, students enter the field with a Practicum placement, requiring 100 to 300 hours of supervised clinical practice at an approved site.

During the second year of the program, students continue to develop counseling skills through more advanced coursework and clinical training experiences. The requirements for this concentration include two specific concentration courses one of which is a weekend course addressing psychopharmacology of substance abuse. In addition to academic coursework, students continue in clinical work at supervised internship sites, accruing a minimum of 600 hours of experiential work with clients to meet their more advanced training needs. This commitment averages out to be approximately 20 hours per week over the course of two semesters. The program may be extended, if needed, on an individual basis upon consultation with the student's academic advisor and the CMHC Program Director.

To earn the MA degree in Clinical Mental Health Counseling with a concentration in Substance Abuse/Addictions Counseling, a student must successfully complete a minimum of sixty-one credits, and have internship experience including work with an identified substance abuse population. The AUNE MA in CMHC with a Concentration in SAAC requires some courses on campus, some courses online, and three semesters of practicum and internship experience in a clinical placement at available sites in New England. Practicum and internship placements may require criminal background checks as well as verification of up-to-date vaccinations. Students should be prepared to engage in all of these learning modalities.

### **Academic and experiential requirements for the master's degree in Clinical Mental Health Counseling with SAAC concentration:**

#### **Behavior Science - 10 credits**

- PYB 526 Human Development: Lifespan & Systems Perspectives
- PYB 550 Psychopathology
- PYB 590 Research & Evaluation in Counseling & Therapy
- PY 563 Psychopharmacology of Substance Abuse

#### **Individual Assessment and Intervention - 12 credits**

- PY 590A Fundamentals of Therapeutic Interaction

- PYI 554 Counseling Theories - Models & Approaches I
- PYI 552 Career & Lifestyle Counseling
- PYI 514 Assessment – Principles & Methods

**Group and Social Systems Assessment and Intervention - 6 credits**

- PYB 606 Social & Cultural Diversity
- PYG 603 Group Approaches to Mental Health Counseling

**Professional Identity and Practice - 18 credits**

- PYD 601 Professional Orientation & Ethics
- PY 683 CMHC Practicum Seminar
- PYP 696 CMHC Practicum Lab
- PY 684 CMHC Internship Seminar I
- PY 695D CMHC Internship Lab I
- PY 688 CMHC Internship Seminar II
- PY 696C CMHC Internship Lab II

**Major Concentration - 9 credits**

- PYC 666 Family Counseling Approaches to Addiction
- PYC 675 Crisis Intervention & Trauma Informed Counseling
- PYC 626 Integrative Approaches to Addictions Counseling

**Plus Choice of TWO Concentration Courses - 6 credits**

Current options include courses such as:\*

- PYC 610 CMCH Treatment Modalities
- PY 580 Expressive Arts Therapy
- PYI 518 Human Sexuality & Sex Therapy
- PYC 680 Military Deployment Cycles: Mental Health Issues
- PYC 681 Military Culture and Language
- PYC 682 Special Issues with Military Families

\*Some courses require Program Director & Instructor approval; not all courses are available every semester.

### **Master of Arts in Marriage & Family Therapy - 61 credits**

To earn an MA in Marriage and Family Therapy, students must earn sixty-one credits. Students will accrue client contact hours at the Antioch University Couple and Family Therapy Institute during their on-site practicum in the fall, spring, and summer of the first year of the program: they will continue to accrue client contact hours while on a 12-month internship, starting in May of their first year and extending through spring of their second year. A total of 500 client contact hours and 100 supervision hours must be earned. The program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

The AUNE MA in MFT requires some courses on campus, some courses online, practicum experience in the Antioch Couple and Family Therapy Institute, and three semesters of internship experience in a clinical placement at an available site in New England. Practicum and internship placements may require criminal background checks as well as verification of up-to-date vaccinations. Students should be prepared to engage in all of these learning modalities.

*Required courses are listed under each Standard Curriculum Area Requirement as outlined by the Commission on Accreditation for Marriage and Family Therapy Education.*

#### **Area I: Theoretical Knowledge - 9 credits**

- PY 642B Foundational Theories in Marriage and Family Therapy (3 credits)
- PY 576 Postmodern Approaches to Family Therapy (3 credits)
- PY 648A Couples Therapy from a Systemic Perspective (3 credits)

#### **Area II: Clinical Knowledge - 12 credits**

- PYB 550 Psychopathology: Diagnosis & Assessment (3 credits)
- PY 678 Family Therapy Seminar: DV and Larger Systems (3 credits)
- PYI 518 Human Sexuality and Sex Therapy (3 credits)
- PYC 666 Family Counseling Approaches to Addictions Treatment (3 credits)

#### **Area III: Individual Development and Family Relations - 9 credits**

- PYB 526 Human Development: Lifespan & Systems Perspectives (3 credits)
- PYB 606 Social-Cultural Diversity (3 credits)
- PYB 519 Family Studies Seminar (3 credits)

#### **Area IV: Professional Identity and Ethics - 3 credits**

- PYD 601 Professional Orientation & Ethics (3 credits)

#### **Area V: Research - 3 credits**

- PYB 590 Research & Evaluation in Counseling & Therapy (3 credits)

#### **Additional Courses - 25 credits**

- PY 686A MFT Practicum Seminar I (3 credits)
- PY 687A MFT Practicum Seminar II (3 credits)
- PY 697 MFT Practicum I: 250 supervised clock hours over eight months in an approved practicum site (2 credits each)

- PY 687B MFT Internship Seminar I (3 credits)
- PY 688B MFT Internship Seminar II (3 credits)
- PY 689A MFT Internship Seminar III (3 credits)
- PY 698B MFT Internship I (2 credits)
- PY 698C MFT Internship III (2 credits each) Internships consist of total 1,000 supervised clock hours over twelve months in an approved internship site

**Total Credits MA in Marriage & Family Therapy**

**61 credits**

**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 and received no fewer than 100 hours of approved supervision, 50 hours of which must be live videotapes or audiotaped therapy sessions directly observed by the supervisor, and 50 hours of which must be individual supervision (no more than two students present with 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 - 79 credits**

*Required Courses are listed under Each Competency Area.*

### **Theory - 9 credits**

- MFTT 701 Theories of Social Justice in MFT (3 credits)
- MFT 705 Seminar in Current MFT Topics I (3 credits)
- MFT 707 Seminar in Current MFT Topics II (3 credits)

### **Clinical Practice - 17+ credits**

- MFTC 760, MFTC 762, MFTC 764: Doctoral Practicum I, II & III (3 credits each)
- MFTC 740, MFTC 742, MFTC 744: Doctoral Professional Seminars I, II & III (3 credits for I and II, 2 credits for III)
- Elective: MFTC 746, MFTC 768, and MFTC 770: Doctoral Practicum IV, V, and VI (1 credit each)
- Elective :MFTC 766, MFTC 748, and MFTC 750: Doctoral Professional Seminar IV, V, & VI (1 credit each)

### **Individual Development and Family Relations - 3 credits**

- MFTI 704 Family Policy and MFT (3 credits)

### **Clinical Supervision - 21 credits**

- MFTS 709 Supervision in MFT I (3 credits)
- MFTS 729 Supervision in MFT II (3 credits)
- MFTS 730, MFTS 731 and MFTS 740: Supervision Practicum I, II, & III (3 credits for I and II, 2 credits for III)
- MFTS 720, MFTS 721 and MFTS 741: Supervision Professional Seminar I, II, & III (3 credits for I and II, 1 credit for III)

### **Research - 15 credits**

- MFTR 711 Quantitative Research Methods (3 credits)
- MFTR 705 Statistical Methods in MFT (3 credits)
- MFTR 719 Qualitative Research Methods I (3 credits)
- MFTR 724 Qualitative Research Methods II (3 credits)
- MFTR 723 Outcome Research in MFT (3 credits)

### **Additional Courses - 12 credits**

- MFT 700 Teaching in MFT (3 credits)
- MFT 711 Appraisal and Assessment in MFT (3 credits)
- MFT 712 Professional Writing in MFT (3 credits)
- MFT 715 Trauma, Grief, and Loss in Families (3 credits)

### **Dissertation & Internship - 2 credits**

- MFTR 800 Dissertation Seminar (2 credits)
- MFTC 780, MFTC 782, & MFTC 784: Doctoral Internship in MFT I, II & III (uncredited, 3 semesters required)
- MFTR 899 Dissertation (uncredited, minimum of 3 semesters required)

**Total Credits PhD in Marriage & Family Therapy****79 credits**

**Note:** By the conclusion of the practicum and internship requirements, the student must have provided a minimum of 1000 therapy hours including no fewer than 500 relational hours under approved supervision; and received no fewer than 200 hours of approved supervision, 100 hours of which must be live, videotaped, or audiotaped therapy sessions directly observed by the supervisor, and 100 hours of which must be individual supervision (no more than two students present with the supervisor). 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 will 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 and a half years from initial enrollment to complete all course requirements, clinical hours, and dissertation.

## **Post-Master's Certificate of Respecialization in Marriage and Family Therapy - 27-30 credits**

### **Required Coursework - 12-15 credits**

- PYB 550 Psychopathology (3 credits) (may be waived if taken in prior degree)
- PY 576 Postmodern Approaches to Family Therapy (3 credits)
- PYD 601 Professional Orientation and Ethics, (3 credits)
- PY 642B Foundational Theories in MFT (3 credits)
- PYB 606 Social-Cultural Diversity (3 credits) **OR**
- MFTT 701 Theories of Social Justice in MFT (3 credits)

### **Elective Coursework - 15 credits from list below**

#### Master's Level Courses

- PYB 518 Family Studies Seminar (3 credits)
- PY 678 Special Issues in Family Therapy: DV and Larger Systems (3 credits)
- PYB 590 Research and Evaluation in Counseling and Therapy (3 credits)  
(Note: May be required for licensure in some states)
- PY 648A Couples Therapy from a Systemic Perspective (3 credits)
- PYI 518 Human Sexuality and Sex Therapy (3 credits)
- PYB 526 Human Development: Lifespan and Systems Perspectives (3 credits)

#### PhD Level Courses

- MFT 715 Trauma, Grief, and Loss in Families (3 credits)
- MFT 705 Seminar in Current MFT Topics I (3 credits)
- MFT 707 Seminar in Current MFT Topics II (3 credits)
- MFTS 709 Supervision in MFT I (3 credits)
- MFTI 704 Family Policy and MFT (3 credits)
- MFT 711 Appraisal and Assessment in MFT (3 credits)

## **Total Post-Master's Certificate of Respecialization in Marriage and Family Therapy: 27-30 credits**

The AUNE Post-master's Respecialization in MFT requires some courses on campus, some courses online, practicum experience in the Antioch Couple and Family Therapy Institute, and three semesters of internship experience in a clinical placement at an available site in New England. Practicum and internship placements may require criminal background checks as well as verification of up-to-date vaccinations. Students should be prepared to engage in all of these learning modalities.



### **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.

The AUNE MA in Dance Movement Therapy and Counseling requires some courses on campus, some courses online, and multiple semesters of practicum and internship experience in a clinical placement at available sites in New England and in your chosen location in the third year. Practicum and internship placements may require criminal background checks as well as verification of up-to-date vaccinations. Students should be prepared to engage in all of these learning modalities.

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.*

#### **Behavioral Science Foundations - 15 credits**

- PYB 526 Human Development: Lifespan & Systems (3 credits)
- PYB 550 Psychopathology (3 credits)
- PYB 502 Psychomotor Assessment of Children (3 credits)
- PYB 514 Psychomotor Assessment of Adults (3 credits)
- PYB 590 Research and Evaluation in Counseling & Therapy (3 credits)

#### **Individual Assessment and Intervention Strategies -15 credits**

- PY 590A Fundamentals of Therapeutic Interaction (3 credits)
- PY 580 Expressive Arts Therapy (3 credits)
- PY 558B Dance/Movement Therapy with Children (3 credits)
- PY 618A Dance/Movement Therapy with Adults (3 credits)
- PYI 554 Counseling Theories Models and Approaches I (3 credits)

#### **Group & Social Systems Assessment & Intervention Strategies - 6 credits**

- PYG 604 Group Work in Dance Movement Therapy & Counseling (3 credits)
- PYB 606 Social & Cultural Diversity (3 credits)

#### **Professional Identity and Practice - 26 credits**

- PYD 601 Professional Orientation and Ethics (3 credits)

- PY 680A Professional Seminar I in DMT & Counseling: Emphasis the Helping Relationship (3 credits)
- PY 686 Practicum Seminar in Counseling (3 credits)
- PY 687 Internship Seminar in Counseling (3 credits)
- PYP 691 Practicum in DMT I (2 credits)
- PYP 692 Practicum II in DMT (2 credits)
- PYP 695 Practicum Lab in Counseling (3 credits)
- PYP 695A Internship Lab in Counseling (3 credits)
- PY 693 Internship in DMT (4 credits)

**Total Credits for Dance/Movement Therapy and Counseling - 62 credits**

59-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 - 26 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 26 credits, distributed as follows:

- PYP 691 Practicum I in Dance/Movement Therapy
- PYB 502 Psychomotor Assessment of Children
- PY 680A Professional Seminar in Dance/Movement Therapy I
- PYP 692 Practicum II Dance/Movement Therapy
- PYB 514 Psychomotor Assessment of Adults
- PYG 604 Group Work in Dance Movement Therapy and Counseling
- PY 558B Dance/Movement Therapy with Children and Adolescents
- PY 580 Expressive Arts Therapy
- PY 618A Dance/Movement Therapy with Adults
- One Elective credit

**Total Credits for Dance Movement Therapy Certificate - 26 credits**

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

The Autism Spectrum Disorders Certificate Program is completed over two academic semesters starting in the fall.

### **Fall Semester - 6 credits**

- PYB 531 Foundations of Autism Spectrum Disorders (3 credits)
- PYB 532 Sensory Issues of Individuals on the Autism Spectrum (1 credit)
- PYI 542 Training in the Social Use of Language (1 credit)
- PYI 543 Advocacy Applications for Individuals on the Autism Spectrum (1 credit)

### **Spring Semester - 6 credits**

- PYI 544 Educational Interventions for ASD I (1 credit)
- PYI 537 Working with Teens and Adults on the Spectrum (1 credit)
- PYI 527 Assistive Technology with ASD (1 credit)
- A 3-credit advanced specialty seminar chosen from the following:
  - PYI 545 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

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

**12 credits**

**Applied Behavior Analysis Certificate Program - 21-27 credits**

The Applied Behavior Analysis Certificate Program is a five-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 third, fourth and fifth semesters.

**Behavioral - 10 credits**

- PYB 530 Introduction to Autism Spectrum Disorders (1 credit)
- PYB 560 Ethical Considerations in Behavior Analysis 1 (1 credit)
- PYB 561 Ethical Considerations in Behavior Analysis 2 (1 credit)
- PYB 562 Concepts & Principles of Behavior Analysis (3 credits)
- PYB 565 Fundamentals of Behavior Change (3 credits)
- PYB 564 Behavioral Methods Lab (1 credit)

**Individual Assessment and Interventional Strategies - 8 credits**

- PYI 560 Identification of Problem & Assessment (2 credits)
- PYI 562 Research Methods in Behavior Analysis (3 credits)
- PYI 538 Applied Behavior Analysis Interventions, Systems & Implementation (3 credits)

**Professional Identity and Practice - 3 credits**

- PY 682 Professional Seminar in Behavior Analysis 1 (1 credit)
- PY 680 Professional Seminar in Behavior Analysis 2 (1 credit)
- PY 681 Professional Seminar in Behavior Analysis 3 (1 credit)

**Total Credits Applied Behavior 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 (2 credits)
- PY 692 Practicum 2 in Applied Behavior Analysis (2 credits)
- PY 694 Practicum 3 in Applied Behavior Analysis (2 credits)

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

### **Master of Science in Applied Behavior Analysis – 33-39 credits**

The MS in Applied Behavior Analysis is a seven-semester 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 fourth, fifth, and sixth semesters.

#### **Behavioral - 13 credits**

- PYB 530 Introduction to Autism Spectrum Disorders (1 credit)
- PYB 560 Ethical Considerations in Behavior Analysis 1 (1 credit)
- PYB 561 Ethical Considerations in Behavior Analysis 2 (1 credit)
- PYB 562 Concepts & Principles of Behavior Analysis (3 credits)
- PYB 565 Fundamentals of Behavior Change (3 credits)
- PYB 564 Behavioral Methods Lab (1 credit)
- PYB 640 Behavior Analysis Mastery Seminar (3 credits)

#### **Individual Assessment and Interventional Strategies - 11 credits**

- Varied Human Development (3 credits)
- PYI 560 Identification of Problem & Assessment (2 credits)
- PYI 562 Research Methods in Behavior Analysis (3 credits)
- PYI 538 Applied Behavior Analysis Interventions, Systems & Implementation (3 credits)

#### **Professional Identity and Practice - 4 credits**

- PY 682 Professional Seminar in Behavior Analysis 1 (1 credit)
- PY 680 Professional Seminar in Behavior Analysis 2 (1 credit)
- PY 681 Professional Seminar in Behavior Analysis 3 (1 credit)
- PY TBD Professional Seminar in Behavior Analysis 4 (1 credit)

#### **Specific Focus -5 credits: Specific focuses dictate content of electives**

- MS in ABA
  - 5 elective credits of student's choice
- MS in ABA with focus in Education
  - 5 elective credits of student's choice
- MS in ABA with focus in Autism Spectrum Disorders
  - Foundations of Autism Spectrum Disorders
  - 3 additional credits from the ASD certificate program
- MS in ABA with focus in Applied Psychology
  - 5 elective credits in Applied Psychology

#### **Total Credits MS Applied Behavior Analysis without Clinical Practicums - 33 credits**

#### **For students accepted into the Clinical Program - Additional 6 credits**

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

**Post-Master's Certificate in Counseling Military Personnel & Families – 9 credits**

- PYC 681 Military Culture and Language (3 semester credits)
- PYC 680 Military Deployment Cycles: Mental Health Issues (3 semester credits)
- PYC 682 Special Issues with Military Families (3 semester credits)

**Total 9 Credits**

## Department of Applied Psychology: Course Descriptions

<b>MFT 700</b>  Credits: 3	<b>Teaching in MFT</b>  <b>Competency Area:</b> Teaching <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>MFT 705</b>  Credits: 3	<b>Seminar in Current MFT Topics I</b>  <b>Competency Area:</b> Theory <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This seminar may cover a variety of topics including substance abuse/addiction and family therapy, eating disorders in the family, interfamilial violence, and spirituality. Infused throughout these topics will be a focus on social justice implications.
<b>MFT 707</b>  Credits: 3	<b>Seminar in Current MFT Topics II</b>  <b>Competency Area:</b> Theory <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>MFT 711</b>  Credits: 3	<b>Appraisal and Assessment in MFT</b>  <b>Competency Area:</b> Clinical Practice & Research <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>MFT 712</b>  Credits: 3	<b>Grant &amp; Professional Writing in MFT</b>  <b>Competency Area:</b> Writing <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>MFT 715</b>  Credits: 3	<b>Trauma, Grief &amp; Loss in Families</b>  <b>Competency Area:</b> Clinical Practice <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>MFTC 740</b>  Credits: 3	<b>Doctoral Professional Seminar MFT I</b>  <b>Competency Area:</b> Clinical Practice <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>MFTC 742</b>  Credits: 3	<b>Doctoral Professional Seminar MFT II</b>  <b>Competency Area:</b> Clinical Practice <b>Prerequisites:</b> <b>Requirements:</b>



	<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: 1</p>	<p><b>Doctoral Professional Seminar 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</p>	<p><b>Doctoral MFT Practicum 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 year.</p>
<p><b>MFTC 748</b></p> <p>Credits: 1</p>	<p><b>Doctoral Professional Seminar 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</p>	<p><b>Doctoral Professional Seminar MFT 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><b>Doctoral MFT Practicum I</b></p>

Credits: 3	<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>
<b>MFTC 762</b>  Credits: 3	<p><b>Doctoral MFT Practicum 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>
<b>MFTC 764</b>  Credits: 2	<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>
<b>MFTC 766</b>  Credits: 1	<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 year.</p>
<b>MFTC 768</b>  Credits: 1	<p><b>Doctoral MFT Practicum 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 748 Doctoral Professional Seminar in Marriage &amp; Family Therapy V.</p>
<p><b>MFTC 770</b></p> <p>Credits: 1</p>	<p><b>Doctoral MFT Practicum 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 780</b></p> <p>Credits: 0</p>	<p><b>Doctoral MFT Internship I</b></p> <p><b>Competency Area:</b> Clinical Practice  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Doctoral students engaging in their internship must enroll for this course for Fall, Spring, and Summer in sequence.</p>
<p><b>MFTC 782</b></p> <p>Credits: 0</p>	<p><b>Doctoral MFT Internship II</b></p> <p><b>Competency Area:</b> Clinical Practice  <b>Prerequisites:</b> MFTC 780  <b>Requirements:</b></p> <p><b>Description:</b> Doctoral students engaging in their internship must enroll for this course for Fall, Spring, and Summer, in sequence.</p>
<p><b>MFTC 784</b></p> <p>Credits: 0</p>	<p><b>Doctoral MFT Internship III</b></p> <p><b>Competency Area:</b> Clinical Practice  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Doctoral students engaging in their internship must enroll for this course for Fall, Spring, and Summer, in sequence.</p>
<p><b>MFTI 704</b></p> <p>Credits: 3</p>	<p><b>Family Policy in MFT</b></p> <p><b>Competency Area:</b> Individual Development and Family Relations  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><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</p>

	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	<b>Statistical Methods in MFT</b>  <b>Competency Area:</b> Research <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>MFTR 711</b>  Credits: 3	<b>Quantitative Research Methods</b>  <b>Competency Area:</b> Research <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>MFTR 719</b>  Credits: 3	<b>Qualitative Research Methods I</b>  <b>Competency Area:</b> Research <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>MFTR 723</b>  Credits: 3	<b>Outcome Research in MFT</b>  <b>Competency Area:</b> Research <b>Prerequisites:</b> <b>Requirements:</b>

	<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</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 899</b></p> <p>Credits: 0</p>	<p><b>MFT Dissertation</b></p> <p><b>Competency Area:</b> Research  <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</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</p>	<p><b>MFT 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>

<b>MFTS 721</b>  Credits: 3	<b>MFT Supervision Professional Seminar II</b>  <b>Competency Area:</b> Supervision <b>Prerequisites:</b> MFTS 720 <b>Requirements:</b>  <b>Description:</b> This course provides structured experience of supervision of marriage and family therapy students, applying material from the Supervision courses.
<b>MFTS 729</b>  Credits: 3	<b>Supervision in MFT II</b>  <b>Competency Area:</b> Supervision <b>Prerequisites:</b> MFTS 720 <b>Requirements:</b>  <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.
<b>MFTS 730</b>  Credits: 3	<b>MFT Supervision Practicum I</b>  <b>Competency Area:</b> Supervision <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This course provides structured experience of supervision of marriage and family therapy students' applying material from the Supervision courses.
<b>MFTS 731</b>  Credits: 3	<b>MFT Supervision Practicum II</b>  <b>Competency Area:</b> Supervision <b>Prerequisites:</b> MFTS 730 <b>Requirements:</b>  <b>Description:</b> This course provides structured experience of supervision of marriage and family therapy students, applying material from the Supervision courses.
<b>MFTS 740</b>  Credits: 2	<b>MFT Supervision Practicum III</b>  <b>Competency Area:</b> Supervision <b>Prerequisites:</b> MFTS 721 <b>Requirements:</b>  <b>Description:</b> This course provides structured experience of supervision of marriage and family therapy students, applying material from the Supervision courses.
<b>MFTS 741</b>  Credits: 1	<b>MFT Supervision Professional Seminar III</b>  <b>Competency Area:</b> Supervision <b>Prerequisites:</b> MFTS 721

	<p><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></p> <p>Credits: 3</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.</p>
<p><b>PY 532</b></p> <p>Credits: 3</p>	<p><b>Counseling Approaches to Grief &amp; Loss</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b>  This course will address grieving as a natural process for both adults and children, explore grief related to trauma, describe chronic grief accompanying on-going loss, and introduce a variety of methods for supporting adaptive and healing processes. The impact of loss on families and communities will also be included.</p>
<p><b>PY 556</b></p> <p>Credits: 1</p>	<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>
<p><b>PY 558B</b></p>	<p><b>DMT with Children &amp; Adolescents</b></p>

Credits: 3	<p><b>Competency Area:</b> Behavioral Science Foundations</p> <p><b>Prerequisites:</b></p> <p><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: 3	<p><b>Psychopharmacology</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 presents an overview of the origin, development and usage of psychopharmacology within counseling. This includes: a brief overview of neurochemistry, untoward and clinical effects of medications for various disorders and conditions, as well as addressing some drugs of abuse and pharmacological treatments for those in recovery from addiction.</p>
<b>PY 572</b>  Credits: 3	<p><b>Issues in Addiction Recovery</b></p> <p><b>Competency Area:</b> Substance Abuse Counseling</p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> This course will provide a basic foundation of the psychopathology of substance abuse and addiction. The course will review theoretical perspectives of addiction, discuss diagnosis and assessment of substance dependency, and explore stages of treatment through different treatment modalities. Challenges to successful recovery as well as ways to build resiliency will be examined.</p>
<b>PY 576</b>  Credits: 3	<p><b>Postmodern Approaches Family Therapy</b></p> <p><b>Competency Area:</b> Theoretical Knowledge</p> <p><b>Prerequisites:</b> PY 642B, Foundational Theories of Marriage and Family Therapy</p> <p><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	<p><b>Expressive Arts Therapy I</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies</p> <p><b>Prerequisite:</b></p>



	<p>Completion of CMHC II or DMT I courses.</p> <p><b>Prerequisites:</b></p> <p><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>
<p><b>PY 590A</b></p> <p>Credits: 3</p>	<p><b>Fundamentals of Therapeutic Interaction</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> 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>
<p><b>PY 599</b></p> <p>Credits: 1</p>	<p><b>Intro to Psychodrama</b></p> <p><b>Competency Area:</b> Elective</p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> This workshop is designed to stimulate interest in the psychodramatic method for therapeutic work with groups, families and individuals. The focus will be on experiential learning, including direct participation in group action exercises and psychodramatic techniques such as: soliloquy, doubling, role reversal, mirroring, concretizing of metaphor and others. These techniques and their application will be discussed in light of psychodramatic theory and philosophy. Participants should expect to take from the workshop a number of useful techniques as well as the awareness of the power of this method and the need for further training before attempting in-depth psychodrama with clients. Although experiential in nature, the workshop is a training group, not a therapy group, and personal disclosure will occur only within proscribed boundaries. Participants will more often be asked to take on roles other than self rather than to explore personal material, although some personal sharing will occur.</p>
<p><b>PY 618A</b></p> <p>Credits: 3</p>	<p><b>DMT With Adults</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 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></p> <p>Credits: 3</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></p> <p>Credits: 3</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></p> <p>Credits: 3</p>	<p><b>Family Therapy Seminar: DV &amp; Larger Systems</b></p> <p><b>Competency Area:</b> Clinical Knowledge  <b>Prerequisites:</b> PY 642B and PY 576  <b>Requirements:</b></p> <p><b>Description:</b> This course will focus on working with families and larger systems. Particular areas of focus may be in family law and family policy, working with groups of individuals and families, and in collaborating with multiple systems levels in clinical work. This course is also designed to expand the conceptual constructs and treatment strategies for 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. The course will</p>

	consider the cultural contexts of the occurrences and treatment of family violence and larger systems issues.
<b>PY 680</b>  Credits: 1	<b>Professional Seminar in ABA 2</b>  <b>Competency Area:</b> Professional Identity & Practice <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>PY 680A</b>  Credits: 3	<b>Professional Seminar DMT &amp; Counseling I</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>PY 681</b>  Credits: 1	<b>Professional Seminar in ABA 3</b>  <b>Competency Area:</b> Professional Identity and Practice. <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>PY 682</b>  Credits: 1	<b>Professional Seminar in ABA 1</b>  <b>Competency Area:</b> Professional Identity and Practice. <b>Prerequisites:</b> <b>Requirements:</b>

	<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 discrete trials &amp; direct instruction, and generalization and discrimination in applied settings.</p>
<p><b>PY 683</b></p> <p>Credits: 3</p>	<p><b>CMHC Practicum Seminar</b></p> <p><b>Competency Area:</b> Emphasis: Supervision  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><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.</p>
<p><b>PY 684</b></p> <p>Credits: 3</p>	<p><b>CMHC Internship Seminar I</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b> Completion of PY 683 CMHC Practicum Seminar  <b>Requirements:</b></p> <p><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.</p>
<p><b>PY 686</b></p> <p>Credits: 3</p>	<p><b>Practicum in Counseling Seminar I</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This DMT Professional Seminar will focus on the ethical standards and legal</p>

	<p>issues related to clinical practice. Students will become familiar with the American Counseling Association Code of Ethical Standards, the ADTA Code of Ethics and the various statutory requirements that impact on the work with clients. The student will be able to recognize the ethical principles and legal issues related to the counselor role and to utilize this knowledge in their work with clients and colleagues. The student will be able to make case formulations and diagnostic statements, to demonstrate skills in treatment planning and to identify strategies for clinical interventions with clients and systems. The seminar also provides a vehicle for integrating internship experiences, conceptual material, and one's personal style and development as a mental health professional.</p>
<p><b>PY 686A</b></p> <p>Credits: 3</p>	<p><b>MFT Practicum Seminar 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></p> <p>Credits: 3</p>	<p><b>Internship in Counseling Seminar</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></p> <p>Credits: 3</p>	<p><b>MFT Internship Seminar 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</p>

	<p>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></p> <p>Credits: 3</p>	<p><b>MFT Internship Seminar I</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>Credits: 3</p>	<p><b>CMHC Internship Seminar II</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b> Completion of CMHC II courses and practicum/internship.  <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>
<p><b>PY 688B</b></p> <p>Credits: 3</p>	<p><b>MFT Internship Seminar II</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <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>
<p><b>PY 689</b></p> <p>Credits: 3</p>	<p><b>CMHC Internship Seminar III</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b> Completion of PY 688 Professional Seminar in Mental Health Counseling II.  <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>
<p><b>PY 689A</b></p> <p>Credits: 3</p>	<p><b>MFT Internship Seminar III</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 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>
<p><b>PY 691</b></p> <p>Credits: 2</p>	<p><b>Practicum in ABA 1</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b> Successful completion of the first year ABA curriculum, or permission from the Program Director  <b>Requirements:</b></p> <p><b>Description:</b> Take with PY 682, Professional Seminar in ABA 1. 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 692</b></p> <p>Credits: 2</p>	<p><b>Practicum in ABA 2</b></p> <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>PYP 697</b></p> <p>Credits: 3</p>	<p><b>MFT Practicum I</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b></p>

	<p><b>Requirements:</b></p> <p><b>Description:</b> 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.</p>
<p><b>PY 698</b></p> <p>Credits: 4</p>	<p><b>MFT Internship II</b></p> <p><b>Competency Area:</b></p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> Restricted to continuing MFT II students. Faculty internship supervisors continue to monitor and supervise students' off-site clinical work.</p>
<p><b>PYB 502</b></p> <p>Credits: 3</p>	<p><b>Psychomotor Assessment in Children</b></p> <p><b>Competency Area:</b> Behavioral Science Foundations</p> <p><b>Prerequisites:</b></p> <p><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></p> <p>Credits: 3</p>	<p><b>Psychomotor Assessment of Adults</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 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,</p>



	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.
<b>PYB 519</b>  Credits: 3	<b>Family Studies Seminar</b>  <b>Competency Area:</b> Individual Development & Family Relations <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>PYB 526</b>  Credits: 3	<b>Human Development: Lifespan &amp; Systems Perspectives</b>  <b>Competency Area:</b> CMHC & DMT: Behavioral Science; MFT: Human Development & Family Relations <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>PYB 530</b>  Credits: 3	<b>Intro to Autism Spectrum Disorders</b>  <b>Competency Area:</b> Behavioral Science Foundation <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>PYB 531</b>  Credits: 1	<b>Foundations of Autism Spectrum Disorders</b>  <b>Competency Area:</b> Behavioral Science Foundation <b>Prerequisites:</b> <b>Requirements:</b>

	<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</p>	<p><b>Sensory Issues for Individuals w/ Autism Spectrum Disorders</b></p> <p><b>Competency Area:</b> Behavioral Science Foundation.  <b>Prerequisites:</b>  <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</p>	<p><b>Psychopathology</b>  <b>Competency Area:</b> MFT: Clinical Knowledge  <b>Prerequisites:</b>  <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, symptom logic 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 and diagnosis using the DSM-IV (V).</p>
<p><b>PYB 560</b></p> <p>Credits: 1</p>	<p><b>Ethical Considerations in Behavior Analysis 1</b></p> <p><b>Competency Area:</b> Behavioral Science Foundation  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><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.</p>
<b>PYB 561</b>	<b>Ethical Considerations in Behavior Analysis 2</b>

Credits: 1	<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 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.</p>
<b>PYB 562</b>  Credits: 3	<p><b>Concepts and Principles of Behavior Analysis</b></p> <p><b>Competency Area:</b> Behavioral Foundations</p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><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 dimensions of applied behavior analysis for evaluating interventions, and become fluent with the lexicon of applied behavior analysis.</p>
<b>PYB 564</b>  Credits: 1	<p><b>Behavioral Methods Lab</b></p> <p><b>Competency Area:</b></p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> This course will provide students with opportunities to apply the concepts learned from Concepts &amp; 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.</p>
<b>PYB 565</b>  Credits: 3	<p><b>Fundamentals of Behavior Change</b></p> <p><b>Competency Area:</b> Behavioral Science</p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><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.</p>
<b>PYB 590</b>	<b>Research &amp; Evaluation in Counseling &amp; Therapy</b>

Credits: 3	<p><b>Competency Area:</b> CMHC: Behavioral Science; DMT: Behavioral Science Foundations; MFT: Research</p> <p><b>Prerequisites:</b> Completion of MFT I courses</p> <p><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	<p><b>Social-Cultural Diversity</b></p> <p><b>Competency Area:</b></p> <p><b>Prerequisites:</b></p> <p><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>PYP 691</b>  Credits: 2	<p><b>Practicum I – DMT</b></p> <p><b>Competency Area:</b></p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> Required of and restricted to DMT I students. Practicum in Dance/Movement Therapy I provides students with an opportunity to observe various clinical and educational settings and populations and to participate in, co-lead and lead DMT sessions. On-site supervision is provided by a DMT practitioner. Students will become oriented to the various systems they will work in and learn about the role and function of the DMT within the system. Learning to identify group and individual interventions and applying theoretical learning from concurrent courses are prime goals of the course.</p>
<b>PYP 692</b>  Credits: 2	<p><b>Practicum II – DMT</b></p> <p><b>Competency Area:</b></p>

	<p><b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Practicum in Dance/Movement Therapy provides students with an opportunity to observe various clinical and educational settings and populations and to participate in, co-lead, and lead DMT sessions. On site supervision is provided by a DMT (BC-DMT) practitioner. Learning to identify group and individual interventions, understanding the role and function of the dance/movement therapists within the system, and applying theoretical learning from concurrent courses are prime goals of the course.</p>
<p><b>PYP 696</b></p> <p>Credits: 2</p>	<p><b>CMHC Practicum Lab</b></p> <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>

<p><b>PYC 610</b></p> <p>Credits: 3</p>	<p><b>CMHC Treatment Modalities</b></p> <p><b>Competency Area:</b> Major Area of Concentration <b>Prerequisites:</b> <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</p>	<p><b>Integrated Approaches to Addiction Counseling</b></p> <p><b>Competency Area:</b> Major Concentration <b>Prerequisites:</b> Completion of CMHC II courses and internship. <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</p>

	and pays special attention to short term interventions and treatments.
<b>PYB 640</b>  Credits: 3	<b>Behavior Analysis Mastery Seminar</b>  <b>Competency Area:</b> Behavioral <b>Prerequisites:</b> Successful completion of first year ABA curriculum <b>Requirement:</b> required of MS in ABA students  <b>Description:</b> This seminar is designed as a capstone to the Applied Behavior Analysis curriculum in which students will demonstrate competency in Applied Behavior Analysis of all BACB Task List 4 items. Students will prepare for entering the field by analyzing and presenting cases, preparing portfolios and career exploration. Students will assess and improve their preparation for examination as a Board Certified Behavior Analyst by taking practicing examinations, examining test-taking strategies and supports, and through faculty feedback.
<b>PYC 666</b>  Credits: 3	<b>Family Counseling Approach to Addictions Treatment</b>  <b>Competency Area:</b> Major Concentration <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>PYC 667</b>  Credits: 3	<b>Family Approaches to Counseling Children</b>  <b>Competency Area:</b> Social Systems Assessment & Intervention Strategies <b>Prerequisites:</b> Completion of CMHC II courses and practicum/internship <b>Requirements:</b>  <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.
<b>PYC 675</b>  Credits: 3	<b>Crisis and Trauma-Informed Interventions</b>  <b>Competency Area:</b> Major Concentration <b>Prerequisites:</b> Completion of all CMHC II courses and internships. <b>Requirements:</b>  <b>Description:</b> This course will provide an overview to the theory and practice of crisis intervention and trauma responses. A variety of crisis and disaster situations and appropriate trauma responses will be examined as well as the roles and responsibilities of

	clinical mental health counselors in providing appropriate interventions in both individual and group settings. Students will be exposed to a variety of counseling treatment modalities with the objective of helping them to develop an integrated approach to a range of trauma responses.
<b>PYC 680</b>  Credits: 3	<b>Military Deployment Cycles: Mental Health Issues</b>  <b>Competency Area:</b> <b>Prerequisites:</b> PYB 550 <b>Requirements:</b>  <b>Description:</b> Military personnel and their families are required to make many challenging cognitive and emotional changes to adapt to cycles of deployment. This course trains civilian mental health providers to recognize and address common deployment cycle issues that occur when military personnel shift from pre-deployment to battlefield, to homecoming and often re-deployment. Post deployment issues are included, e.g., substance abuse, domestic violence, suicidal ideation, unemployment, as well as the familial stress of supporting a traumatized family member with brain trauma, disability or dismemberment.
<b>PYC 681</b>  Credits: 3	<b>Military Culture and Language</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> Mental health providers working with military clients and their families need to understand their clients' background including the military social system and the language that creates and sustains that background. This course will provide clinicians with a rich variety of information on how to talk with military families, using the same language used by those families to describe themselves and their lives.
<b>PYC 682</b>  Credits: 3	<b>Special Issues with Military Families</b>  <b>Competency Area:</b> <b>Prerequisites:</b> PYB 550 <b>Requirements:</b>  <b>Description:</b> The demands of military service such as long-term absence and subsequent homecoming place tremendous demands on military personnel and their families. Changes in roles and responsibilities must be made to accommodate the deployed person's presence and absence in the home. Children are challenged to adjust to the absence of a parent, which is a further stressor. This course addresses couple and family interventions and suggests resources directed particularly at family issues related to military service.
<b>PYI 541</b>  Credits: 3	<b>Advanced Counseling Interventions ASD</b>  <b>Competency Area:</b> Individual Assessment & Intervention Strategies <b>Prerequisites:</b> Must be a licensed professional or student in the counseling/therapy field

	<p>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 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</p>	<p><b>Training Social Use Language</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 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</p>	<p><b>Advocacy Applications in ASD/Aspergers</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies</p> <p><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.</p> <p><b>Requirements:</b></p> <p><b>Description:</b> This course facilitates understanding of the theoretical constructs of effective advocacy in the fields 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</p>	<p><b>Educational Interventions ASD I</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 is a comprehensive overview of educational methodologies that integrate cognitive and behavioral theory within a developmental framework, to encourage practical application within classroom settings. Emphasis is placed on direct teaching methods, materials and modifications as well as the regular and special</p>



	education process, specifically 504 plans and Individualized Education Plans.
<b>PYI 545</b>  Credits: 3	<b>Pragmatic Language Groups: Advanced Assessments &amp; Interventions for Autism Spectrum Disorders</b>  <b>Competency Area:</b> Individual Assessment & Intervention Strategies <b>Prerequisites:</b> Satisfactory completion of the first semester ASD certificate coursework or with permission of the Program Director. <b>Requirements:</b>  <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.
<b>PYI 546</b>  Credits: 3	<b>Advanced Educational Interventions ASD</b>  <b>Competency Area:</b> Individual Assessment & Intervention Strategies <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. <b>Requirements:</b>  <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.
<b>PYI 549</b>  Credits: 3	<b>Classic Autism - Advanced Assessment &amp; Intervention</b>  <b>Competency Area:</b> Individual Assessment & Intervention Strategies <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>PYI 550</b>	<b>Positive Behavioral Support in ASD</b>

Credits: 3	<p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies  <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.  <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 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>
<b>PYI 552</b>  Credits: 3	<p><b>Career and Lifestyle Counseling</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 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>
<b>PYI 554</b>  Credits: 3	<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 is designed as an overview of major cognitive, behavioral, and analytic theories of counseling and psychotherapy, along with a focus on current theories and practices of addictions counseling. Students will have</p>

	the opportunity to learn theoretical foundations 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.
<b>PYI 555</b>  Credits: 3	<b>Counseling Theories - Models/Approach II</b>  <b>Competency Area:</b> Individual Assessment & Intervention Strategies <b>Prerequisites:</b> PYI 554 Counseling Theories: Models and Approaches I. <b>Requirements:</b>  <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.
<b>PYI 560</b>  Credits: 2	<b>Identification of Problem &amp; Assessment</b>  <b>Competency Area:</b> Individual Assessment and Intervention Strategies <b>Prerequisites:</b> <b>Requirements:</b>  <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-based decisions for intervention strategies. Upon completion of this course, students will demonstrate competencies in making data-driven recommendations, 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	<b>Research Methods in Behavior Analysis</b>  <b>Competency Area:</b> Individual Assessment & Intervention Strategies <b>Prerequisites:</b> <b>Requirements:</b>  <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,

	<p>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>
<p><b>PYI 564</b></p> <p>Credits: 1</p>	<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>
<p><b>PYD 601</b></p> <p>Credits: 3</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). Legal 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</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 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.</p>
<b>PYG 604</b>	<b>Group Work Dance/Movement Therapy &amp; Counseling</b>

Credits: 3	<p><b>Competency Area:</b> Group Assessment &amp; Intervention Strategies</p> <p><b>Prerequisites:</b></p> <p><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 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.</p>
<b>PYI 514</b>  Credits: 3	<p><b>Assessment - Principles &amp; Methods</b></p> <p><b>Competency Area:</b> Individual Assessment &amp; Intervention Strategies</p> <p><b>Prerequisites:</b> PYB 550, Psychopathology: An Ecological Approach or equivalent.</p> <p><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. 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.</p>
<b>PYI 518</b>  Credits: 3	<p><b>Human Sexuality &amp; Sex Therapy</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 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. 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. Online and Face to Face Delivery.</p>
<b>PYI 526</b>  Credits: 1	<p><b>Using Play in Therapy</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 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>
<p><b>PYI 527</b></p> <p>Credits: 1</p>	<p><b>Assistive Technology with ASD</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This course will familiarize students with assistive, adaptive and rehabilitative devices, applications and techniques useful for individuals with an autism spectrum disorder. Selecting, locating and using the appropriate assistive technology will be reviewed. In addition technology helpful to the educator or service provider such as data collection tools will be introduced.</p>
<p><b>PYI 537</b></p> <p>Credits: 1</p>	<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>
<p><b>PYI 538</b></p> <p>Credits: 3</p>	<p><b>ABA Interventions, Systems &amp; Implementations</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 provide students with advanced knowledge on choosing recommendations and intervention strategies consistent with ethical guidelines and the existing environments. Students will understand and demonstrate application of</p>

	<p>generalization and maintenance strategies required to facilitate behavior repertoires under the most natural circumstances, as well as design monitoring systems around all behavior change implementation. Students will understand and practice application of several evidence-based educational methods.</p>
<p><b>PYI 539</b></p> <p>Credits: 1</p>	<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>

## **Department of Clinical Psychology 2014-2015 Degree Requirements**

### **Doctor of Psychology in Clinical Psychology**

#### **PsyD - 120 Credits**

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 for a total of 120-128 credits over the four years.

In addition to 28 to 30 semester hours of classes taken on Mondays, Tuesdays, and during the week at practicum placements, students take, on average, two weekend courses or Supervised Independent Studies over each program year for an additional two credits a 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)
- 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)
- PYC 711 Social Justice in the Practice of Clinical Psychology (1 credit)

#### **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 (3 credits)
- PYC 701 Psychotherapeutic Intervention II: Individual and Family (3 credits)
- PY 702 Psychotherapeutic Intervention III: Group (2 credits)



- PY 708 Psychotherapeutic Intervention IV: Special Topics in Intervention (2 credits)

**Management and Supervision (NCSPP):**

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

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

- PY 870 Tests and Measurements in Psychology (3 credits)

**Relationship (NCSPP):**

- PY 792 Intake Interviewing Skills (1 credit)
- PY 880B Professional Seminar I: Relationships, Roles and Ethics (3 credits)
- 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 (3 credits)
- 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)

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

- 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)
- 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:**

- 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 834 Psychological Testing and Evaluation of Infants, Children and Adolescents (3 credits)
- PYI 708 Spirituality and Religious Issues (3 credits)
- PYC 710 Substance Abuse Theory and Practice (3 credits)

#### **Elective Weekend Courses**

- 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 727 Substance Abuse and Dependence
- PYC 729 Sport & Exercise Psychology
- PYC 730 The Dream in Clinical Practice
- 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

#### **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)
- 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)
- 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

## Department of Clinical Psychology Course Descriptions

<p><b>PY 702</b></p> <p>Credits: 3</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 explores modern psychology's historical, philosophical and social contexts. Influenced by contemporary theories from histories and philosophies of science, this course on Psychology's history eschews the common, "presentist" narrative of a science. Instead, students will learn and discuss psychology's contingent manifestations in time and space, its varied, contingent, Eurocentric, and often-conflicting social practices, and how these have affected and been affected by structures of history, culture, scientific discourse, and human interests. The course also covers the history of major figures and movements in psychology since the nineteenth century, leading up to contemporary phenomena such as feminist, ethnic-racial diversity, and indigenous psychologies.</p>
<p><b>PY 710</b></p> <p>Credits: 2</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 paying attention, sleeping, learning etc.; and then the role of the nervous system in selected psychopathologies such as seasonal affective disorder, nonseasonal depression and chronic stress reactions. An emphasis is placed on learning the language of physiological psychology.</p>
<p><b>PY 714</b></p> <p>Credits: 1</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 anxiety disorders, unipolar and bipolar mood disorders and psychotic 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. An important component of the course will be differential diagnosis, especially identifying nonpsychiatric factors which may affect the symptom presentation and which must be brought under control before a clear diagnosis can be reached.</p>
<p><b>PY 718A</b></p> <p>Credits: 1</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> This course is designed to help students develop a broad appreciation for the complexity of human sexuality and sex therapy. The aim is to understand the development and context of one's sexuality and to enable the individual to sharpen his/her self-identity and clinical skills based on this knowledge. Moving beyond a "homework assignment" mentality of traditional sex therapy, students learn to think about sexual dilemmas as complex interpersonal and intergenerational realities. Sexual problems become but one of many important "elicitation windows" through which individuals and couples begin to view their sexual "problems" as developmental challenges and interlocking binds. We will compare and contrast this systemic focus with traditional cognitive-behavioral and analytic methods. Alternative views and categories of dysfunction, beyond the DSM-V, will be examined.</p>
<p><b>PY 719</b></p> <p>Credits: 3</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 burgeoning 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 personnel. 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 are examined, with particular emphasis on the psychology of wellness. Students are introduced to various tools, including biofeedback, relaxation training, meditation, clinical hypnosis, and psychophysiological psychotherapy. Diversity in its array of forms and manifestations within health care suffuses the course.</p>
<p><b>PY 720</b></p> <p>Credits: 3</p>	<p><b>Cognitive Aspects of Behavior</b></p> <p><b>Competency Area:</b> Cognitive and Affective Aspects of Behavior</p>

	<p><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; the current status of learning theory; social cognition; cognitivism and constructionism; memory; emotion and affect; dynamic psychology and cognition; cognitive self processes, and cultural cognitive psychology and constructionist views of diversity. (This course is not a course on cognitive therapy.)</p>
<p><b>PY 721A</b></p> <p>Credits: 1</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></p> <p>Credits: 3</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 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</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 presents an integrated bio-psycho-socio-cultural model of psychopathology. After critiquing the strengths and weaknesses of DSM-5 and ICD-10, this course focuses on the etiology of and diagnostic criteria for the most prevalent</p>

	<p>psychiatric disorders of adulthood and childhood, including: neurodevelopmental, schizophrenia spectrum, bipolar, depressive, anxiety, obsessive-compulsive, trauma and stressor-related, dissociative, somatic, eating, sexual, gender dysphoric, impulse, substance-related, neurocognitive, and personality 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, as well as identifying cultural expressions of distress, the treatment of psychopathology is presented from biological, cognitive-behavioral, feminist, and psychodynamic perspectives.</p>
<p><b>PY 732</b></p> <p>Credits: 3</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</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 intended to contribute to students' developing a grasp of personality structure, dynamics and development within an object relational framework; and, in so doing, offer an integrative opportunity to bring dimension and understanding to the application of theory to practice. This approach is designed to assist students in developing a lens through which they can consider case conceptualization and treatment issues applicable to various clinical problems, settings, and populations.</p>
<p><b>PY 740B</b></p> <p>Credits: 3</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</p>

	are encouraged to consider this class, those without a child or adolescent in their caseload may participate.
<b>PY 772</b>  Credits: 2	<b>Psychology in the Community</b>  <b>Competency Area:</b> Social Bases of Behavior <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>PY 775</b>  Credits: 1-3	<b>Special Topics</b>  <b>Competency Area:</b> varies <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> The Special Topics courses change from term to term according to student and program interests. Details about a particular Special Topics course are found in the syllabus each term.
<b>PY 777B</b>  Credits: 3	<b>Human Diversity &amp; Clinical Enterprise</b>  <b>Competency Area:</b> Cultural and Individual Diversity <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>PY 786</b>  Credits: 2	<b>Social Psychology &amp; Social Responsibility</b>  <b>Competency Area:</b> Social Bases of Behavior <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>PY 792</b>  Credits: 1	<b>Intake Interviewing Skills</b>  <b>Competency Area:</b> Relationship & Assessment <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>PY 799</b>  Credits: 1	<b>Management</b>  <b>Competency Area:</b> Management and Supervision <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>PY 801</b>  Credits: 1	<b>Love &amp; Attachment in Families, Couples</b>  <b>Competency Area:</b> Relationship <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>PY 812A</b>  Credits: 1	<b>Consultation - Theory &amp; Practice I</b>  <b>Competency Area:</b> Consultation and Education



	<p><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. 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>
<p><b>PY 812B</b></p> <p>Credits: 1</p>	<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 and other community settings. Building on the frameworks introduced in Consultation I, the course will address broad issues of responding to consultation requests, framing and navigating consultation relationships, interventions, data gathering and evaluation. Students will also explore various aspects of consultation practice, including consultation functions, finding and developing a market niche or focal expertise, and envisioning a consultation business model.</p>
<p><b>PY 815C</b></p> <p>Credits: 3</p>	<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-IV/WISC-IV/WJ-III).</p>
<p><b>PY 816</b></p> <p>Credits: 3</p>	<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</p>

	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.
<b>PY 820A</b>  Credits: 3	<b>Advanced Seminar - Brief Psychotherapy</b>  <b>Competency Area:</b> Intervention <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>PY 821</b>  Credits: 3	<b>Advanced Seminar - Intervention Children &amp; Adolescents</b>  <b>Competency Area:</b> Intervention <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>PY 822</b>  Credits: 1	<b>Sleep Dimension in Psychotherapy</b>  <b>Competency Area:</b> Intervention <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This weekend course 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.
<b>PY 834</b>  Credits: 3	<b>Advanced Seminar - Psychological Testing and Evaluation in Infants/Children/Adolescents</b>  <b>Competency Area:</b> Assessment <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>PY 842</b>  Credits: 3	<b>Advanced Seminar - Professional Geropsychology</b>  <b>Competency Area:</b> Intervention <b>Prerequisites:</b> <b>Requirements:</b>  <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; and 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; and depression. The roles of informal and formal social supports as well as treatment in institutional contexts are examined.
<b>PY 856A</b>  Credits: 3	<b>Advanced Seminar - Aftermath &amp; Treatment of Trauma</b>  <b>Competency Area:</b> Intervention <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>PY 863</b>  Credits: 1	<b>Writing Workshop I</b>  <b>Competency Area:</b> Elective <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This weekend 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.
<b>PY 867</b>  Credits: 1	<b>Supervised Experience in Teaching Psychology</b>  <b>Competency Area:</b> Consultation and Education <b>Prerequisites:</b> <b>Requirements:</b>  <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. NOTE: Students who have previously received credit for this course must register for ANE 890 SIS: Applied Experience in Consultation and Education.
<b>PY 868</b>  Credits: 1	<b>Writing Workshop II</b>  <b>Competency Area:</b> Elective <b>Prerequisites:</b> Completion of Writing Workshop I (PY 863) <b>Requirements:</b>  <b>Description:</b> This weekend course will include a quick review of basic writing components (grammar, punctuation, structure, outlining, and APA style) covered in Writing Workshop I, plus additional components not covered in the first workshop. The instructor will provide new information and concepts about each component as related to writing a dissertation. The workshop also will cover how to create, organize, and write a scholarly literature review. Specific guidelines are given on time management issues that are of concern at the dissertation level to help ensure that the student completes his or her dissertation in a timely manner. Exercises, examples, and strategies will be given to help each student conceptualize, organize, and write his or her dissertation. This course can be repeated for credit.
<b>PY 870</b>	<b>Tests and Measurement in Psychology</b>

Credits: 3	<p><b>Competency Area:</b> Psychological Measurement</p> <p><b>Prerequisites:</b></p> <p><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></p> <p>Credits: 3</p>	<p><b>Research Methods and Statistics I</b></p> <p><b>Competency Area:</b> Research Methodology</p> <p><b>Prerequisites:</b></p> <p><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 evaluation of scholarly literature, research design, ethical and diversity considerations in research, basic descriptive and inferential (primarily univariate) statistics, evaluation of psychosocial interventions, 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, translate scholarly findings to inform clinical practice, and begin building the argument and design that could serve as a basis for an empirical dissertation. Completion of an introductory research course at the undergraduate level is assumed, though not required.</p>
<p><b>PY 872</b></p> <p>Credits: 3</p>	<p><b>Research Methods &amp; Statistics II</b></p> <p><b>Competency Area:</b> Research Methodology</p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> This course is a continuation of PY 871: Research Methods and Statistics I.</p>
<p><b>PY 880B</b></p> <p>Credits: 3</p>	<p><b>Professional Seminar I - Relationships/Roles/Ethics</b></p> <p><b>Competency Area:</b> Professional Standards &amp; Ethics, &amp; Relationship</p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><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 interpersonal and professional relationships, including clinical interviewing skills, and ethics as a foundation for the</p>

	exploration of the many roles of psychologists. This exploration involves the student's examination of their personal and professional identity within a small group format.
<b>PY 881B</b>  Credits: 3	<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	<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 within a small group format designed to provide a setting for pursuing a number of related objectives, serving as a forum for an integrative exploration examination of the students' clinical work and professional development. During this second year there is an emphasis on case conceptualization and on writing case formulations. Students learn about and apply several different theoretical models. There is a focus on student presentations and discussions which includes consideration of professional and ethical standards of practice.
<b>PY 883B</b>  Credits: 3	<b>Professional Seminar IV - Case Conceptualization</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	<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	<b>Case Conference II</b>  <b>Competency Area:</b> Relationship & Intervention <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>PY 891B</b>  Credits: 0	<b>Practicum</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This Practicum is for students whose contract extends into the Summer semester, requiring experience beyond the last day of the SP semester.
<b>PY 893A</b>  Credits: 0	<b>Practicum</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This Practicum is for students who are registered for the Fall but whose Practicum begins before the first day of the Fall semester.
<b>PY 894C</b>  Credits: 1	<b>Special Proficiency Practicum</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b> Restricted to Year IV students; available by special permission in the summer term for Year II and Year III students to participate in international-based or other summer practicum.  <b>Description:</b> This is a specialized Practicum for students wishing to have further clinical training experience with a specific focus for a minimum of 100 hours per semester.
<b>PY 894D</b>  Credits: 0	<b>Year V Practicum</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b> Restricted to Year V students.  <b>Description:</b> A specialized practicum experience to further develop clinical skills in preparation for internship. A fee will be assessed.
<b>PY 896</b>  Credits: 0	<b>Internship</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> Prior to graduation, each student must successfully complete an approved internship of 1,800 hours within 24 calendar months which meets the guidelines published by the Association of Psychology and Postdoctoral Internship Centers (APPIC) as

	well as the Council for the National Register of Health Service Providers in Psychology. Internship may be pursued in several formats: half-time during the fourth and fifth years; full-time during the fifth year, etc.
<b>PY 897</b>  Credits: 0	<b>Internship</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  Description: Restricted to Year V+ students. Prior to graduation, each student must successfully complete an approved internship of 1,800 hours within 24 calendar months which meets the guidelines published by the Association of Psychology and Postdoctoral Internship Centers (APPIC) as well as the Council for the National Register of Health Service Providers in Psychology. Internship may be pursued in several formats: half-time during the fourth and fifth years; full-time during the fifth year, etc.
<b>PY 898</b>  Credits: 3	<b>Advanced Practicum</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description: Restricted to Year IV students.</b> An optional Practicum for Year IV students wishing to have extensive further clinical training for a minimum of 300 hours per semester.
<b>PY 899</b>  Credits: 0	<b>Doctoral Dissertation</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> All Year V+ students need to register for one semester of PY 899 Doctoral Dissertation (Section A), and then for PY 899C Doctoral Dissertation Continuation (Section A) each semester thereafter until your dissertation is accepted by the faculty and deposited with the department. Students who anticipate completing Final Orals during their fourth year must register for PY 899 Dissertation in the semester in with the Final Orals take place.
<b>PYB 710</b>  Credits: 3	<b>Advanced Seminar - Clinical Psychopharmacology</b>  <b>Competency Area:</b> Biological Aspects of Behavior <b>Prerequisites:</b> <b>Requirements:</b>  <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



	<p>interactions). After study of the principles of pharmacology, the class will review individual classes of drugs, including anti-anxiety agents, antidepressants, mood stabilizers, antipsychotics, and drugs for the treatment of movement disorders and 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 and the implication of various conditions (e.g. pregnancy) on drug selection. Students will learn when and how to advocate for or against pharmacotherapy, monitor clients' progress and response to pharmacotherapy(including potentially dangerous side effects), and provide effective, well-informed psychotherapy in the context of medication treatment with a focus on integrative care, when indicated.</p>
<p><b>PYB 711</b></p> <p>Credits: 3</p>	<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>
<p><b>PYC 700</b></p> <p>Credits: 3</p>	<p><b>Psychotherapeutic Intervention I</b></p> <p><b>Competency Area:</b> Intervention  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> This is the first course in a year-long 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></p> <p>Credits: 3</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 course in a year-long 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, with an emphasis on systems-oriented child and family therapies. The course includes an examination of the fundamentals of</p>

	systems theories with special focus on child, family and couple modalities. Selected clinical practice, process, and diversity issues are considered across a variety of psychological syndromes and presentations.
<b>PYC 702</b>  Credits: 2	<b>Psychotherapeutic Intervention III - Group</b>  <b>Competency Area:</b> Clinical Techniques & Methods/Interventions <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This is the third course in a year-long sequence in the theory and practice of psychotherapy, with the emphasis on group. This course provides an introduction to current, clinically relevant knowledge and theory about behavior in groups. 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 to enhance the ability of students to test theory against the realities of group life as they experience them.
<b>PYC 705</b>  Credits: 1	<b>Dialectical Behavior Therapy</b>  <b>Competency Area:</b> Clinical Techniques & Methods/Interventions <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>PYC 706</b>  Credits: 3	<b>Advanced Seminar - Cognitive Behavior Therapy</b>  <b>Competency Area:</b> Intervention <b>Prerequisites:</b> <b>Requirements:</b>  <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, contingency management, and values-based interventions. Students will be introduced to CBT protocols for treatment of withdrawal and inactivity (often associated with

	depression), avoidance (anxiety), personality and relational disorders, as well as other treatment targets selected by students. Throughout, we will attend to the conceptualization and role of the therapeutic relationship in CBT.
<b>PYC 707</b>  Credits: 1	<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	<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 give advanced students the opportunity to consider a variety of topics related to clinical intervention. Issues related to working with specific populations, problems, and settings may be covered. The focus of the seminar is to provide an exploration of a variety of clinical issues that will foster an integrative personal and professional examination of oneself as a psychologist. Psychologists working in diverse settings will present material and lead discussions on their personal approach to professional practice, conducting the "business" of psychology, and the personal and professional influences that led them to their specific interest. Specific topics and presenters change each year.
<b>PYC 710</b>  Credits: 3	<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	<b>Social Justice in Clinical Psychology</b>  <b>Competency Area:</b> Diversity <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> In this weekend workshop, we will strive to conceptualize how we, as individuals and as psychologists, can promote social justice through our professional practices. The workshop will introduce students to the influential theory of social justice from the feminist philosopher, Nancy Fraser. Students will also 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.
<b>PYC 712</b>  Credits: 3	<b>Advanced Seminar - Contemporary Psychoanalytic Practice</b>  <b>Competency Area:</b> Intervention <b>Prerequisites:</b> <b>Requirements:</b>  <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).
<b>PYC 715</b>  Credits: 1	<b>Spiritual &amp; Religious Issues in Psychology</b>  <b>Competency Area:</b> Intervention <b>Description:</b> In this weekend 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.). 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.
<b>PYC 717</b>	<b>Advanced Seminar - Assessment/Treatment of Couples</b>

Credits: 2	<p><b>Competency Area:</b> Intervention</p> <p><b>Prerequisites:</b></p> <p><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	<p><b>Positive Psychology - Research &amp; Practice</b></p> <p><b>Competency Area:</b> Intervention</p> <p><b>Prerequisites:</b></p> <p><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 727</b>  Credits: 1	<p><b>Substance Abuse and Dependence</b></p> <p><b>Competency Area:</b> Intervention</p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> (Weekend Course) This course will provide an overview of one of the most common conditions encountered by clinicians: substance use disorders. Failure to identify and provide treatment and/or referral for substance use disorders can undermine the effectiveness of psychological interventions. Successful recognition and treatment, on the other hand, improves treatment outcomes and provides numerous professional opportunities for the practicing psychologist. After an overview and brief history of the field, this course will consider: definitions of terms, epidemiology, screening and assessment, evidence based treatment approaches, the outcome literature, the neurophysiology of abuse and dependence, pharmacologic treatment, "dual diagnosis," coerced treatment, employee assistance, nondrug addictions, and health care policy issues.</p>
<b>PYC 729</b>  Credits: 1	<p><b>Sport and Exercise Psychology</b></p> <p><b>Competency Area:</b> Intervention</p>

	<p><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</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</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-V. Psychotherapeutic treatment approaches for this population will be presented through theoretical material and clinical case examples.</p>
<p><b>PYI 704</b></p> <p>Credits: 3</p>	<p><b>Advanced Seminar - Integrative Psychotherapy</b></p> <p><b>Competency Area:</b> Intervention <b>Prerequisites:</b></p>

	<p><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>
<p><b>PYI 705</b></p> <p>Credits: 3</p>	<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></p> <p>Credits: 2</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></p> <p>Credits: 3</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</p>

	<p>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></p> <p>Credits: 3</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>PYR 875</b></p> <p>Credits: 1</p>	<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 aims of this two-year long sequence are to support student progress in all facets of the doctoral program, and specifically to facilitate students' development and completion of a doctoral dissertation. During this first year the emphasis is on completing the dissertation proposal: framing the topic; identifying and synthesizing relevant literature; constructing the case for the dissertation; identifying appropriate methodology; crafting the two-chapter dissertation proposal as described in the PsyD Handbook. The instructor for each section will serve as academic advisor and chair of the Dissertation Committee for students registered for that section.</p>



<b>PYR 876</b>  Credits: 2	<b>Doctoral Research Seminar II</b>  <b>Competency Area:</b> Research Methodology <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This course is a continuation of Doctoral Research Seminar I.
<b>PYR 877</b>  Credits: 2	<b>Doctoral Research Seminar III</b>  <b>Competency Area:</b> Research Methodology <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This course represents a continuation of the dissertation process begun in the third year with Doctoral Research Seminars I and II. The goals for this year are to guide students through internship application, and to pursue completion of the doctoral dissertation.
<b>PYR 878</b>  Credits: 1	<b>Doctoral Research Seminar IV</b>  <b>Competency Area:</b> Research Methodology <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This course is a continuation of Doctoral Research Seminar III.
<b>PYS 723</b>  Credits: 2	<b>Supervision</b>  <b>Competency Area:</b> Management and Supervision <b>Prerequisites:</b> <b>Requirements:</b>  <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, parallel process, 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.
<b>PYS 775</b>  Credits: 1	<b>Public Policy &amp; Advocacy</b>  <b>Competency Area:</b> Management and Supervision <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This course presents theory, practice, and research applicable to

	<p>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</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</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 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</p>

	section are issues involving assessing community need, program design and development, program evaluation, service outputs, outcome management, evidence-based practices, staff resources and budgets.
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## **Department of Education 2014-15 Degree Requirements**

### **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 Teacher Education 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 Regular Program)
- Certificate in Waldorf Education, Elementary Focus (Summer Sequence Regular Program)
- Certificate in Summer Sequence Advanced
- MEd Summer Sequence Advanced

### **Experienced Educators**

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

**Master of Education in Elementary/Early Childhood Education with Arts & Humanities Concentration (Integrated Learning) —40 credits**

To earn the MEd degree in Elementary/Early Childhood Education and be recommended for New Hampshire Elementary and/or Early Childhood Education Teaching Certification a student must meet the general education requirements, complete a portfolio documenting proficiency in all requisite NH professional education standards, and 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>9 credits</b>
EDT 572 Human Development	
<ul style="list-style-type: none"><li>• EDT 532 Conceptual Development &amp; Learning Theory</li><li>• EDT 574 Philosophy of Education</li></ul>	
<b>Curriculum &amp; Instruction</b>	<b>15-18 credits</b>
<ul style="list-style-type: none"><li>• EDC 555 Reading Literacy Elementary</li><li>• EDC 577 Problem Solving Science or EDC 572 Elementary School Science I &amp; EDC 579 Elementary School Science II</li><li>• EDC 563 Math Methods - Elementary</li><li>• EDC 551A Integrated Learning: Theory into Practice</li><li>• Social Studies Curriculum (e.g., EDC 618, EDC 506, EDC 529, EDC 504, EDC 638) (2 credits)</li><li>• EDC 648 Early Childhood Curriculum and Methods (EC Certification only)</li><li>• EDC 665 Movement and Storytelling (EC Certification only)</li><li>• EDC 550 Integrated Arts</li></ul>	
<b>Educational &amp; Social Policy</b>	<b>3 credits</b>
<ul style="list-style-type: none"><li>• EDP 590 Teaching Exceptional Children</li><li>• EDP 598 School Law</li></ul>	
<b>Electives</b>	
<ul style="list-style-type: none"><li>• Courses of relevance to students' professional goals from other Antioch University New England academic departments.</li></ul>	<b>4-7 credits</b>
<b>ED 691 or ED 692 Elementary and/or Early Childhood Internship</b>	<b>6 credits</b>
<ul style="list-style-type: none"><li>• Students complete two 240—300-hour semester-long internships. For Elementary certification students, at least one internship must be in an approved, self-contained classroom where the intern assumes all the responsibilities of a teacher conducting integrated curriculum in an elementary school grades 1-6. For Early Childhood internship certification students, at least one internship must be in a pre-school, kindergarten, or first grade classroom. The second internship may be conducted in a formal school/classroom setting, or in an informal educational setting such as a nature center, educational consulting organization, or museum as approved by the internship coordinator.</li></ul>	
<b>Total Credits</b>	<b>40 credits</b>

## **Master of Education in Elementary/Early Childhood Education with Science & Environmental Education Concentration (Integrated Learning) - 40 credits**

To earn the MEd degree in Elementary/Early Childhood Education and be recommended for New Hampshire Elementary Certification a student must meet the general education requirements, complete a portfolio documenting proficiency in all requisite NH professional education standards, and 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 -19 credits**

- EDC 551A Integrated Learning: Theory into Practice
- EDC 555 Reading/Literacy - Elementary
- EDC 563 Math Methods - Elementary
- Social Studies Curriculum ((e.g., EDC 618, EDC 506, EDC 529, EDC 504, EDC 638) (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
- EDC 648 Early Childhood Curriculum & Methods (Early Childhood Certification only)
- EDC 665 Movement & Storytelling (Early Childhood Certification only)

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

- EDP 590 Teaching Exceptional Children
- EDP 598 School Law

### **Education & Environmental Studies Electives 3-6 credits**

- Choose from courses in Environmental Studies or Education.

### **ED 694 Internships 6 credits**

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

### **Total Credits 40 credits**

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

To earn the MEd degree in Elementary Education and be recommended for New Hampshire Elementary Education Teaching Certification and New Hampshire General Special Education Certification a student must meet the general education requirements, complete a portfolio documenting proficiency in all requisite NH professional education standards, and 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 (e.g., EDC 618, EDC 506, EDC 529, EDC 504, EDC 638) (2 credits)
- EDC 502 Leading Inclusion: Building Bridges
- EDC 673 SpEd Assessment and Instructional Strategies

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

- EDP 590 Teaching Exceptional Children
- EDP 598 School Law
- EDP 670 Families and Supportive Networks
- EDP 670 SpEd Law and Policy

**Electives**

Courses of relevance to students' professional goals from other Antioch University New England academic departments.

**5 credits**

**6 credits**

**ED 698A Elementary and Special Education Internship**

- Students must complete 240—300-hour semester-long internships in approved, self-contained classrooms assuming all responsibilities of a teacher conducting integrated curriculum in an elementary school. Special Education certification students must have one elementary internship in grades 1-6 and one Special Education internship in a school or other special education setting as approved by the internship coordinator.

**Total Credits**

**42 credits**

**Master of Education in Elementary Education - Waldorf Concentration with Elementary Teaching Certification Year-Round Program —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 582 Anthroposophy: Projective Geometry
- EDT 583 Evolving Consciousness 1
- EDT 586 Evolving Consciousness 2
- 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 1
- EDC 559A Waldorf Curriculum 2
- Creative Arts (e.g., EDC 542 Painting, EDC 540 Clay Modeling, EDC 543 Eurythmy 1, EDC 541 Speech 1, EDC 545 Speech 2, and EDC 571 Drawing
- EDC 536 Science Curriculum
- EDC 538 Waldorf Math and Language Arts

**Educational & Social Policy** **4 credits**

- EDP 590 Teaching Exceptional Children
- EDP 598 School Law
- EDP 630 Waldorf Administration

**Plus non-credit required courses** **0 credit**

- EDNC 019 Today's Child
- EDNC 009 Oberufer Play
- EDNC 010 Workshop in Middle School Drawing
- EDNC 012 Sculpture Modeling
- EDNC 004 Arts to Accompany Foundations
- EDNC 011 Handwork
- EDNC 020 Social & Organizational Issues

**Elementary Teaching Internships** **7 credits**

- ED 691 One semester of supervised teaching in an approved public school Elementary setting (3 credits).
- ED 691A One semester of supervised teaching in a Waldorf School under an approved Waldorf teacher (4 credits).

**Total Credits** **44 credits**



**Master of Education in Elementary Education - Waldorf Concentration with Elementary Focus Year-Round Program —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*

**Theoretical & Philosophical Foundations of Education 8 credits**

- EDT 584 Human Development
- EDT 582 Anthroposophy: Projective Geometry
- EDT 607 Foundations of Human Experience
- EDT 583 Evolving Consciousness 1
- EDT 586 Evolving Consciousness 2
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**Curriculum & Instruction 14 credits**

- EDC 559 Waldorf Curriculum 1
- EDC 559A Waldorf Curriculum 2
- 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, and EDC 571 Drawing)
- EDC 536 Science Curriculum
- EDC 538 Waldorf Math and Language Arts

**Educational & Social Policy 3 credits**

- EDP 630 Waldorf Administration
- EDP 654 Waldorf Masters Project Research Preparation
- EDP 592 Adolescent

**Electives 3 credits**

- 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.

**Plus non-credit required courses: 0 credits**

- EDNC 004 Arts to Accompany Foundations
- EDNC 009 Oberufer Play
- EDNC 010 Workshop in Middle School Drawing
- EDNC 019 Today's Child
- EDNC 011 Handwork
- EDNC 020 Social & Organizational Issues

**Master's Project ED 699 H 5 credits**

**Internships 7 credits**

- ED 691 (3 credits) & ED 691A (4 credits): Two semesters of supervised teaching in an approved Waldorf elementary setting.

**Total Credits 40 credits**

**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*

**Theoretical & Philosophical Foundations of Education** **8 credits**

- EDT 584 Human Development
- EDT 583 Evolving Consciousness 1
- EDT 586 Evolving Consciousness 2
- EDT 607 Foundations of Human Experience
- EDT 582 Anthroposophy: Projective Geometry

**Curriculum & Instruction** **14 credits**

- EDC 559 Waldorf Curriculum 1
- EDC 559A Waldorf Curriculum 2
- 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, and EDC 571 Drawing)
- EDC 536 Science Curriculum
- EDC 538 Waldorf Math and Language Arts

**Educational and Social Policy** **2 credits**

- EDP 592 Adolescent
- EDP 630 Waldorf Administration

**Electives** **1 credit**

- Student selected courses

**Plus non-credit required courses** **0 Credit**

- EDNC 004 Arts to Accompany Foundations
- EDNC 009 Oberufer Play
- EDNC 010 Workshop in Middle School Drawing
- EDNC 012 Sculptural Modeling
- EDNC 019 Today's Child
- EDNC 011 Handwork
- EDNC 020 Social & Organizational Issues

**Teaching Internship** **3 credits**

- ED 691 One semester of supervised teaching in an approved Waldorf Elementary setting under an approved Waldorf elementary teacher.

**Total Credits** **28 credits**

**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*

**Theoretical & Philosophical Foundations of Education** **10 credits**

- EDT 584 Human Development
- EDT 614 Education for Social Renewal
- EDT 576 Evolving Consciousness
- EDT 607 Foundations of Human Experience
- EDT 582 Anthroposophy - Projective Geometry

**Curriculum & Instruction** **11 credits**

- EDC 559C Elementary Waldorf Elementary Curriculum Seminar
- EDC 536 Waldorf Science Curriculum
- EDC 570 Waldorf Math and Language Arts
- Creative Arts (e.g., EDC 544 Painting 1, EDC 544B Painting 2, EDC Music Curriculum, EDC 571 Drawing, EDNC003 Eurythmy 1, EDC 541 Speech 1, EDC 545 Speech 2)

**Education & Social Policy** **3 credits**

- EDP 604A Research for Social & Personal Change
- EDP 592 Adolescent

Plus non-credit required courses **0 Credits**

- EDNC 003 Eurythmy
- EDNC 019 Today's Child
- EDNC 004 Arts to Accompany Foundations
- EDNC 020 Social & Organizational Issues

**Teaching Internship or Practicum** **4 credits**

- ED 691A (Internship) or ED 693 (Practicum) One semester of supervised teaching in an approved Waldorf Elementary School.

**Total Credits** **28**

**Master of Education in Foundations of Education - Waldorf Concentration, Summer Sequence Regular Program, Elementary Focus - 32 credits**

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

**Theoretical & Philosophical Foundations of Education** **10 credits**

- EDT 584 Human Development
- EDT 576 Evolving Consciousness
- EDT 582 Anthroposophy - Projective Geometry
- EDT 607 Foundations of Human Experience
- EDT 614 Education For Social Renewal

**Curriculum & Instruction** **11 credits**

- EDC 559C Waldorf Elementary Curriculum Seminar
- EDC 536 Science Curriculum
- EDC 570 Waldorf Math and Language Arts
- Creative Arts (e.g., EDC 544 Painting 1, EDC 544B Painting 2, EDC Music Curriculum, EDC 571 Drawing, EDC 543 Eurythmy 1, EDC 541 Speech 1, EDC 545 Speech 2)

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

- EDP 604A Research for Social & Personal Change
- EDP 592 Adolescent

**Plus non-credit required courses** **0 Credits**

- EDNC 003 Eurythmy
- EDNC 004 Arts to Accompany Foundations
- EDNC 019 Today's Child
- EDNC 020 Social & Organizational Issues

**Teaching Internship or Practicum** **4 credits**

- ED 691A (Internship) or ED 693 (Practicum) One semester of supervised teaching in approved Waldorf Elementary School setting.

**Master's Project** **4 credits**

- ED 699 Master's Project

**Total Credits** **32 credits**

## **Certificate in Waldorf Education Summer Sequence Advanced (Transdisciplinary Focus on Healing Education) – 28 credits**

This advanced level Waldorf Certificate program with a transdisciplinary focus on healing education is offered by the Waldorf Program of Antioch University New England in collaboration with the Camphill School of Curative Education and Social Therapy. It is open to applicants with 5-7 years of professional experience with a practice based on anthroposophical foundations OR will have completed stage 2 of a program of the Camphill School of Curative Education and Social Therapy.

Required Courses are Listed under Each Competency Area

<b>Theoretical &amp; Philosophical Foundations of Education</b>		<b>9 Credits</b>
EDT 576	Evolving Consciousness	
EDT 614	Education for Social Renewal	
EDT 020	Foundations 2	
EDT 534	Today's Child	
<b>Curriculum and Instruction</b>		<b>7 credits</b>
EDC 582	Speech 3	
EDC 556	Eurythmy 3	
EDC 589A	Transdisciplinary Inquiry	
EDC 571A	Developing and Understanding Children's Drawings	
EDC 535	Music Curriculum	
<b>Education and Social Policy</b>		<b>8 credits</b>
EDP 667	Renewal Institute	
EDP 584	Contemplative Inquiry	
EDP 586	Research 2	
EDP 581	Research 3	
EDP 592	Adolescent	
<b>Practicum</b>		<b>4 credits</b>
ED 693	Practicum	
<b>Total Credits</b>		<b>28 credits</b>

**Master of Education in Foundations of Education: Waldorf Concentration: Summer Sequence  
Advanced (Transdisciplinary Focus on Healing Education) – 32 credits**

This advanced level Waldorf MEd program with a transdisciplinary focus on healing education is offered by the Waldorf Program of Antioch University New England in collaboration with the Camphill School of Curative Education and Social Therapy. It is open to applicants with 5-7 years of professional experience with a practice-based on anthroposophical foundations OR will have completed stage 2 of a program of the Camphill School of Curative Education and Social Therapy.

**Theoretical & Philosophical Foundations of Education**

**9 credits**

EDT 576	Evolving Consciousness
EDT 614	Education for Social Renewal
EDT 020	Foundations 2
EDT 534	Today's Child

**Curriculum and Instruction**

**7 credits**

EDC 582	Speech 3
EDC 556	Eurythmy 3
EDC 589A	Transdisciplinary Learning
EDC 571A	Developing and Understanding Children's Drawings
EDC 565	Painting 3
EDC 535	Music Curriculum

**Education and Social Policy**

**8 credits**

EDP 667	Renewal Institute
EDP 584	Contemplative Inquiry
EDP 586	Research 2
EDP 584	Contemplative Inquiry
EDP 581	Research 3
EDP 592	Adolescent

**Practicum**

**4 credits**

ED 693	Practicum
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**Master's Project**

**4 credits**

ED 699	Master's Project
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**Total Credits**

**32**

**Master of Education in Foundations of Education with Teacher Leadership Concentration – 33 credits**

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

- EDT 630 Facilitative Teacher Leadership
- EDT 545 Philosophy of Education and Change
- EDT 626 Developing Mind

**Educational Research** **9 credits**

- EDR 630 Using Assessment & Data for Student Learning
- EDR 692 Child Study Practicum
- EDR 694 Curriculum Practicum

**Educational & Social Policy** **9 credits**

- EDP 633 School Change: Theory and Practice
- EDP 665 Connecting Schools, Families and Communities
- EDR 620 Equity and Change Practicum

**Curriculum and Instruction** **6 credits**

- EDC 686 The Cycle of Inquiry: ways to improve teacher practice and student learning
- EDC 521 Professional Learning Communities

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

**Master 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>• EDR 632 Assessment in a PBL Classroom – A Focus on Learning</li><li>• EDR 692 Child Study Practicum</li><li>• EDR 694 Curriculum Practicum</li></ul>	
<b>Educational &amp; Social Policy</b>	<b>3-6 credits</b>
<ul style="list-style-type: none"><li>• EDP 629 Critical Skills for Critical Times or EDC 687 Next Generation Teaching and Learning</li><li>• EDR 620 Equity and Change Practicum</li></ul>	
<b>Curriculum and Instruction</b>	<b>9-12 credits</b>
<ul style="list-style-type: none"><li>• EDC 688 Instructional Design — Crafting Problem–Based Challenges</li><li>• EDT 550A Critical Skills Level I Institute</li><li>• EDC 682 Building Inclusive Learning Communities</li></ul>	
<b>Total Credits</b>	<b>33 credits</b>



**Master 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 Technology Tools in the Classroom for All Learners</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>• EDR 612 Teaching and Learning in the 21st Century Classroom or EDC 688 Instructional Design</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 Educational Advocacy &amp; 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>• EDC 687 Next Generation Teaching &amp; Learning</li><li>• EDC 689 The Dangerous Door: Social Media or EDC 682 Building Inclusive Learning Communities</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>

### **Master 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 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:**

- EDT 545 Philosophy of Education and Change (on-line class) **3 credits**
- EDR 620 Equity and Change Practicum **3 credits**

**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:**

- EDT 545 Philosophy of Education and Change **3 credits**
- Elective **3 credits**

**ABA students in the 21 credit program will 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:**

- EDT 626 Developing Mind or Equivalent Human Development Courses **3 credits**
- Elective **3 credits**
- EDR 620 Equity & Change Practicum **3 credits**
- EDT 545 Philosophy of Education and Change **3 credits**

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

**Master of Education in Foundations of Education with a Self-designed Concentration – 33 credits**

**Theoretical and Philosophical Foundations of Education 6 credits**

- EDT 545 Philosophy of Education and Change
- EDT 626 Developing Mind or EDT 536 Childhood & Nature

**Educational Research 6 credits**

- EDR 692 Child Study Practicum
- EDR 694 Curriculum Practicum

**Educational & Social Policy 3 credits**

- EDR 620 Equity and Change Practicum

**Curriculum and Instruction 3 credits**

- At least one 3-credit course with an EDC prefix (curriculum focus)

**Self-Designed Concentration Credits 15 credits**

- (mixed degree requirement areas)

**Total Credits 33 credits**

**Master 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>3 credits</b>
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- EDT 545 Philosophy of Education and Change
- EDT 626 Developing Mind

<b>Educational Research</b>	<b>3 credits</b>
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- EDR 694 Curriculum Practicum
- EDR 692 Child Study Practicum

<b>Education and Social Policy</b>	<b>3 credits</b>
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- EDR 620 Equity and Change Practicum

<b>Elective - in any degree requirement category</b>	<b>3 credits</b>
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<b>Curriculum and Instruction</b>	<b>3 credits</b>
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- Must take at least one elective with an EDC designation (3)

<b>Total Credits</b>	<b>33 credits</b>
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**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 Policy</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.

**Theoretical & Philosophical Foundations of Education 3 credits**

- Elective in the EDT competency

**Curriculum & Instruction 4 credits**

- EDC 521 Professional Learning Communities
- EDL 629 The Learner Centered School

**Educational & Social Policy 7 credits**

- EDP 594 Equity Challenge for Leaders
- EDL 639 School Law and Ethics
- EDR 620 Equity and Change Practicum

**Educational Research**

- EDR 694 Curriculum Design Practicum 5 credits
- EDR 610 Leading with Data - A School profile

**Practicum 4 credits**

- EDC 567 Critical Friends Coaching (CFG) Practicum I
- ED 696 Critical Friends Coaching (CFG) Practicum II

**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 3-credit Elective in any competency category for the degree

**Total Credits for MEd 33 credits**

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

**Post-Master's Certificate in NH Principal Certification—21 credits**

In order to enter this program, a student must be able to document 5 years of classroom teaching experience at the K-12 level in a public or private school setting.

**Curriculum and Instruction****4 credits**

- EDC 521 Professional Learning Communities (2)
- EDL 629 The Learner Centered School (2)

**Educational & Social Policy****4 credits**

- EDP 594 Equity Challenge for Leaders (2)
- EDL 639 School Law and Ethics (2)

**Educational Research****2 credits**

- EDR 610 Leading with Data - A School profile (2)

**Leadership Practica****4 credits**

- EDC 567 Practicum: Critical Friends Group Coaching I (2)
- ED 696 Practicum: Critical Friends Group Coaching II (2)

**Leadership****7 credits**

- EDL 627 Leading Transformations (2)
- EDL 630 Conflict Resolution for Leaders (1)
- EDL 637 School Finance (2)
- EDL 628 Community Partnerships (1)
- EDL 633 Human Resource Management (1)
- EDL 625 Leadership Seminar I (0)
- EDL 635 Leadership Seminar II

**Master of Education in Foundations of Education with a Mindfulness for Educators Concentration - 33 credits**

**Theoretical & Philosophical Foundations of Education**

**6 Credits**

- EDT 545 Philosophy of Education and Change
- EDT 626 Developing Mind
- EDT 522 Human Development and the Inner Landscape of Teachers and Learners

**Educational Research**

**9 Credits**

- EDR 692 Child Study Practicum
- EDR 694 Curriculum Practicum
- EDR 620 Equity and Change Practicum

**Educational & Social Policy**

**6 credits**

- EDP TBA Compassionate Action in the World
- EDP TBA Principles and Practices of Mindful Leadership

**Curriculum**

**6 credits**

- EDT 514 Using Buddhist Frameworks to Reflect on Teaching & Learning
- EDT 520 Awareness of Body, Heart and Mind: Pathways to Change

**Elective**

**3 Credits**

Any AU course or SIS as approved by advisor, including residential meditation retreat experience, Awareness Through the Body or an external curriculum training program for teaching mindfulness to children.



**Mindfulness For Educators Certificate Program**

This is a 9 credit graduate certificate program. All courses in the Mindfulness for Educators Certificate Program are restricted to those students who are matriculated in this program or in the Mindfulness for Educators M.Ed program.

**Theoretical & Philosophical Foundations of Education****3 Credits**

- EDT 522 Human Development and the Inner Landscape of Teachers and Learners

**Curriculum****6 credits**

- EDT 514 Using Buddhist Frameworks to Reflect on Teaching & Learning
- EDT 520 Awareness of Body, Heart and Mind: Pathways to Change

### Department of Education Course Descriptions

<b>ED 575</b>  Credits: 2-3	<b>Special Topics</b>  <b>Competency Area:</b> <i>varies</i> <b>Prerequisites:</b> <i>none</i> <b>Requirements:</b> <i>none</i>  <b>Description:</b> Special topics courses allow for faculty to offer advanced coursework in specific content areas that reflect student needs and interests in a given academic semester or address particular current events or subjects in the field.
<b>ED 590</b>  Credits: 3	<b>Internship in Nature Preschool or Forest Kindergarten</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> 300 hour internship in a recommended nature pre-school or forest kindergarten. This internship is for full-time matriculated students who are candidates for early childhood certification in the Integrated Learning/Elementary and Early Childhood programs in the Education Department. Internships sites are chosen and or approved by Education faculty.
<b>ED 691</b>  <b>Credits: 3</b>	<b>Internship, Elementary Education</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  Internships are available in a variety of public and independent elementary schools and early childhood centers. Please see program requirements for how many semesters and credits each specific program and concentration requires in order to complete its degree requirements.
<b>ED 691A</b>  <b>Credits: 4</b>	<b>Internship, Elementary Education</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  Internships are available in a variety of public and independent elementary schools and early childhood centers. Please see program requirements for how many semesters and credits each specific program and concentration requires in order to complete its degree requirements.
<b>ED 692</b>  <b>Credits: 3</b>	<b>Internship, Early Childhood Education</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>

	<p>Internships are available in a variety of public and independent elementary schools and early childhood centers. Please see program requirements for how many semesters and credits each specific program and concentration requires in order to complete its degree requirements.</p>
<b>ED 694</b>  <b>Credits: 3</b>	<b>Internship, Science/Environmental Education</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <p>Internships are available in a variety of public and independent elementary schools and early childhood centers. Please see program requirements for how many semesters and credits each specific program and concentration requires in order to complete its degree requirements.</p>
<b>ED 693</b>  <b>Credits: 4</b>	<b>Practicum</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <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>
<b>ED 696</b>  <b>Credits: 2</b>	<b>Practicum - Critical Friends Group Coaching II</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <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>  <b>Credits: 0</b>	<b>Professional Practice Seminar</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>

	<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>
<p><b>ED 698A</b></p> <p><b>Credits: 3</b></p>	<p><b>Internship, Special Education</b></p> <p><b>Competency Area:</b>  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p>Internships are available in a variety of public and independent elementary schools and early childhood centers. Please see program requirements for how many semesters and credits each specific program and concentration requires in order to complete its degree requirements.</p>
<p><b>ED 699</b></p> <p>Credits: 4-5</p>	<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>
<p><b>ED 699B</b></p> <p>Credits: 3</p>	<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>
<p><b>ED 699C</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> Students who have completed coursework must register for a Master's</p>

	Project continuation every semester until the project has been completed and signed off by the Master's Project reader. Enrollment in Master's Project continuation confers half-time status for Financial Aid and loan deferment purposes through the end of the term.
<b>EDC 502</b>  Credits: 1	<b>Leading Inclusion: Building Bridges</b>  <b>Competency Area: Curriculum &amp; Instruction</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> One of the first and often discouraging realities for new educators can be the disconnection they observe between schools' stated values and daily practices. In particular, inclusion, whether stated explicitly or indirectly in statements relating to diversity or difference, is usually part of a school's vision and goals. However, most schools still have two separate systems -- general education and special education -- and attempts at collaboration between the two are often inauthentic or unsuccessful. In this course we will examine this phenomenon and consider the contributions that teachers educated in both elementary and special education can make towards inclusion in their schools. A primary objective of this course is to provide students with a framework for their participation in the Holistic Special Education program. Emphasis will be placed on identifying the assumptions, beliefs, and practices that maintain segregated educational systems and on developing the ability to see how connections can be made to integrate the two systems. Students will be asked to broaden their perspectives and to note how what they are learning in their courses applies to, or can be adapted to meet the needs of, an inclusive elementary classroom. In the transformation of school structures, teachers who build connections toward inclusion are change agents; in this course, students will develop their skills in the subtle yet challenging art of leading change.
<b>EDC 503</b>  Credits: 1	<b>Natural History for Early Childhood</b>  <b>Competency Area: Curriculum &amp; Instruction</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> The best forest kindergarten teachers are both knowledgeable about early childhood and knowledgeable about local natural history. This course will focus on learning the natural history of northern New England that most directly relates to being outdoors with children. Participants will learn the flora, fauna and natural phenomena and skills that effectively engage young children. Fire-building, basket-making, nature art, tracking, children's literature as a vehicle to nature exploration, and wild edibles will be some of the topics considered. We'll discuss both winter and spring natural history with a focus on how to keep children engaged under cold and/or wet conditions.
<b>EDC 504</b>	<b>Building with Blocks</b>  <b>Competency Area: Curriculum &amp; Instruction</b>

Credits: 1	<p><b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Using building blocks as a vital part of the curriculum in early childhood settings is a long and honored tradition in progressive education. Through block building, children develop key social, cognitive and physical skills and learn important concepts and essential knowledge for mathematics, art, science and social studies. This course will provide an overview of the value and instructional use of block building for children from pre-school to third grade with a special emphasis on using blocks as a central element of the social studies curriculum from kindergarten to third grade.</p>
<p><b>EDC 505</b></p> <p>Credits: 1</p>	<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>
<p><b>EDC 506</b></p> <p>Credits: 1</p>	<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>
<p><b>EDC 507</b></p> <p>Credits: 1</p>	<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</p>

	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.
<b>EDC 509</b>  Credits: 2	<b>Nature Based Early Childhood Curriculum</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> Nature preschools and forest kindergartens have a uniquely different approach to curriculum than conventional indoor early childhood centers. This course will focus on the distinctive elements for outdoor programming for children aged three to six. Some topics will include the value of unstructured play, fostering independence, nature and language development, the balance of indoors and outdoors experience, interfacing with the conventional elementary curriculum in literacy, math and science, and connections to the community.
<b>EDC 511</b>  Credits: 2	<b>Fairy Tales and Puppetry Arts</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> Ancient myths, fairy tales, and modern stories that convey pictures of the souls awakening will be subject for study in this exploration of human consciousness. We will deepen these imaginations through the art of puppetry and awaken to each other through the creative experience. Each participant is asked to bring a meaningful story related to this theme. Marionettes inspired by the characters we introduce will be created and performance technique will be refined through production work. Participants should bring a sewing kit and drawing pad along with a story related to the seminar's theme.
<b>EDC 516</b>  Credits: 3	<b>School Change Practicum in Nature Preschool/Forest Kindergarten</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> 300 hour practicum in existing early childhood center or elementary school. This practicum is for public school teachers or early childhood professionals who wish to initiate change in their home settings. These changes will focus on increasing the depth and extent of nature and outdoor time programming occurring in the natural world. Practica sites will be approved by the Education faculty. Practica participants will be visited by Education faculty in person when possible and via on-line vehicles when practica are geographically distant from the Keene campus.
<b>EDC 519</b>  Credits: 3	<b>Curriculum Design for EFS</b>  <b>Competency Area:</b> Curriculum & Instruction

	<p><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</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</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</p>	<p><b>Place-Based Social Studies</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction (Social Studies)</p>



	<p><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 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</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</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</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</p>	<p><b>Children's Games</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction</p>

	<p><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</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>Credits: 1</p>	<p><b>Speech 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 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>
<p><b>EDC 542</b></p> <p>Credits: 2</p>	<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</p>

	painting 'out of color'! (Rudolf Steiner)
<b>EDC 543</b>  Credits: 1	<b>Eurythmy I</b>  <b>Competency Area:</b> Curriculum & Instruction <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDC 543A</b>  Credits: 1	<b>Eurythmy II</b>  <b>Competency Area:</b> Curriculum & Instruction <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDC 544</b>  Credits: 1	<b>Painting I</b>  <b>Competency Area:</b> Curriculum & Instruction <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDC 544B</b>  Credits: 1	<b>Painting II</b>  <b>Competency Area:</b> Curriculum & Instruction <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> Students in this course will be introduced to the Waldorf painting curriculum 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	<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	<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	<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	<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!

EDC 551A	<b>Integrated Learning</b>
Credits: 3	<p><b>Competency Area:</b> Curriculum &amp; Instruction</p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><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 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>
EDC 553A	<b>Math Methods - Early Childhood</b>
Credits: 3	<p><b>Competency Area:</b> Curriculum &amp; Instruction</p> <p><b>Prerequisites:</b></p> <p><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>
EDC 555	<b>Reading/Literacy - Elementary</b>
Credits: 3	<p><b>Competency Area:</b> Curriculum &amp; Instruction</p> <p><b>Prerequisites:</b></p> <p><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>
EDC 556	<b>Eurythmy III</b>

Credits: 1	<p><b>Competency Area:</b> Curriculum &amp; Instruction</p> <p><b>Prerequisites:</b></p> <p><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>
EDC 556A  Credits: 1	<p><b>Music Every Day</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction</p> <p><b>Prerequisites:</b></p> <p><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 leading a musical activity of your own choosing.</p>
EDC 557  Credits: 1	<p><b>Thinking Outside the Box</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction</p> <p><b>Prerequisites:</b></p> <p><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>
EDC 559  Credits: 2	<p><b>Waldorf Curriculum Preparation I</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction</p> <p><b>Prerequisites:</b></p>

	<p><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>
<p><b>EDC 559A</b></p> <p>Credits: 2</p>	<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>
<p><b>EDC 559C</b></p> <p>Credits: 2</p>	<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>
<p><b>EDC 561</b></p> <p>Credits: 1</p>	<p><b>Creative Bookbinding</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Student-produced books build pride in the writing process. Making books</p>

	<p>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>
<p><b>EDC 562</b></p> <p>Credits: 1</p>	<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>
<p><b>EDC 563</b></p> <p>Credits: 3</p>	<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>
<p><b>EDC 565</b></p> <p>Credits: 1</p>	<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</p>



	sessions, and weekly History of Art classes with a guest instructor.
<b>EDC 567</b>  Credits: 2	<b>Practicum - Critical Friends Group Coaching I</b>  <b>Competency Area:</b> Curriculum & Instruction <b>Prerequisites:</b> <b>Requirements:</b>  <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 community and reflecting on their own growth and development as a facilitator. Online course.
<b>EDC 570</b>  Credits: 1	<b>Math and Language Arts</b>  <b>Competency Area:</b> Curriculum & Instruction <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDC 571</b>  Credits: 1	<b>Drawing</b>  <b>Competency Area:</b> Curriculum & Instruction <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This drawing course focuses on curriculum drawing in grades 1-8 and includes blackboard drawing.
<b>EDC 571A</b>  Credits: 1	<b>Developing and Understanding Children's Drawings</b>  <b>Competency Area:</b> Curriculum & Instruction <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This course focuses on how to develop and understand the drawings of children of different ages and of different individual make-ups. The art of interpreting drawings developmentally will be practiced and its usefulness in general and special education will be considered.
<b>EDC 572</b>  Credits: 1	<b>Elementary School Science I</b>  <b>Competency Area:</b> Curriculum & Instruction <b>Prerequisites:</b>

	<p><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>
<p><b>EDC 576</b></p> <p>Credits: 3</p>	<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 ownership and citizenship skills into the project. All course work will be conducted online.</p>
<p><b>EDC 577</b></p> <p>Credits: 2</p>	<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>	<b>Elementary School Science II</b>

Credits: 1	<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	<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 use of language through speech exercises, 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 and its relevance to special education.</p>
<b>EDC 587</b>  Credits: 1	<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	<p><b>Transdisciplinary Inquiry</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</p>

	<p>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</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</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</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</p>

	Education Department prior to the first day of class.
<b>EDC 638</b>  Credits: 1	<b>Drama in the Classroom</b>  <b>Competency Area:</b> Curriculum & Instruction <b>Prerequisites:</b> <b>Requirements:</b>  <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 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	<b>Early Childhood Education Pre-K-3rd</b>  <b>Competency Area:</b> Curriculum & Instruction <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDC 659</b>  Credits: 1	<b>Living &amp; Healing Arts</b>  <b>Competency Area:</b> Curriculum & Instruction <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This course will support educators in experiencing and understanding the challenges children may express in the form of disorders or special needs, Establishing a living concept of wholeness, we will uphold each child's inner sense of wholeness as a starting point before venturing into the search for healing art, healing motifs, addressing general and individual needs. Students in this course need to come prepared to do artistic work that will help us experience the width and depth of every child's unique learning

	style and include our own transformative path as educators. We will touch upon concepts familiar among Waldorf educators: The incarnation path, the essential self, the soul, and the physical body as aspects of the individual child. This course will support bringing both the educator and the children we teach into the presence that ultimately makes learning possible.
<b>EDC 665</b>  Credits: 1	<b>Movement &amp; Storytelling Pre-K Classroom</b>  <b>Competency Area:</b> Curriculum & Instruction <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDC 673</b>  Credits: 2	<b>Special Education Assessment &amp; Instructional Activities</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> Assessment is a crucial element of education, as it enables educators to discover whether their strategies are meeting the needs of students. In this course, students will develop knowledge of federal, state and local assessment requirements, accommodations, and modifications for students with disabilities. Emphasis will also be placed on understanding the legal policies and ethical principles that mark the special education assessment process. We will examine a variety of formal and informal assessment tools, instruments, and reports. Students will practice administering, writing, and interpreting reports for both formal and informal assessment instruments. Students will also work with IEP development and implementation, LRE placement, and transitions as related to grade levels and IEP goals. We will explore the collaborative nature of assessment and learn how to ensure that all those assessing a given child's progress share a common understanding.
<b>EDC 680</b>  Credits: 3	<b>Reading/Literacy - Early Childhood</b>  <b>Competency Area:</b> Curriculum & Instruction <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDC 682</b>  Credits: 3	<b>Building Inclusive Learning Communities</b>  <b>Competency Area:</b> Educational & Social Policy <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This course explores face-to-face and online community building tools and strategies as well as facilitation of learning experiences that support all learners, including those with special needs. We will explore the use 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 the use of social media in the classroom, what it means to be a digital citizen, and how to help students and teachers use technology safely, responsibly and respectfully. Online course.
<b>EDC 683</b>  Credits: 1	<b>Mystery Classrooms/Journey North</b>  <b>Competency Area:</b> Curriculum & Instruction <b>Prerequisites:</b> <b>Requirements:</b>  <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, times zones and the relationship between climate and world geography. The project/course will provide a good balance of content and pedagogy.
<b>EDC 684</b>  Credits: 1	<b>Moving to Learn, Learning to Move</b>  <b>Competency Area:</b> EDC Curriculum & Instruction <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> In this course we will explore how integrative movement enhances mental processes. Effective learning is a process of the body and the mind working together. We will explore why and how movement brings out the full learning potential in all learners. Participants will practice integrative movement activities that will benefit them as learners and, as teachers, provide them with valuable, practical activities to bring to the classroom.
<b>EDC 686</b>  Credits: 3	<b>Using the Cycle of Inquiry</b>  <b>Competency Area:</b> Curriculum & Instruction

	<p><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>
<p><b>EDC 687</b></p> <p>Credits: 3</p>	<p><b>Next Generation Teaching and Learning</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Students will work both on their own and collaboratively to explore the various incarnations on experiential learning: project, problem, place, and service learning, as well as how to implement them with modern tools in both face-to-face and virtual environments. Participants will design digital learning experiences as well as methods of formatively and summatively assessing them. Online Course.</p>
<p><b>EDC 688</b></p> <p>Credits: 3</p>	<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>
<p><b>EDC 689</b></p> <p>Credits: 3</p>	<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>
<p><b>EDL 625</b></p> <p>Credits: 0</p>	<p><b>Leadership Seminar</b></p> <p><b>Competency Area:</b> Leadership</p>



	<p><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>
<p><b>EDL 627</b></p> <p>Credits: 2</p>	<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>
<p><b>EDL 628</b></p> <p>Credits: 1</p>	<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 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.</p>
<p><b>EDL 629</b></p> <p>Credits: 2</p>	<p><b>The Learning-Centered School</b></p> <p><b>Competency Area:</b> Leadership</p>

	<p><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>
<p><b>EDL 630</b></p> <p>Credits: 1</p>	<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>
<p><b>EDL 633</b></p> <p>Credits: 1</p>	<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>
<p><b>EDL 635</b></p> <p>Credits: 0</p>	<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'</p>

	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.
<b>EDL 637</b>  Credits: 2	<b>School Finance &amp; Facilities</b>  <b>Competency Area:</b> Leadership <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> Students will use this online 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.
<b>EDL 639</b>  Credits: 2	<b>School Law &amp; Ethics</b>  <b>Competency Area:</b> Leadership <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDNC 001</b>  Credits: 0	<b>Bothmer Gymnastics</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDNC 002</b>  Credits: 0	<b>Singing I</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDNC 003</b>  Credits: 0	<b>Eurythmy</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDNC 004</b>  Credits: 0	<b>Arts to Accompany Foundations Human Experience</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDNC 005</b>  Credits: 0	<b>Games</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDNC 008</b>  Credits: 0	<b>Oberufer Plays</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDNC 009</b>  Credits: 0	<b>Workshop on Early Childhood</b>  <b>Competency Area:</b> Curriculum & Instruction <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> <b>THIS DESCRIPTION TO CHANGE?</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.
<b>EDNC 010</b>  Credits: 0	<b>Waldorf Middle School Drawing</b>  <b>Competency Area:</b> Curriculum & Instruction <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDNC 011</b>  Credits: 0	<b>Handwork in Waldorf School</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> In the Waldorf curriculum the work of the hand not only produces beautiful and useful objects and fosters manual 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.
<b>EDNC 012</b>  Credits:	<b>Sculptural Modeling</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> In the Waldorf curriculum the work of the hand not only produces beautiful and useful objects and fosters manual 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.
<b>EDNC 013</b>  Credits: 0	<b>Workshop on Waldorf Remedial Methods</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This workshop explores the diverse ways in which Waldorf teachers can observe children and identify special needs. It will examine how teachers can approach particular remedial challenges.
<b>EDNC 015</b>  Credits: 0	<b>Singing II</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDNC 018</b>  Credits:	<b>International Perspectives on Waldorf Education</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This weekend conference features Constanza Kaliks from the University of Sao Paulo, a mathematics instructor, international speaker and PhD candidate on Nicholas of Cues. She will present and participate in workshops with Waldorf teachers from across North America. Antioch students will have a unique opportunity to learn, network and gain international perspectives on their studies at AUNE.
<b>EDNC 018-A</b>  Credits: 0	<b>International Perspectives on Waldorf Education</b>  <b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> This weekend conference features Constanza Kaliks from the University of Sao Paulo, a mathematics instructor, international speaker and PhD candidate on Nicholas of Cues. She will present and participate in workshops with Waldorf teachers from across North America. Antioch students will have a unique opportunity to learn, network and gain international perspectives on their studies at AUNE.
<b>EDP 558</b>	<b>Working with Parents and Community</b>  <b>Competency Area:</b>

Credits: 1	<p><b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Nature pre-schools and forest kindergartens are different kinds of places and therefore parents and community members need to be educated about the mission and practices of the school. Parents need to be prepared to provide appropriate clothes, do regular tick checks, be prepared for bee stings. And parents need to volunteer in the school and with fund-raising.</p> <p>In this course we'll participate in mock parent conferences, write letters to parents to explain nature school programs, and practice working with parents who are upset about their children always coming home wet and dirty.</p>
<b>EDP 560</b>  Credits: 2	<p><b>Business Planning for Native Preschools and Forest Kindergartens</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Starting a nature-based early childhood program requires business savvy and financial planning. This course will address the nitty-gritty planning necessary to get a program up and running. We'll focus on the creation of business plans, including: simple market analyses, promotion, site and facility needs, staffing requirements and options, the crucial income and expense projections, fundraising options and basic risk management issues.</p> <p>Participants will draft a three-year budget for their operation, rough out a promotional flyer and/or website, and prepare and practice persuasive verbal descriptions and "sales pitches" for their school. We'll allocate plenty of time to share your own experiences and ideas, and will take a close look at existing models that have proven successful in the U.S.</p>
<b>EDP 562</b>  Credits: 2	<p><b>Risk Management for Nature-based Early Childhood</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Being outdoors with children in all weather requires another level of risk management beyond fire drills and correct sneezing instructions. Topics that will be considered include: hazard identification, appropriate planning for risk. What kinds of risky play to allow, (i.e. tree climbing, skating) versus which to discourage, research on the relationship between nature play and health. This course will include opportunities to observe the program at the Juniper Hill School in Alna, Maine and conversation with the teachers about daily risk management decisions.</p>

<p><b>EDP 598</b></p> <p>Credits: 1</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</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>Credits: 2</p>	<p><b>Action Research</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 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</p>



	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.
<b>EDP 581A</b>  Credits: 1	<b>Research 3</b>  <b>Competency Area:</b> Educational and Social Policy <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDP 584</b>  Credits: 2	<b>Contemplative Inquiry</b>  <b>Competency Area:</b> Educational and Social Policy <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDP 586</b>  Credits: 1	<b>Research II</b>  <b>Competency Area:</b> Educational and Social Policy <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDP 590</b>  Credits: 2	<b>Teaching Exceptional Children</b>  <b>Competency Area:</b> Educational & Social Policy <b>Prerequisites:</b> <b>Requirements:</b>

	<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</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</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</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</p>

	<p>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</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 604</b></p> <p>Credits: 1-2</p>	<p><b>Research for Personal and Social Change</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 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 616</b></p> <p>Credits: 3</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</p>

	<p>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</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>Credits: 2-3</p>	<p><b>Personal/Organizational Change</b></p> <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 629</b>	<b>Critical Skills for Critical Times</b>

Credits: 3	<p><b>Competency Area:</b> Educational &amp; Social Policy, Critical Skills</p> <p><b>Prerequisites:</b></p> <p><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	<p><b>Waldorf School Administration</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy</p> <p><b>Prerequisites:</b></p> <p><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>  Credits: 1	<p><b>Behind the Label</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy</p> <p><b>Prerequisites:</b></p> <p><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>

EDP 633  Credits: 3	<b>School Change: Theory and Practice</b>  <b>Competency Area:</b> Educational & Social Policy <b>Prerequisites:</b> <b>Requirements:</b>  <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.
EDP 651  Credits: 3	<b>Organizational Integrity</b>  <b>Competency Area:</b> Educational & Social Policy <b>Prerequisites:</b> <b>Requirements:</b>  <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.
EDP 654  Credits: 1	<b>Waldorf Master's Project Research Preparation</b>  <b>Competency Area:</b> Educational & Social Policy <b>Prerequisites:</b> <b>Requirements:</b>  <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: Silence is Complicity. Online via Antioch email.
EDP 654  Credits: 0-1	<b>Waldorf Master's Project Research Prep</b>  <b>Competency Area:</b> Educational & Social Policy <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDP 655</b>  Credits: 3	<b>Sustainable Leadership</b>  <b>Competency Area:</b> Educational & Social Policy <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDP 659</b>  Credits: 2	<b>Special Education Families &amp; Supportive Networks</b>  <b>Competency Area:</b> Educational & Social Policy <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> Families and communities play complex, vital roles in the learning process. In this course, we will examine the effects of family and cultural environments on learning, social interaction and community contribution. We will also explore how the experiences of people with disabilities impact how they function within their families and in their communities. Students will learn how to best advocate for children and families, as well as how to encourage families to advocate for themselves. There will also be emphasis on developing and practicing skills related to crisis prevention and intervention. Students will investigate ways to creatively utilize community resources as well as how to create thriving collaborations among all service providers, including parents, para-educators, tutors, and others from outside agencies.
<b>EDP 660</b>  Credits: 1	<b>Special Education Law &amp; Policy</b>  <b>Competency Area:</b> Educational & Social Policy <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> In this course, we will explore what laws special educators need to know and why, as well as how law affects students and the classroom. Students will develop and understanding of the rights and responsibilities of all stakeholders in the education process. Local, state of new Hampshire, and federal laws and policies will be examined and discussed. Students will develop an understanding of how law relates to and governs practice in several areas, including identification of children with disabilities, development of educational placement, and referral and evaluation procedures. We will also consider special education case law related to education practices.
<b>EDP 662</b>	<b>Integrating the 3 Es</b>

Credits: 3	<p><b>Competency Area:</b> Educational and Social Policy</p> <p><b>Prerequisites:</b></p> <p><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</p>	<p><b>Educational Advocacy &amp; Leadership</b></p> <p><b>Competency Area:</b></p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> This course builds capacity for instructional and professional community growth and leadership in the student's concentration area. Participants will examine emerging tools and trends that will impact schools and their communities through their own field research, review of professional literature, and participation in online learning communities. Participants will collaboratively prepare instructional plans, policies, procedures, and/or budgets demonstrating their understandings of how to best implement and advocate for their technology integration for community development and learning in the classroom and beyond. Online Course.</p>
<p><b>EDP 665</b></p> <p>Credits: 3</p>	<p><b>Connecting Schools, Families &amp; Communities</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy</p> <p><b>Prerequisites:</b></p> <p><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>EDP 667</b></p> <p>Credits: 2</p>	<p><b>Renewal Institute</b></p> <p><b>Competency Area:</b> Curriculum &amp; Instruction</p>



	<p><b>Prerequisites:</b></p> <p><b>Requirements:</b> Requirement for Summer Sequence Advanced; Elective for other Waldorf Students.</p> <p><b>Description:</b> This Institute brings together Waldorf educators and anthroposophical practitioners with experts in the field of healing education. The theme varies each summer. Activities include lectures, seminars, and artistic practice.</p>
<p><b>EDP 670</b></p> <p>Credits: 2</p>	<p><b>Special Education Families and Network</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy</p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> Families and communities play complex, vital roles in the learning process. In this course, we will examine the effects of family and cultural environments on learning, social interaction, and community contribution. We will also explore how the experiences of people with disabilities impact how they function within their families and in their communities. Students will learn how to best advocate for children and families, as well as how to encourage families to advocate for themselves. There will also be emphasis developing and practicing skills related to crisis prevention and intervention. Students will investigate ways to creatively utilize community resource, as well as how to create thriving collaborations among all service providers, including parents, para-educators, tutors, and others from outside agencies.</p>
<p><b>EDP 675</b></p> <p>Credits: 1</p>	<p><b>Special Education Law and Policy</b></p> <p><b>Competency Area:</b> Educational &amp; Social Policy</p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> In this course, we will explore what laws special educators need to know and why, as well as how law affects students and the classroom. Students will develop an understanding of the rights and responsibilities of all stakeholders in the education process. Local, state of New Hampshire, and federal laws and policies will be examined and discussed. Students will develop an understanding of how law relates to and governs practice in referral and evaluation procedures. We will also consider special education case law related to education practices.</p>
<p><b>EDR 610</b></p> <p>Credits: 2</p>	<p><b>Leading w/Data School Profile</b></p> <p><b>Competency Area:</b> Educational Research</p> <p><b>Prerequisites:</b></p> <p><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</p>

	basis for the implementation of the Equity Advocacy project that they will be leading. Online course.
<b>EDR 612</b>  Credits: 3	<b>Teaching and Learning in 21st Century Classroom</b>  <b>Competency Area:</b> Educational Research <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDR 620</b>  Credits: 3	<b>Practicum - Equity &amp; Change</b>  <b>Competency Area:</b> Educational Research/Educational & Social Policy <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDR 630</b>  Credits: 3	<b>Using Assessment &amp; Data for Student Learning</b>  <b>Competency Area:</b> Educational Research <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> Too often in the modern educational context, 'using data' has become code

	<p>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	<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>
<b>EDR 692</b>  Credits: 3	<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>
<b>EDR 694</b>  Credits: 3	<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</p>

	<p>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>
<b>EDT 510</b>  Credits: 1	<p><b>Landscape Analysis &amp; Design for Nature Play &amp; Learning</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> How experience in nature promotes engagement with the early childhood standards. Understanding the roles of the teacher, the child, and the environment. Using and modifying the existing landscape. Site assessment, analysis and schematic design as tools to study the strengths and weaknesses of your location for a nature-based early childhood program. Establishing boundaries, pathways, and destinations to support play and learning.</p>
<b>EDT 514</b>  Credits: 3	<p><b>Using Buddhist Frameworks</b></p> <p><b>Competency Area:</b> <b>Prerequisites:</b> <b>Requirements</b></p> <p><b>Description:</b> In this course participants will strengthen their mindfulness meditation and mindfulness practices in the midst of their work and their lives. Additionally, they will study, learn, and understand core Buddhist concepts and frameworks that support a mindful perspective on their work as educators. Finally, they will develop skill in mindful inquiry using educational reflective practices and Buddhist frameworks.</p>
<b>EDT 532</b>  Credits: 3	<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</p>

	<p>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>
<b>EDT 534</b>  Credits: 1	<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>
<b>EDT 536</b>  Credits: 2-3	<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>
<b>EDT 545</b>  Credits: 3	<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></p> <p>Credits: 3</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></p> <p>Credits: 3</p>	<p><b>Technology Tools in the Classroom for All Learners</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 builds a collaborative understanding of 'next generation' teaching and learning, its roots and its opportunities. We will explore when and how to use technology-and when not to. This course will help participants identify and assess the resources available to them in their schools as well as how to best use those tools in their own instruction in all content areas in ways that support all learners (and plan for the careful selection of new resources). Participants will explore methods of developing online portfolios and develop a portfolio demonstrating their use of a wide variety of tools in the classroom. Online Course.</p>
<p><b>EDT 550A</b></p> <p>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 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.</p>
<p><b>EDT 552</b></p> <p>Credits: 1-2</p>	<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>
<p><b>EDT 572</b></p> <p>Credits: 3</p>	<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>
<p><b>EDT 574</b></p> <p>Credits: 3</p>	<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</p>

	<p>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>
<p><b>EDT 576</b></p> <p>Credits: 2</p>	<p><b>Evolving Consciousness</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 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. An outline component will be presented to students prior to the beginning of the course in July.</p>
<p><b>EDT 582</b></p> <p>Credits: 1</p>	<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>
<p><b>EDT 583</b></p> <p>Credits: 1</p>	<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</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 entire span of human development from prebirth</p>



	and early childhood through old age and after death. Particular focus will be placed on the archetypal growth patterns of the child in the elementary school years. It will be shown how Waldorf principles and curriculum meet certain critical developmental needs at nodal points of physiological and psychological change as described by Rudolf Steiner. Students will develop an appreciation for how a teacher's own creative working out of these pedagogical insights becomes the awakening therapeutic agent of the method.
<b>EDT 586</b>  Credits: 3	<b>Evolving Consciousness II</b>  <b>Competency Area:</b> Theoretical & Philosophical Foundations of Education <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDT 607</b>  Credits: 2	<b>Foundations of Human Experience</b>  <b>Competency Area:</b> Theoretical & Philosophical Foundations of Education <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDT 614</b>  Credits: 4	<b>Education for Social Renewal</b>  <b>Competency Area:</b> Theoretical & Philosophical Foundations of Education <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>EDT 616</b>	<b>Principles of Sustainability</b>

Credits: 3	<p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education</p> <p><b>Prerequisites:</b></p> <p><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>
EDT 620  Credits: 3	<p><b>History &amp; Practice of Educating for Sustainability</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education</p> <p><b>Prerequisites:</b></p> <p><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>
EDT 622  Credits: 1	<p><b>Mindfulness Practices for Educators</b></p> <p><b>Competency Area:</b> Theoretical &amp; Philosophical Foundations of Education</p> <p><b>Prerequisites:</b></p> <p><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>
EDT 626	<b>The Developing Mind</b>

Credits: 3	<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	<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 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>
<b>EDT 650</b>  Credits: 1-3	<p><b>Advanced Topics in Nature Based Early 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> This course provides a crediting vehicle for students who participate in a variety of workshops and conferences at Antioch New England and other nature-based early childhood workshops and conferences around the country. Students can participate</p>

	<p>in the Starting Out Right and In Bloom annual seminars and conferences and receive credit for participation plus additional work. Similarly, students could participate in similar conferences at the Irvine Nature Center in Maryland or the Chippewa Nature Center in Michigan and complete additional work coordinated by a core faculty member.</p>
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### **Environmental Studies Department 2014-2015 Degree Requirements**

- 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 science teacher certification, requires a minimum of five semesters and 42 credits. All students must fulfill each competency area for the number of credits indicated or have an approved waiver form on file with the Department of Environmental Studies. A minimum of 6 credits of appropriate professional internships are also required as well as a capstone requirement in the form of a master's project, thesis, or collaborative service initiative. 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. Indicate courses or requirements, if any, to be waived and why;
2. List the specific methods to be taken to develop needed competencies;
3. Describe planned internship;
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*

**Core Areas – Required: 9 credits**

- ESC 572 Earth Systems and Climate Change (3)
- ESC 544 Leadership for Change (3)
- ESC 601 Political Economy and Sustainability (3)

\*Optional – May be used to fulfill Methods credits below

- ESC 550 Community Ecology of the New England Landscape (3)

**Concentration Requirements**

- ES 515 Community Organizing & Social Movement (3) **6 credits**
- ES 517 Diversity, Justice and Inclusion (3)

**Methods**

- Choose from any course designated as "methods" in the competency area **18 credits**
- \*Optional Core course may be selected to fulfill methods credits

**Internship and Seminar**

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

**Capstone Project**

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

**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 – REQUIRED- Choose three (3) out of four (4) courses from the following:**

- 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)
- 9 credits**

\*Optional – A fourth (4<sup>th</sup>) Core course may be selected to fulfill methods credit below

### **Concentration Requirements**

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

### **Methods**

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

\*Optional Core course may be selected to fulfill methods 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, ES 699C Master's Thesis, ES 699E Master's Project/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 - REQUIRED – Choose three (3) out of four (4) courses from the following:**

- 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)
- 9 credits**

\*Optional – A fourth (4<sup>th</sup>) Core course may be selected to fulfill methods credit below

**Concentration Requirements**

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

**Methods**

- Choose from any course designated as "methods" in the competency area.
  - \*Optional Core course may be selected to fulfill methods credits.
- 18 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, ES 699C Master's Thesis, ES 699E Master's Project/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**

**9 credits**

#### **Required:**

- ESC 572 Earth Systems and Climate Change (3)

#### **Choose Two (2) out of Three (3) courses from the following (6):**

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

\*Optional – a fourth (4<sup>th</sup>) Core course may be selected to fulfill methods credits below

### **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**

**9 credits**

- Choose from any course designated as "methods" in the competency area.
- \*Optional Core course may be selected to fulfill methods credits.

<b>Capstone Project</b>	<b>6 credits</b>
<ul style="list-style-type: none"> <li>• ES 691, ES 692 or ES 694 Student Teaching Internship and Seminar (6)</li> <li>• A full-time, 15-week student teaching internship at an approved site in the area of your certification tract</li> </ul>	
<b>Total Credits for MS in Environmental Studies with Science Teacher Certification</b>	<b>42 credits</b>

## **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 – REQUIRED - Choose three (3) out of four (4) courses from the following:**

- ESC 550 Community Ecology of the New England Landscape (3)
- ESC 572 Earth Systems and Climate Change (3) **9 credits**
- ESC 544 Leadership for Change (3)
- ESC 601 Political Economy and Sustainability (3)

\*Optional – a fourth (4<sup>th</sup>) Core course may be selected to fulfill methods credits below.

### **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 **18 credits**
- \*Optional Core course may be selected to fulfill methods 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, ES 699C Master's Thesis, ES 699E Master's Project/Thesis, **3 credits**  
or ES 600 Collaborative Service Initiative (3)

**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 – REQUIRED- Choose three (3) out of four (4) courses from the following:**

- ESC 550 Community Ecology of the New England Landscape (3)
- ESC 572 Earth Systems and Climate Change (3)Earth Systems and Climate Change (3) **9 credits**
- ESC 544 Leadership for Change (3)
- ESC 601 Political Economy and Sustainability (3)

\*Optional – A Fourth (4<sup>th</sup>) Core course may be selected to fulfill methods credits below.

### **Concentration Requirements**

- ES 570 Climate Change Resilience, Adaptation and Mitigation (3) **6 credits**
- ESPE 570 Environmental Assessment Techniques for Watershed Management (3)

### **Methods Courses**

- Choose from any course designated as "methods" in the competency area Electives **18 credits**
- \*Optional Core course may be selected to fulfill methods 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, ES 699C Master's Thesis, ES 699E Master's Project/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)
- ESC 544 Leadership for Change (3)
- ES 524 Proposal Writing and Project Management (3)
- ES 532 Qualitative and Quantitative Research Techniques (3)
- ES Elective (3)

**Capstone Project****3 credits**

- ES 699A Master's Project, ES 699C Master's Thesis, ES 699E Master's Project/Thesis, or ES 600 Collaborative Service Initiative (3)

**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 the first two 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 Phase.

*Required courses are listed under each competency area.*

### **Phase 1: Foundation**

**18 credits**

- ES 707 Introduction to Research Design (3)
- ES 700 Ecological Thought (3)
- ES 702 Comparative Ecological Analysis (3)
- ES 703 Global Environmental Change (3)
- ES 705 Political Economy and Sustainability (3)
- ES 704 Environmental History (3)

### **Phase 2: Learning Domain**

- ES 727 Research Strategy I: Theory, Method, and Design (*Quantitative*) (3)
- ES 728 Research Strategy II: Theory, Method and Design (*Qualitative*) (3)
- ES 726 Learning Domain Seminars I & II (6)
- Individualized Learning Domains (12)

**24 credits**

Individualized Learning Domains to be selected from:

- Approved Antioch graduate courses
- Learning Domain Projects (independent studies)
- Reading Seminars

### **Phase 3: Candidacy**

- ES 771 Doctoral Qualifying Exam (3)
- ES 756 Service Learning Seminar (3) (may be completed during Phase 3 or Phase 4)
- ES 774 Dissertation Proposal Seminar (3)

**9 credits**

### **Phase 4: Dissertation**

- ES 776 Dissertation Seminar (2 semesters, 3 credits each = 6)
- ES 899 Doctoral Dissertation (3 semesters, 3 credits each = 9)
- ES 752 Service Learning Project \*(3) \* May be completed during Phase 3 or Phase 4 of the program.

**18 credits**

**Total Credits for PhD in Environmental Studies**

**69 credits**

## Department of Environmental Studies Course Descriptions

<p><b>ES 508</b></p> <p>Credits: 3</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></p> <p>Credits: 3</p>	<p><b>Geographic Information Systems (GIS)</b></p> <p><b>Competency Area:</b> 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></p> <p>Credits: 3</p>	<p><b>Community Organizing and Social Movements</b></p> <p><b>Competency Area:</b> ASJS - Required, CB, Cert, EE, SDCC, SDS – Methods; RMC-Elective  <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</p>

	<p>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></p> <p>Credits: 3</p>	<p><b>Nonprofit Organizations &amp; Social Entrepreneurship</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></p> <p>Credits: 3</p>	<p><b>Diversity, Justice &amp; Inclusion</b></p> <p><b>Competency Area:</b> AJSJ - Required; CB, Cert, EE, SDCC, SDS – Methods; RMC - Elective  <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</p>



	dynamics as well as the other challenges in creating diverse organizations and effective coalitions. Field Trip fee applies.
<b>ES 519</b>  Credits: 3	<b>Biostatistics</b>  <b>Competency Area:</b> CB - Required; ASJS, Cert, EE, SDCC, SDS – Methods; RMC - Elective <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>ES 524</b>  Credits: 3	<b>Proposal Writing &amp; Project Management</b>  <b>Competency Area:</b> RMC – Required; ASJS, Cert, EE, SDCC, SDS - Methods <b>Prerequisites:</b> <b>Requirements:</b>  <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 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.
<b>ES 531</b>  Credits: 3	<b>Community &amp; School-based Food Systems</b>  <b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b>  <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).
<b>ES 532</b>  Credits: 3	<b>Qualitative and Quantitative Research Design Techniques</b>  <b>Competency Area:</b> RMC - Required; ASJS, CB, Cert, EE, SDCC, SDS - Methods <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>ES 540</b>  Credits: 3	<b>Natural Resource Inventory Methods</b>  <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>  <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 & 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.
<b>ES 558</b>  Credits: 3	<b>Research Seminar</b>  <b>Competency Area:</b> Methods

	<p><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</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</p>	<p><b>Advanced Topics: Communications in the 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>
<b>ES 598</b>	<b>School Law</b>

Credits:	<p><b>Competency Area:</b> Cert – Required; ASJS, CB, EE, SDCC, SDS – Methods; RMC - Elective</p> <p><b>Prerequisites:</b></p> <p><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 as well as laws that pertain to the daily operation of a classroom and interacting with students. 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>ES 600</b></p> <p>Credits: 3</p>	<p><b>Collaborative Service Initiative - Capstone Project</b></p> <p><b>Competency Area:</b> Capstone Project; Required alternate.</p> <p><b>Prerequisites:</b></p> <p><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 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.</p>
<p><b>ES 602</b></p> <p>Credits: 3</p>	<p><b>Comparative Ecological Analysis</b></p> <p><b>Competency Area:</b> RMC - Required; ASJS, CB, Cert, SDCC, SDS - Methods</p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><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.</p>

<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>  Credits: 3	<b>Internship</b>  <b>Competency Area:</b> ASJS, CB, EE, SDCC, SDS - Internship, Required; RMC - Elective <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>ES 697</b>  Credits: 3	<b>Thesis Research Internship</b>  <b>Competency Area:</b> ASJS, CB, EE, SDCC, SDS - Internship option <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>ES 699A</b>  Credits: 3	<b>Master's Project</b>  <b>Competency Area:</b> ASJS, CB, EE, RMC, SDCC, SDS - Capstone: Required Alternate <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>ES 699B</b>  Credits: 0	<b>Master's Project Continuation</b>  <b>Competency Area:</b> Required <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>ES 699C</b>  Credits: 3	<b>Master's Thesis</b>  <b>Competency Area:</b> ASJS, CB, EE, RMC, SDCC, SDS: Capstone Required Alternate

	<p><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 external to the department. It is recommended that students register for Master's Thesis in their 5th semester.</p>
<p><b>ES 699D</b></p> <p>Credits: 0</p>	<p><b>Master's Thesis Continuation</b></p> <p><b>Competency Area:</b> Required <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>
<p><b>ES 699E</b></p> <p>Credits: 3</p>	<p><b>Master's Project/Thesis – Effective Spring 2015</b> <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 individual master's capstone can be either a Master's Project or Master's Thesis. The Master's Project or Thesis represents the culmination of a student's work at Antioch and often reflects the student's particular focus of study and future professional interest. The goals, content and format of the Master's Project or Thesis 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 before registering.</p>
<p><b>ES 699X</b></p> <p>Credits: 0</p>	<p><b>Master's Project/Thesis Continuation – Effective Spring 2015</b> <b>Competency Area:</b> ASJS, CB, EE, RMC, SDCC, SDS: Capstone Required Alternate <b>Prerequisites:</b> <b>Requirements:</b></p> <p><b>Description:</b> Required for all students continuing a Master's Project/Thesis for which they have previously registered. Students must register for Master's Project/Thesis Continuation every semester until the thesis has been completed. Enrollment in Master's Project/Thesis Continuation confers half-time status for Financial Aid and loan deferment purposes through the end of the term.</p>
<b>ES 700</b>	<b>Ecological Thought</b>

Credits: 3	<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	<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	<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</p>



	<p>change and the array of approaches and methods employed to understand evolution and behavior of the earth system, in order to contextualize historic and recent trends. Assessment of global change models and scenarios will provide information critical for evaluating the magnitude and significance of human forcing of change, ecosystem and societal vulnerability, and approaches to sustainability. Additional contact hours will be met by specific coursework designed to be completed online.</p>
<p><b>ES 704</b></p> <p>Credits: 3</p>	<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>
<p><b>ES 705</b></p> <p>Credits: 3</p>	<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>
<p><b>ES 707</b></p> <p>Credits: 3</p>	<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</p>

	<p>paradigms and to study the different lenses that they provide for viewing and understanding both physical and social phenomena. Environmental Studies, as well as other AUNE faculty, will join us each day to support you in designing, conducting, analyzing, and presenting your findings of original mini-studies that reflect different research paradigms. These experiences will ground discussions of theory in practical concerns of research and help inform the initial development of a research proposal that interests and excites you. Please come to class with a laptop and having completed all pre-class assignments.</p>
<p><b>ES 720</b></p> <p>Credits: 3</p>	<p><b>Reading Seminar I</b></p> <p><b>Competency Area:</b> Learning Domain  <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 721</b></p> <p>Credits: 3</p>	<p><b>Reading Seminar II</b></p> <p><b>Competency Area:</b> Learning Domain  <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</p>	<p><b>Reading Seminar III</b></p> <p><b>Competency Area:</b> Learning Domain  <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,</p>

	<p>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</p>	<p><b>Reading Seminar IV</b></p> <p><b>Competency Area:</b> Learning Domain  <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</p>	<p><b>Learning Domain Seminar I</b></p> <p><b>Competency Area:</b> Learning Domain  <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 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.</p>
<p><b>ES 727</b></p> <p>Credits: 3</p>	<p><b>Research Strategy I; Theory Method and Design</b></p> <p><b>Competency Area:</b> Learning Domain  <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- Quantitative) and a fall course (Research Strategies II - Qualitative).</p>

	<p>The emphasis in Research Strategy I is on how to interpret and evaluate positivist research studies. Positive research is by far the dominant paradigm of research in science today. By drawing upon published empirical research, students will learn firsthand how to dissect research studies to identify their shortcomings and strengths. Applications will come from social and natural sciences. Attention will be given to defining variables, designing experiments, and interpreting statistical analyses. Research ethics will be discussed. Students will be expected to write a literature review comparing and evaluating several similar research studies. Additional contact hours will be met by specific coursework designed to be completed on-line</p>
<p><b>ES 728</b></p> <p>Credits: 3</p>	<p><b>Research Strategy II</b></p> <p><b>Competency Area:</b> Learning Domain  <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>
<p><b>ES 729</b></p> <p>Credits: 3</p>	<p><b>Learning Domain Seminar II</b></p> <p><b>Competency Area:</b> Learning Domain  <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>
<p><b>ES 731</b></p> <p>Credits: 3</p>	<p><b>Learning Domain Project I</b></p> <p><b>Competency Area:</b> Learning Domain  <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</p>

	<p>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>
<p><b>ES 732</b></p> <p>Credits: 3</p>	<p><b>Learning Domain Project II</b></p> <p><b>Competency Area:</b> Learning Domain  <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>
<p><b>ES 733</b></p> <p>Credits: 3</p>	<p><b>Learning Domain Project III</b></p> <p><b>Competency Area:</b> Learning Domain  <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>
<p><b>ES 734</b></p> <p>Credits: 3</p>	<p><b>Learning Domain Project IV</b></p> <p><b>Competency Area:</b> Learning Domain  <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</p>

	<p>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>
<p><b>ES 752</b></p> <p>Credits: 3</p>	<p><b>Service Learning Seminar</b>  <b>Competency Area:</b> Candidacy  <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>
<p><b>ES 756</b></p> <p>Credits: 3</p>	<p><b>Doctoral Service Learning Project</b></p> <p><b>Competency Area:</b> Candidacy  <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>
<p><b>ES 771</b></p> <p>Credits: 3</p>	<p><b>Doctoral Qualifying Exam</b></p> <p><b>Competency Area:</b> Candidacy  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> The Qualifying Exam is the culmination of the learning domain. It is an opportunity for students to organize, interpret, and amplify their core scholarly interests. The essay is essentially a literature review which demonstrates 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 Qualifying Exam is to cultivate those insights, by exploring them in depth, tracing their formulation, development, and application.</p>
<b>ES 774</b>	<b>Doctoral Dissertation Proposal Seminar</b>

Credits: 3	<p><b>Competency Area:</b> Candidacy  <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>
<b>ES 775</b>  Credits: 3	<p><b>Candidacy Continuation</b></p> <p><b>Competency Area:</b> Candidacy  <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>
<b>ES 776</b>  Credits: 3	<p><b>Dissertation Seminar</b></p> <p><b>Competency Area:</b> Dissertation  <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 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.</p>

<b>ES 899</b>  Credits: 3	<b>Doctoral Dissertation</b>  <b>Competency Area:</b> Dissertation <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 Continuation</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>ESAF 500</b>  Credits: 3	<b>Financial Administration</b>  <b>Competency Area:</b> RMC- 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-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.
<b>ESC 544</b>  Credits: 3	<b>Leadership for Change</b>  <b>Competency Area:</b> Core ASJS, RMC – Required CB, Cert, EE, SDCC, SDS – Required Alternate (3 out of 4 Core courses are required for the degree) or Optional Methods.



	<p><b>Prerequisites:</b></p> <p><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</p>	<p><b>Community Ecology of the New England Landscape</b></p> <p><b>Competency Area:</b> Core ASJS, CB, Cert, EE, SDCC, SDS Required Alternate (3 out of 4 Core courses are required for the degree) or Optional Methods</p> <p><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.)</p> <p><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</p>	<p><b>Earth Systems &amp; Climate Change</b></p> <p><b>Competency Area:</b> Core ASJS, Cert- Required; CB, EE, SDCC, SDS – Required Alternate (3 out of 4 Core courses are required for the degree) or Optional Methods.</p> <p><b>Prerequisites:</b></p> <p><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</p>

	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.
<b>ESC 601</b>  Credits: 3	<b>Political Economy &amp; Sustainability</b>  <b>Competency Area:</b> Core ASJS-Required- RMC–Elective; CB, Cert, EE, SDCC, SDS Required Alternate (3 out of 4 core courses are required for the degree) or Optional Methods. <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>ESE 502</b>  Credits: 3	<b>Foundations of Environmental Education &amp; Sustainability</b>  <b>Competency Area:</b> EE - Required; ASJS, CB, Cert, SDCC, SDS - Methods <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>ESE 506</b>  Credits: 3	<b>Program Evaluation Strategies</b>  <b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> Program evaluation is an essential (& 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

	<p>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></p> <p>Credits: 3</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 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></p> <p>Credits: 3</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</p>

	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.
<b>ESE 514</b>  Credits: 3	<b>Program Planning &amp; Design</b>  <b>Competency Area:</b> EE - Required; ASJS, CB, Cert, SDS, SDCC - Methods <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>ESE 517</b>  Credits: 3	<b>Urban Environmental Education</b>  <b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b>  <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, 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.
<b>ESE 520</b>  Credits: 3	<b>Science Teaching Methods</b>  <b>Competency Area:</b> Cert - Required; ASJS, CB, EE, SD, & SDCC - Methods <b>Prerequisites:</b> Prerequisite: ESE 521 Problem-Solving & Inquiry-Based Teaching. <b>Requirements:</b>

	<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, effective demonstrations, 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></p> <p>Credits: 3</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> 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 Thursdays, its exact time will be determined by the Brattleboro School system school schedule, in particular, the start of their school day. "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.</p>
<p><b>ESE 522</b></p> <p>Credits: 2</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; differentiated instruction; learning styles; and issues in mainstreaming and normalization.</p>
<b>ESE 523A</b>	<b>Environmental Education Methods - Teaching Outdoors</b>

Credits: 3	<b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>ESE 528</b>  Credits: 3	<b>Exhibit Design &amp; Environmental Interpretation</b>  <b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>ESE 535</b>  Credits: 3	<b>Conceptual &amp; Human Development</b>  <b>Competency Area:</b> Cert - Required; ASJS, CB, EE, SDCC, SDS - Methods <b>Prerequisites:</b> <b>Requirements:</b>  <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? 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.
<b>ESE 536</b>  Credits: 3	<b>Foundations of Science and Environmental Education</b>  <b>Competency Area:</b> Cert - Required; ASJS, CB, EE, SDCC, SDS - Methods <b>Prerequisites:</b>

	<p><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</p>	<p><b>Curriculum Design</b></p> <p><b>Competency Area:</b> Cert - Required; ASJS, CB, EE, SDS, SDCC - Methods</p> <p><b>Prerequisites:</b></p> <p><b>Requirements:</b></p> <p><b>Description:</b> Designing curriculum is an extremely creative process, filled with dilemmas, 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 for a practicing science teacher who has requested assistance in the development of a unit they are not satisfied with, 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></p> <p>Credits: 3</p>	<p><b>Advanced Topics in Environmental Education</b></p> <p><b>Competency Area:</b> Methods</p> <p><b>Prerequisites:</b></p> <p><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</p>

	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.
<b>ESE 548</b>  Credits: 3	<b>Advanced Topics: Built Environments</b>  <b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>ESE 549</b>  Credits: 3	<b>EE Field Technique: Civic Ecology Practices and Community Resilience</b>  <b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b>  <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 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.
<b>ESF 510A</b>  Credits: 3	<b>Desert Ecology</b>  <b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b>



	<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</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> Amphibians and reptiles are among the most vulnerable taxa on earth, and 41% of amphibians and 21% of reptiles are considered threatened by the International Union for Conservation of Nature (IUCN). Throughout the northeastern states, many species of amphibians and reptiles are of conservation concern, and they are the focus of both broad-scale and local conservation efforts. In this course, we will review the ecology, phylogeny, morphology, biogeography, and habitat and spatial needs of amphibians and reptiles and learn and implement methods used to study these animals in the field. We will use this information to investigate threats facing amphibians and reptiles in the Northeast, evaluate conservation and monitoring efforts currently underway, and investigate the potential for amphibians and reptiles to direct landscape-scale</p>
<p><b>ESF 512</b></p> <p>Credits: 3</p>	<p><b>Vertebrate Ecology - Mammalogy</b></p> <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>
<p><b>ESF 514</b></p> <p>Credits: 3</p>	<p><b>New England Flora</b></p> <p><b>Competency Area:</b> Methods</p>

	<p><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>
<p><b>ESF 515</b></p> <p>Credits: 3</p>	<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, The Life of Birds, will supplement in-class lecture material.</p>
<p><b>ESF 516</b></p> <p>Credits: 3</p>	<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. Mountain trail hiking with a day pack will be part of the regular class activities.</p>

<b>ESF 517</b>  Credits: 3	<b>Soil Mapping and Interpretation</b>  <b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>ESF 521</b>  Credits: 3	<b>Wetlands Flora</b>  <b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b>  <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!
<b>ESF 530</b>  Credits: 3	<b>Landscape Ecology</b>  <b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b>  <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><b>ESF 535</b></p> <p>Credits: 3</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</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>Credits: 3</p>	<p><b>Ecosystems Mt Desert Island</b></p> <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	<b>Introduction to Wetlands - Ecological Principles</b>  <b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>ESF 541A</b>  Credits: 3	<b>Wetlands Ecology</b>  <b>Competency Area:</b> ASJS, CB, Cert, EE, SDCC, SDS - Methods <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>ESF 547</b>  Credits: 3	<b>Field Entomology</b>  <b>Competency Area:</b> ASJS, CB, CERT, EE, SDCC, SDS - Methods. <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>ESF 554</b>  Credits: 3	<b>Ecology &amp; Management Adirondack Mountains</b>  <b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b>

	<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 563</b></p> <p>Credits: 3</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></p> <p>Credits: 3</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>Credits: 3</p>	<p><b>Building Sustainable Organizations</b></p> <p><b>Competency Area:</b> RMC- 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>
<p><b>ESP 526</b></p> <p>Credits: 3</p>	<p><b>Environmental Arts and Design</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> The Environmental Arts and Design are forging the cutting edge of Environmental Studies. This course examines what is happening in the Environmental Arts including land art, reclamation art, eco-ventions, art activism, public art, and art with found materials. We will also learn about Environmental Design, the best designs for how we feed, house, transport ourselves and provide energy. Students will have the opportunity to produce art and to investigate recent innovations in design.</p>
<p><b>ESP 527</b></p> <p>Credits: 3</p>	<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>
<p><b>ESP 551A</b></p> <p>Credits: 3</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 605</b></p> <p>Credits: 3</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</p>



	<p>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 570</b></p> <p>Credits: 3</p>	<p><b>Environmental Assessment Techniques for Watershed Management</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</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</p>	<p><b>Land Protection &amp; Stewardship</b></p> <p><b>Competency Area:</b> Methods  <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 561</b></p>	<p><b>Natural Resource Inventory - Vegetation</b></p>

Credits: 3	<p><b>Competency Area:</b> Methods</p> <p><b>Prerequisites:</b></p> <p><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</p>	<p><b>Natural Resource Inventory-Wildlife</b></p> <p><b>Competency Area:</b> Methods</p> <p><b>Prerequisites:</b></p> <p><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</p>	<p><b>Conservation Biology</b></p> <p><b>Competency Area:</b> CB - Required; ASJS, Cert, EE, RMC, SD, SDCC - Methods</p> <p><b>Prerequisites:</b></p> <p><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 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.</p>

<b>ESS 573</b>  Credits: 3	<b>Soil Ecology</b>  <b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> 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.
<b>ESS 578</b>  Credits: 3	<b>Principles of Sustainability</b>  <b>Competency Area:</b> ASJS, CB, Cert, EE, SDCC, SDS - Methods <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>ESSE 568</b>  Credits: 3	<b>Wildlife and Forest Management</b>  <b>Competency Area:</b> ASJS, CB, Cert, EE, SDCC, SDS - Methods <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>ESXO 503</b>  Credits: 3	<b>Dispute Resolution</b>  <b>Competency Area:</b> Methods <b>Prerequisites:</b> <b>Requirements:</b>  <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 & Heen prior to the first class meeting. Materials fee applies.

## **Management Department 2014-2015 Degree Requirements**

### **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 36 credits**

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 Strategy, Innovation &amp; Resilience (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 Managerial &amp; Financial Accounting (3)</li><li>• MNFE 504 Finance for Socially Conscious Leaders (3)</li><li>• MNFE 507 Ecological Economics for Social Entrepreneurs (3)</li></ul>	
<b>Management &amp; Decision-Making</b>	<b>6 credits</b>
<ul style="list-style-type: none"><li>• MNM 500 Developing People &amp; Performance (3)</li><li>• MNM 503 Operations &amp; Value Change Management (3)</li></ul>	
<b>Leadership &amp; Self Development</b>	<b>3 credits</b>
<ul style="list-style-type: none"><li>• MND 550 Leadership, Ethics &amp; Change (3)</li></ul>	
<b>Total Credits for MBA in Sustainability</b>	<b>36 credits</b>

**Sustainable Business Certificate - 12 credits**

Students complete three required courses and one elective from the MBA in Sustainability curriculum. The courses are offered during the MBA in Sustainability's weekend program (five weekends per semester). The certificate program can be completed in two to three semesters.

All the courses are three credits each. To earn the certificate students need to complete 12 credits.

**Required Courses****9 credits**

- MNN 508 Introduction to Sustainability (3)
- MNFE 502 Managerial & Financial Accounting (3)
- MNM 500 Developing People & Performance (3)

**Elective Options****3 credits**

- MNN 502 Earth Systems in Organizations - (3)
- MNFE 507 Ecological Economics for Social Entrepreneurs - (3 )
- MNFE 504 Finance for Socially Conscious Leaders - (3)
- MNS 522 Marketing and Communication Strategy - (3)

**Total Credits for Sustainable Business Certificate****12 credits**

## Department of Management Course Descriptions

<b>MNC 692</b>  Credits: 2	<b>Practicum Strategy &amp; Research</b>  <b>Competency Area:</b> Purposeful Systemic Change <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> The Practicum fall and spring semesters serve as an integrating and capstone 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.
<b>MNC 693</b>  Credits: 1	<b>Practicum Implementation</b>  <b>Competency Area:</b> Purposeful Systemic Change <b>Prerequisites:</b> <b>Requirements:</b>  <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.
<b>MNC 695</b>  Credits: 3	<b>Practicum</b>  <b>Competency Area:</b> Purposeful Systemic Change <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> The practicum is a facilitated, independent, self-designed project that students may use as an opportunity to explore a chosen topic in depth, to gain expertise in a particular area for career advancement. Each student: identifies learning goals and guiding questions; conducts research including a review of the relevant literature; designs and implements a project to meet the learning goals; utilizes project management tools in the process; and presents their project to the community as a culmination of the program. Students work independently, with an advisor, and in small advisory groups with other students. In the weekend program practicum is a two semester course with <b>Practicum Strategy &amp; Research</b> in the Fall II semester and <b>Practicum Implementation</b> in the Spring II semester. In the accelerated program <b>Practicum</b> is a 6-week course that combines research, strategy and implementation.
<b>MND 550</b>  Credits: 3	<b>Leadership, Ethics &amp; Change</b>  <b>Competency Area:</b> Leadership & Self Development <b>Prerequisites:</b> <b>Requirements:</b>

	<p><b>Description:</b> For organizations to thrive, business leaders and sustainability champions must be adept at navigating change in complex systems. This requires an understanding of leadership concepts and theory, ethical decision making frameworks, and change management models to address adaptive challenges and effect systemic change. Knowledge of self as leader – the leader one aspires to be to do the work that makes a difference in the world, a self-assessment of current abilities, and a development plan to bridge the gap – is also an integral part of the course work.</p>
<p><b>MNFE 502</b></p> <p>Credits: 3</p>	<p><b>Managerial &amp; Financial Accounting</b></p> <p><b>Competency Area:</b> Finance &amp; Economics  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> In this course the connection between managerial and financial accounting is explored with emphasis on the financial aspects of operational management and the use of managerial accounting to drive strategic results. Students develop the financial skills necessary to effectively manage at the project, program, or business unit level, utilizing both financial and non-financial performance metrics. This course covers basic accounting transactions as well as the mechanics of creating financial statements, the significance of liquidity versus profitability, and the role of both time value and financial ratio analysis. Students build proficiency through hands-on exercises, case studies, and team activities</p>
<p><b>MNFE 504</b></p> <p>Credits: 3</p>	<p><b>Finance for Socially Conscious Leaders</b></p> <p><b>Competency Area:</b> Finance &amp; Economics  <b>Prerequisites:</b> MNFE 502 Managerial &amp; Financial Accounting and Excel Proficiency  <b>Requirements:</b></p> <p><b>Description:</b> Building upon Managerial &amp; Financial Accounting, this course focuses on capital: its creation, management, and use to drive strategic results. This course expands upon fundamental financial concepts (i.e., NPV, IRR, and CAPM) and financial statement analysis. It also covers financial and real assets, capital and risk management, valuation and the investment process, and ethical corporate governance. Students analyze business decisions made in response to myriad stakeholder perspectives regarding financial, human, social, and natural capital. In this course, students explore emerging trends in B Corps, microfinance, social entrepreneurship, social cost-benefit analysis (SCBA), social return on investment (SROI), and socially responsible investing (SRI). Students assess performance and impact based on Global Reporting Initiative (GRI) and Integrated Reporting (IR) guidelines.</p>
<p><b>MNFE 507</b></p> <p>Credits: 3</p>	<p><b>Ecological Economics for Social Entrepreneurs</b></p> <p><b>Competency Area:</b> Finance &amp; Economics  <b>Prerequisites:</b> Excel proficiency.  <b>Requirements:</b></p> <p><b>Description:</b> Ecological economics addresses the complexity inherent in the process of</p>



	<p>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</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> Skillful teamwork and collaboration are essential to addressing sustainability goals and other complex challenges that face today's organizations. Working effectively with human diversity is at the heart of successful teamwork. Students learn and apply conceptual models and behavioral skills that enable them to be skillful team leaders, facilitators, and members. Areas of focus include conditions for successful teamwork, facilitation skills, group structure and dynamics, the dynamics of diversity and inclusion, self awareness, interpersonal communication, task productivity, and collaborative decision-making.</p>
<p><b>MNM 500</b></p> <p>Credits: 3</p>	<p><b>Developing People &amp; Performance</b></p> <p><b>Competency Area:</b> Management &amp; Decision Making  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> How can organizations support both human well-being and successful performance - including the achievement of sustainability goals - at individual, unit, and organizational levels? Skillful managers foster workplace culture, practices, and relationships that support learning, satisfaction, and strong performance among employees. Employees in turn commit their knowledge, skills, and energy to the organization's success. Students learn principles and models 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 conduct individual research on human resource topics of interest.</p>
<p><b>MNM 503</b></p> <p>Credits: 3</p>	<p><b>Operations &amp; Value Change Management</b></p> <p><b>Competency Area:</b> Management &amp; Decision Making  <b>Prerequisites:</b>  <b>Requirements:</b></p> <p><b>Description:</b> Managing operations is a highly underrated business activity. This course</p>

	<p>challenges the preconception that marketing, finance, and strategy rule. Indeed, the design, production, and delivery of a product or service is where both manufacturing and service firms create true value. In this course, students explore traditional aspects of operations and value chain management including new product development, process design and analysis, forecasting, inventory management, production planning and management, logistics, supply chain and information management, cost control, lean, and quality. Beyond that, students analyze case studies to understand how organizations both fail and succeed in achieving social justice, ecological stewardship, and operational excellence.</p>
<b>MNN 502</b>  Credits: 3	<p><b>Earth Systems in Organizations</b></p> <p><b>Competency Area:</b> Natural Systems  <b>Prerequisites:</b> Intro to Sustainability  <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 case studies, conversations with 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	<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 provides a robust overview of sustainability and the role of systems thinking in inspiring change. In this course, students will focus both on ecological stewardship and social justice as well as on sustainable practices at the individual, organizational, and community levels. Students complete assignments designed to challenge preconceived assumptions, interpretations, and perspectives, to enhance critical thinking and complex reasoning capabilities, and to develop increased effectiveness as the sustainability paradigm continues to evolve.</p>
<b>MNS 522</b>  Credits: 3	<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</p>

	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.
<b>MNS 525</b>  Credits: 3	<b>Strategy, Innovation &amp; Resilience</b>  <b>Competency Area:</b> Systems & Strategic Thinking and Natural Systems <b>Prerequisites:</b> <b>Requirements:</b>  <b>Description:</b> In today's dynamic and disruptive organizational environment, sustainability leaders must be adept at leading others in effective strategic thinking and execution and in fostering innovation and resilience. In this capstone course, students study contemporary and emerging theories of strategy, innovation, and resilience. Drawing on content from this and previous courses, they develop approaches to address adaptive strategic challenges faced in the promotion of integrated environmental, human, and financial sustainability. Additional competencies addressed include decision making, use of metrics, communication, collaborative processes, and strategic execution.

**2014-2015 Degree Requirements**  
**MA in Interdisciplinary Studies**

**Masters of Arts in Interdisciplinary Studies**  
**Core Courses**

- **Human Development and Diversity** **3 credits**

**or**

- **Introduction to Sustainability Practicum** **3 credits**

**Practicum** **3 credits**

**Primary Concentration** **15 – 21 credits**

**Minor Concentration** **6 – 12 credits**

**33 Total Credits Required**