

ANTIOCH UNIVERSITY

NEW ENGLAND

Academic Catalog 2017-2018

This document includes Antioch University New England's list of active courses with associated details and the 2017-2018 Student Handbook with all attendant policies and procedures.

Effective Summer 2017

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ANTIOCH UNIVERSITY HISTORY, MISSION, VISION AND STATEMENT ON DIVERSITY AND INCLUSION

About Antioch University

Antioch University was founded in 1852 in Yellow Springs, Ohio as a private, liberal arts college. Horace Mann, known as the founder of the American public school system and the first president of Antioch, pioneered the introduction of coeducation, non-sectarianism, and non-segregation in order to educate “minds free from prejudice and yearning after truth.”

With diverse campuses in New Hampshire, Ohio, Seattle, Los Angeles and Santa Barbara, Antioch University today stands stronger than ever. As a private, nonprofit, comprehensive institution, Antioch University is a singularly accredited, highly integrated University. Antioch offers face-to-face, hybrid and fully-online coursework, and bachelor’s, master’s and doctoral degree programs in the following academic areas: Arts and Humanities; Business, Management, and Leadership; Counseling and Health Professions; Education; Environmental Studies and Sustainability; Interdisciplinary and Liberal Studies; and Psychology.

Our Mission

Antioch University provides learner-centered education to empower students with the knowledge and skills to lead meaningful lives and to advance social, economic, and environmental justice.

Our Vision

Antioch University aspires to be a leading university offering learners and communities transformative education in a global context that fosters innovation and inspires social action.

Statement of Commitment, Inclusion and Diversity

In recognition of our mission, vision, and core values, Antioch University governors, faculty, staff, students, and alumni pledge to engage in ongoing development as an inclusive learning community. Our goal is justice and empowerment for all. To this end, we respond to the spectrum of human diversity so that no one is marginalized. Firmly rooted in our longstanding tradition of challenging inequities and promoting social change, we are committed to continued growth as an international university that addresses the complexities of the diverse regions we serve. To move beyond tolerance toward inclusion, affirmation and the celebration of our differences, we embrace challenges and recognize that the responsibility for this rests with each member of the community and with the university as an educational institution. We commit to creating and maintaining a learning environment free from discrimination, and we encourage and support those who identify and speak out against discrimination in pursuit of social justice. We demonstrate our commitment to the celebration of difference through self-examination, respectful interactions, and through formal and informal policies and practices that give life to these ideals within Antioch University and the world around us.

ACCREDITATION

Antioch University New England is an integral part of Antioch University, which is accredited by the [Commission on Institutions of Higher Education](#) of the North Central Association (NCA) of Colleges and Schools.



Higher Learning Commission of the North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2502
(312) 263-0456
www.ncahigherlearningcommission.org

A complete list of Antioch University academic programs that have been granted programmatic or specialized accreditation is available [online here](#).

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](#)

As a matter of policy, and in accordance with the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972 and other state and federal laws, Antioch University does not discriminate on the basis of race, color, sex, national origin, religion, handicap, age, sexual preference or marital status in

recruiting and admitting students, awarding financial aid, recruiting and hiring faculty and staff, or operating any of its programs and activities. ([AU Affirmative Action and Equal Opportunity policy 4.005](#))

Antioch University's credentials also include federal government recognition of eligibility for various forms of federal assistance, grants, and contracts, including the eligibility of Antioch students for federal financial aid and veteran's benefits. The University is in compliance with appropriate federal laws and regulations concerning civil rights, affirmative action, tax exemption, and eligibility for foundation support.

ABOUT THIS CATALOG

Antioch University New England, in collaboration with the Office of the Vice Chancellor for Academic Affairs of Antioch University, publishes the Antioch University New England Catalog. We make every effort to provide accurate and up-to-date information; however Antioch University and Antioch University New England reserve the right to change, without notice, statements in the catalog concerning policies, fees, curricula, course offerings and other matters.

If you have questions or comments regarding this publication, please direct them to Student Services, AUNE, 40 Avon Street, Keene NH, via phone 603-283-2490, fax 603-355-1160, or email studentservices.ane@antioch.edu.

USE OF THIS CATALOG

The fees, programs and policies contained in this catalog are effective with the Summer 2017 term. 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 [Student Policies](#) page on the University website. (Throughout this catalog, individual University policies are referenced by number, and may be accessed from this site.)

The University and the Campus reserve the right, in their sole discretion, to amend or remove current policies, to adopt new policies as it deems necessary or appropriate, or to update the academic calendar the tuition refund policy, the curriculum or course offerings 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, and to monitor their Antioch email account for notification of changes.

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Interim Chancellor
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EdD Plymouth State University

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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/

Antioch University maintains a wide range of university-level policies that apply consistently to students, faculty, staff and academic programs on all campuses to promote fair and equitable treatment. All Antioch campuses abide by these university policies. In addition to the following University policies, campuses may adhere to additional campus-specific policies as long as these policies do not abridge or constrain University policy in the designated area.

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.

Academic Appeal Policy

[See Antioch University Academic Appeal Policy 6.111](#)

This policy governs the conditions under which students may appeal an academic evaluation, and outlines the procedures for doing so.

Academic Integrity Policy

[See Antioch University Student Academic Integrity Policy 6.105](#)

This policy establishes and communicates the University's standards of student academic integrity, the nature of prohibited behavior, and the protection of students' right as well as expectations regarding students' responsibilities during the disciplinary process.

Acceptable Use of Technology Policy

[See Antioch University Acceptable Use of Electronic Resources Policy 8.101](#)

Antioch University values technology as a means of communicating information and ideas to the University community and the world. In keeping with the University's commitment to utilizing technology in teaching and learning, this policy provides direction in the appropriate use of all forms of electronic resources, delineates guards against censorship, identifies potential violations and outlines sanctions for violations.

Admissions Policy

[See Antioch University Admission Policy 5.607](#)

General guidelines govern admission to all University policies, and are supplemented by specific admission requirements to individual academic programs.

Campus or Workplace Violence

[See Antioch University Campus or Workplace Violence Policy 4.503](#)

Antioch University has a long-standing commitment to promoting a safe and secure academic and work environment. All members of the university community are expected to maintain a working and learning environment free from physical and verbal violence, threats, harassment, intimidation or coercion. This policy seeks to prevent campus or workplace violence from occurring to the fullest extent possible, and sets forth procedures to be followed when such violence has occurred. While this kind of conduct is

rare, no large organization can consider itself to be immune, and established policies and procedures can help provide appropriate responses to situations that may arise.

Children on Campus Policy

[See Antioch University Children on Campus Policy 4.511](#)

To ensure and promote the most productive learning environment, this policy establishes guidelines regarding children's presence during scheduled instructional sessions.

Disability Support Services

[See Antioch University Disability Support Services Policy 6.101](#)

It is the policy of Antioch University, in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended, and other disability non-discrimination laws, that no student shall, on the basis of his/her disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under any University program or activity. Antioch University is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights, and privileges of University services, programs, and activities, in the most integrated setting appropriate to the students' needs.

Drug and Alcohol Policy

[See Antioch University Drug-Free Schools and Communities Policy 4.505](#)

As required by the federal Drug-Free Schools and Communities Act of 1990 and the Drug-Free Workplace Act of 1988, Antioch University prohibits the illegal possession, use or distribution of illicit drugs and alcohol by students and employees on its property or as any part of any of its activities. Such conduct will result in disciplinary sanctions up to and including expulsion, termination of employment and/or referral for prosecution.

Email Policy

[See Antioch University Email Use Policy 8.103](#)

All Antioch students, staff, and faculty will be assigned institutional email accounts and may have general access to the system as long as they maintain their relationship with the university. This policy clarifies University expectations for acceptable use of this resource.

Grade Equivalency Policy

[See Antioch University Grade Equivalency Policy 5.229](#)

This policy outlines Antioch University's policy on narrative evaluation and letter grade equivalencies.

Grading System and Transcript Recording Policy

[See Antioch University Grading System and Transcript Recording Policy 5.227](#)

This policy lists and defines all valid evaluative marks for the Antioch transcript, as well as the conditions under which they may be conferred. It also clarifies the relationship between the transcript and a student's set of narrative evaluations.

Human Subjects Protection Policy

[See Antioch University Human Subjects Protection Policy 5.507](#)

Antioch University policy requires that all research involving human participants conducted by student researchers be reviewed and approved by the Human Participants Research Review Committee

(HPRRC). These rules are in place to protect the human participants, the researchers, and the institution. See the [IRB webpage](#) for campus contacts, as well as complete policy and procedures.

Intellectual Property Policy

[See Antioch University Intellectual Property Policy 5.503](#)

The purpose of this policy is to ensure fairness and equity in the development and dissemination of useful creations, products, or processes at Antioch University.

Non-Smoking Environment Policy

[See Antioch University Non-Smoking Environment Policy 4.507](#)

In accordance with Antioch University's commitment to the general health and well-being of its students, faculty, staff and visitors, and in compliance with state and local ordinances, this policy outlines general guidelines related to smoking on and adjacent to Antioch's campuses and instructional activities.

Relationships in the Workplace Policy

[See Antioch University Relationships in the Workplace Policy 4.615](#)

Antioch University generally affirms that it is the policy and intent of the institution to establish and maintain an environment which is conducive to its educational mission. Relationships between Antioch employees, who are responsible for maintaining a supportive learning environment, and students, are crucial to the learning process. This policy provides guidelines for establishing and maintaining acceptable relationships between employees and students.

Satisfactory Academic Progress Policy

[See Antioch University Satisfactory Academic Progress Policy 6.119](#)

In order to maintain satisfactory academic progress (SAP) at Antioch University, students must meet minimum standards of academic success. These standards are intended to insure that students demonstrate the ability to be successful in their program, progress at a reasonable rate, and graduate within the maximum allowable time.

Antioch University's SAP guidelines and procedures are in compliance with all associated federal regulations. In addition to the University Registrar's assessment of student academic achievement and standing through SAP, Antioch University Financial Aid uses the results of Satisfactory Academic Progress reviews to determine student eligibility for Title IV Federal aid. Per federal regulations, failure to maintain satisfactory academic progress will result in disqualification from federal student aid. Scholarships and other student aid based on academic progress may also be affected if a student fails to achieve satisfactory academic progress.

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.

Student Academic Rights and Freedom

[See Antioch University Student Academic Rights, Freedom, and Responsibilities Policy 6.102](#)

Antioch University adheres to the principles of academic freedom and intellectual pluralism as both rights and responsibilities. This policy informs students and faculty of the University's expectations

regarding students' academic freedom as well as the responsibilities that students accept as members of the academic community.

Student Conduct Policy

[See Antioch University Student Conduct Policy 6.103](#)

Students are expected to conduct themselves in a manner that is conducive to the educational process. This policy defines the acceptable range of student behavioral standards of Antioch University, and outlines the procedures and potential outcomes associated with violations of these standards.

Student Grievance Policy

[See Antioch University Student Grievance Policy 6.109](#)

If students feel that they have received unfair or inequitable treatment from a member of Antioch University's faculty or staff, or feel that institutional policies pertaining to them have not been followed, they may choose to engage in the formal grievance procedure. Please note: this process is separate from the academic appeals process, which students follow to dispute the awarding of credit in an academic course.

Student Organizations, Speech and Publications Policy

[See Antioch University Student Organizations, Speech and Publications Policy 6.127](#)

Antioch University encourages students to acquire and further interests outside the classroom that contribute to their development as members of the university and global communities. This policy sets forth students' rights and responsibilities, as well as university expectations with regard to the establishment and conduct of student organizations and student publications.

Student Records (FERPA) Policy

[See Antioch University Student Records \(FERPA\) Policy 5.629](#)

Antioch University adheres to federal regulations regarding protection of and access to student records as stipulated by the Family Educational Rights and Privacy Act, as amended (20 U.S.C. § 1232g; 34 CFR Part 99). Access to student records is limited to the student, to institutional employees with a "need to know", and to any individuals specifically designated by the student. Exceptions to this right of limited access are made in accordance with federal guidelines.

At its discretion, Antioch University may release public or directory information in accordance with the provisions of FERPA. Students who wish directory information to be withheld must inform the University Registrar's Office in writing at registrar@antioch.edu.

Antioch University defines directory information as information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to: the student's name; address; telephone listing; email address; photographs; date and place of birth; major field of study; grade level; enrollment status; dates of attendance; participation in officially recognized activities; degrees, honors and awards received; and the most recent educational agency or institution attended.

Students may request non-disclosure of public or directory information, and are prompted annually to do so. Requests for non-disclosure remain in place for the academic year in which requested. Requests expire after one year unless the request is renewed. If a request for non-disclosure is current at the time

of graduation or withdrawal, the non-disclosure will remain in place indefinitely unless the student requests a change in writing.

Note: *Your name may not be published in the commencement program if your request for non-disclosure is active at the time of your degree conferral.*

Transfer Credit and Course Substitution Policy

[See Antioch University Transfer and Intra-University Credit Policy 5.611](#)

The intent of this policy is to maintain best and consistent practices in applying transfer credits and to ensure the academic integrity of Antioch University's academic programs.

Title IX Sex Discrimination, Sexual Harassment and Sexual Violence Policy

[See Antioch University Title IX Sex Discrimination, Sexual Harassment and Sexual Violence Policy 4.607](#)

It is the policy of Antioch University to create and maintain an environment for students, faculty and employees, which is optimally conducive to learning and to positive working conditions. Such an environment must be free from sex discrimination, sexual harassment and sexual violence.

Weather and School Closing Policy

[See Antioch University Weather and Short-term Closings Policy 4.411](#)

The health and safety of students, faculty and staff are of paramount importance to Antioch University. In accordance with this University policy, each campus publishes a procedure by which weather conditions are assessed for potentially dangerous travel, a schedule for making decisions about campus closure and class cancellation, and a notification procedure.

If you have any questions about policies and their application, please contact your campus Chief Student Services Officer:

Ann Driscoll

Interim Academic Dean and Chief Student Services Officer

adriscoll1@antioch.edu

Other key contacts:

Disability Support Services 603.283.2438, fziperstein@antioch.edu

Student Services 603.283.2490, studentservices.ane@antioch.edu

Veterans' Benefits 603.283.2490, studentservices.ane@antioch.edu

ACADEMIC CALENDAR 2017-2018

The complete [Academic Calendar](#) can be viewed on the website. It includes semester start and end dates, registrar and financial deadlines, holidays and more.

Please note that the calendars are broadly inclusive of all activities. Therefore, individual academic offerings will likely start and end on dates that are included within these dates, but will not correspond directly to these dates. Please see term course schedules, or contact your academic program office for specific dates related to your program.

Please also note: Antioch University policy on add, drop and tuition refund is generally as follows:

- 1st 20% of instructional period: Add and drop, 100% tuition refund for drops unless a full withdrawal, no transcript notation of drops, and no negative impact on Satisfactory Academic Progress
- 21% - 60% of instructional period: Courses may be dropped, with a W on the transcript, and for 0 tuition refund (unless a full withdrawal). Courses dropped during this window will count against Satisfactory Academic Progress
- 61% - end of instructional period: Courses may be dropped, with a WNC on the transcript and for 0 tuition refund. Courses dropped during this window will count against Satisfactory Academic Progress.

This means that courses that begin on different days, or span different amounts of time, will have different add/drop and tuition refund deadlines. Add/drop schedules by course are available to students through AUView. Please contact your campus student services office for more information on add/drop and refund dates and 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 calendar periodically for future amendments.

ALL DATES ARE SUBJECT TO CHANGE.

SEE THE [ONLINE ACADEMIC CALENDAR](#) FOR UP-TO-DATE DATES AND DEADLINES.

ACADEMIC CALENDAR

Summer Semester 2017

5/6/2017- 8/25/17	Semester Start and End Dates
5/6/2017	First day of semester
5/6/2017	Registration Deadline; After this date, late registration/payment fees assessed for continuing students
5/12/2017	Spring student Evaluations due from faculty
5/26/2017	Deadline to drop/add semester-long courses.
5/29/2017	Holiday - campus closed, no classes
6/14/2017	Fall web registration opens for new and non-matriculated students; remains open through Fall drop/add for additional changes to schedule.
7/4/2017	Holiday – campus closed, no classes
7/11/2017	Any withdrawal after today shows as "Withdrawal/No Credit" on transcript
8/25/2017	Ungraded Incompletes from Spring 2017 default to No Credit
8/25/2017	Last Day of Semester & Degree Conferral date
8/26/2017	Registration Deadline; after this date, late registration/payment fees assessed for continuing students
9/1/2017	Summer student evaluations due from faculty

Fall Semester 2017

8/26/2017- 12/23/17	Semester Start and End Dates
8/26/2017	Registration Deadline; after this date, late registration/payment fees assessed for continuing students
8/26/2017	First day of semester
9/1/2017	Student Evaluations due from faculty
9/4/2017	Holiday - campus closed, no classes
9/22/2017	Deadline to drop/add semester-long courses. See note below on drop/add policies.
11/1/2017	Financial Aid deadline for new Spring students
11/8/2017	Spring web registration opens for continuing students; tuition due
11/20/2017- 11/26/17	Fall break – no classes
11/22/2017	Any withdrawal after today shows as "Withdrawal/No Credit" on transcript
11/23/2017- 11/26/17	Holiday - campus closed
11/29/2017	Spring registration opens for new and non-matriculated students; remains open through Spring drop/add for additional changes to schedule.
12/23/2017	Ungraded Incompletes from Summer 2017 default to No Credit

Fall Semester 2017

12/23/2017	Last Day of Semester & Degree Conferral date
12/23/2017- 1/1/2018	Winter Break - campus closed
12/30/2017	Fall student evaluations due from faculty
1/2/2018	Registration Deadline; Late registration/payment fees assessed for continuing students

Spring Semester 2018

1/2/2018- 5/4/2018	Semester Start and End Dates
1/2/2018	Registration Deadline; Late registration/payment fees assessed for continuing students
1/2/2018	First day of semester
1/15/2018	Holiday - campus closed, no classes
1/29/2018	Deadline to drop/add semester-long courses. See note below on drop/add policies.
2/19/2018	Holiday - AUNE offices closed, only PsyD classes meet
3/1/2018	Financial Aid deadline for continuing students, new summer students, and new fall doctoral students
3/5/2018- 3/9/2018	Spring Break - No Classes. ES & AP breaks continue through 3/16
3/15/2018	Any withdrawal after today shows as "Withdrawal/No Credit" on transcript
TBA	Summer and Fall pre-registration for continuing students available for viewing
TBA	PRIORITY Summer and Fall pre-registration for continuing students opens
TBA	Summer and Fall Registration opens for new and non-matriculated students
5/4/2018	Ungraded incompletes from Fall 2017 default to No Credit
5/4/2018	Last Day of Semester & Degree Conferral date
5/4/2018	Late registration and payment fees assessed – continuing students
5/11/2018	Spring student evaluations due from faculty
5/12/2018	Commencement

*Note for drop/add and tuition refund deadlines. The calendar dates here apply to full semester courses. Based on AU policy, deadlines for adding and dropping courses and for tuition refunds (other than for full withdrawal from the term) will vary based on the actual instructional period of each course. General guidelines are as follows, and actual dates by section appear in section detail in AUVIEW:

- OPEN REGISTRATION: Up to 1 week prior to the first class meeting

- LATE REGISTRATION (Continuing Students \$100 fee assessed if not registered by Term Start Date) :
Final week prior to first class meeting

- ADD: 0 – 20% of instructional period

- DROP (no transcript notation, 100% tuition refund): 0-20% of instructional period as noted in the Course dates information
- WITHDRAW (transcript notation of W, 0 tuition refund, counts as attempted credit in calculation of SAP): 21% - 60% of instructional period.
- WITHDRAW-NO CREDIT (transcript notation of WNC, 0 tuition refund, counts as attempted credit in calculation of SAP): 61% - end of instructional period.
- DEADLINE TO COMPLETE PRIOR TERM INCOMPLETES: 2 weeks prior to end of subsequent term
- Refer to the full Drop/Add/Refund policy in the student handbook

CAMPUS POLICIES, PROCEDURES, AND RESOURCES

STUDENT SERVICES

Services that help students enroll and maintain their student status at AUNE are provided by Student Services (including financial aid, student accounts, registration and records). 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 the Resources page](#) 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. Student Services can be reached at studentservices.ane@antioch.edu or 603.283.2490.

ACCESS TO FORMS

Student forms can be found at <https://www.antioch.edu/new-england/resources/students/registrar-office/student-records/>.

ACADEMIC ADVISING

On entering a degree program, students are assigned an advisor, who is a faculty member of the academic department. Though Antioch University New England is small enough that students come to know most, if not all, faculty in their department, advisors play an especially important role. The extent of this role will vary from department to department, but certain elements remain constant.

Advisors are the faculty members directly responsible for consulting with students throughout their educational processes. Students may expect to work with other faculty members on internship or practicum, SIS projects, curriculum design, and regular academic course work. However, advisors are expected to work with students to design their full programs, and to discuss registration each semester. If students wish to change their advisor during the course of their time at Antioch, they should discuss this request with the advisor and the department chairperson. Such changes often come as a consequence of increasing contact and affinity with another member of the faculty. This change can usually be accommodated if the faculty member to whom students 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](#). 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. [Book Vouchers](#) are available to those students with excess financial aid. The voucher application can be found in the Resources section of our website and completed applications should be submitted to Student Accounts at studentaccounts.ane@antioch.edu. Voucher applications are not accepted after student refunds are processed.

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. Advisors can also help students with advice on career planning and professional networking in their 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 may access for counseling services, the [Antioch Psychological Services Center](#) and the [Couple and Family Therapy Institute](#).

Psychological Services Center (PSC)

The [Antioch Psychological Services Center \(PSC\)](#) 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. Please call us and visit our website for more information.

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. Call 603.283.2156 for information.

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. 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 faculty, students, and staff, both online and in-person. Librarians also offer 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. 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 students Antioch email accounts (not personal email accounts), which authenticates students. The library provides complete technical support for all electronic library services.

Library 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 website](#).

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 staff with specifics as to event, faculty sponsors, numbers of attendees, and planned activities. Since events are scheduled for only those evenings we are 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. 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.

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 sources, and more. The AUNE Writing Center also supports PowerPoints, Prezis, Resumes, Cover Letters, and CVs.

Support at the AUNE Writing Center is available in via face-to-face meetings, phone, or Skype sessions. Students can see our schedule, make appointments, and access resources at the [Writing Center website](#).

For written feedback on writing, students can submit their work to the [Virtual Writing Center](#). [Students can submit a paper to the VWC](#) and 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, Google Hangouts, and Skype. Librarians are available weekdays 9:00 am - 4:30 pm and by appointment to discuss topics, research strategies, citation management, and more. For more information about the AUNE Library, [visit the website](#).

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](#).

Any research materials that the library does not own can be requested through our excellent [Interlibrary Loan service](#).

ANTIOCH UNIVERSITY ADMISSIONS POLICIES

Antioch University seeks qualified candidates who will contribute to building a student body that is diverse in gender, ethnicity, age, class, physical differences, learning styles, sexual orientation, professional backgrounds, and community experiences. In evaluating candidates, AU examines the quality and content of previous academic work. However, AU recognizes that an individual's current capacities may not be fully or adequately reflected in grades earned at an earlier age or in fields unrelated to the applicant's present interests. Except for specific instances, Antioch University does not require standardized tests for admission. International applicants whose native language is not English must often complete the Test of English as a Foreign Language (TOEFL). Foreign applicants who hold a valid degree for which the language of instruction was English may be exempt from the TOEFL requirement. Candidates must contact the Admissions Office in order to verify if the applicant's background will exempt them from this requirement.

For all AU programs, application materials become part of the applicant's file and cannot be returned. Once all proper materials are received, the file is ready for review by an Admissions Committee for the program. Some programs require a face-to-face interview as part of the admissions process. Admissions decisions are communicated from the Admissions Office. Application materials remain active for three years from the date of receipt, with the exception of recommendations, which remain active for one year. After one year, applicants for all programs are required to submit a new application fee in order to reactivate the application for admission; additional requirements may apply for processing reactivated applications.

General Application Process

To apply to any of the degree or certificate programs at Antioch University, prospective students follow these steps:

Step 1. Complete the Application and submit the \$50 application fee. The application can be completed and submitted to the Admissions Office online, in person, or by mail.

Step 2. Submit official transcripts. Official transcripts should be sent directly to Admissions from the institution. For application to graduate programs, one of these transcripts should indicate the completion of a bachelor's degree from an accredited institution. For doctoral programs, the official transcript should indicate an accredited master's or other graduate degree.

Step 3. Submit the required supplemental application materials for a specific degree or certificate programs, such as letters of recommendation or writing samples as specified in the application. Specific degree and certificate programs will have their own material requirements that are unique to that program.

All materials should be sent to the Admissions Office on or before the application deadline. Application files are not complete until all required documents are submitted to the Admissions Office. Application files that do not meet required deadlines may be considered for a subsequent term. All submitted application materials become part of an applicant's file and cannot be returned.

Admissions Decisions

Applicants receive notification by mail, telephone or email of the admissions decision. Applicants may also call the Admissions Office at any time to inquire about the progress of their application or access the status of their application using AUApp, the University's Application for Admission Self-Service available through AUDirect. Those who are admitted must confirm their intention to enroll by completing the online Student Intent to Enroll (SIE) process. The SIE must be submitted along with a non-refundable \$100.00 enrollment deposit. For students in the University-wide PhD in Leadership and Change program, a \$500.00 enrollment deposit is required. For students experiencing financial hardship, there is an Enrollment Deposit Waiver request available. The enrollment deposit is applied toward tuition of the first term of enrollment and will be forfeited should an applicant not enroll or exceed the allowable deferral period. Most new students are required to attend a New Student Registration and Orientation (NSRO) Meeting.

Full and Provisional Admission

Antioch University offers full or provisional admittance. Full admission means that the applicant is admitted into the Program without any conditions or provisions. Provisional admission is granted for applicants who lack one or more elements of preparation or who need to fulfill particular academic or administrative requirements for full Admission.

If a student is provisionally admitted, provisional requirements are specified in the admissions letter and the student must satisfy these by the stated deadlines and/or prior to registering for a second term. A provisional admission often is contingent upon successful completion of the first term, with no incompletes or no-credits or fulfillment of outstanding admission requirements such as receipt of final transcripts. Students are responsible for working closely with a faculty advisor and with either the Admissions Office or University Registrar to ensure that provisions are satisfied within the assigned timeframe. Once outstanding provisions are satisfied, the student will be fully admitted.

Denial of Admission

If an applicant does not meet Antioch University's and/or the academic program's criteria for admission, the applicant will be notified. Admissions decisions may not be appealed. The University does not provide information about the reasons for denial of admission. An applicant who has been denied admission may reapply for the same program after one year.

Readmission

Students returning with a Leave of Absence or Enrollment Maintenance Status from the University Registrar may enroll directly with no involvement of the Admissions Office.

Students who have not enrolled for three or more consecutive terms or one year; and/or those wishing to return after regular withdrawal, administrative withdrawal, or academic or disciplinary suspension from Antioch University must apply for re-admission through the Office of Admissions if they wish to reenter the University. Readmitted students are subject to the program requirements, policies, and procedures in place at the time of their readmission. This includes, but is not limited to, attending New Student Registration Orientation and adhering to new degree requirements.

Previously completed academic work will be reevaluated at the time of readmission, and the student desiring to be re-admitted should address the reasons for withdrawal in the application for re-

admission. In some instances, the student will be required to re-take previously credited courses. This may apply to credit initially admitted in transfer, as well as for credit earned at Antioch University.

Students applying for readmission must adhere to all admissions deadlines and procedures, including submission of a completed application with the accompanying, non-refundable fee. A new admissions essay, new official transcripts, new forms of recommendation, and a personal interview may also be required depending upon the program and upon the length of time since previous enrollment. The student who is applying for re-admission must request official transcripts for any coursework completed at another academic institution since the time of withdrawal from Antioch University. Students should contact the Admissions Office to determine current admissions requirements for readmission to specific programs.

Deferring Admission

Applicants who no longer wish to start a program in the term for which they have received an offer of admission, may defer admission using the online Student Intent to Enroll process or by notifying the admissions office in writing before the last day of the add/drop period for the given term for which they have been admitted. A non-refundable enrollment deposit must be processed to reserve their space in the program. If a student has already registered for classes before deferring, they must also complete a withdrawal form prior to the end of the add/drop period through the registrar's office. Entering students who register for classes and do not follow this procedure remain enrolled in classes and incur administrative and tuition costs for the term.

An applicant may defer their acceptance without reapplication for up to two times or two consecutive terms within one year of the original accepted start term. Reapplication is required if the deferral period lapses. Additionally, new supplemental application materials may also be required. If reapplication occurs, the standard application fee is required and is equal to the current application fee. If a student has already registered for classes before deferring, they must also complete a withdrawal form prior to the end of the add/drop period through the campus student services office.

ANTIOCH UNIVERSITY COMPUTING AND TECHNOLOGY RECOMMENDATIONS

Computer Hardware / Operating System

- Mac or Windows PC with a minimum of 4 GB of RAM; 8 GB preferred (note: any amount of RAM over 4 GB will require a 64-bit operating system to realize any benefit).
- PC - Windows 7 with Service Packs or higher
- Mac - OS 10.9 or higher
- Older operating systems and computers with less memory (RAM) and processing power may function and meet your basic needs for computing. However, your experience may be diminished with slower computing resources and/or a slow Internet connection.

Additional Computer Hardware

Many students find it useful to have a printer or combination printer/scanner, a USB thumb or flash drive to store files downloaded from public or shared computers, and an external hard drive or DVD±R or DVD±RW drive to back up files. In addition, while most laptops have integrated webcams, speakers and a microphone, students may prefer to use an external USB webcam and a headset that includes headphones and a microphone for the enhanced quality of picture and sound available to distance learners or while listening to audio/video course content over the Internet in a room with a lot of ambient noise.

Office Productivity Software

Any word processing program that saves and opens text files and that saves in multiple file formats (Antioch recommends that faculty and students trade files in DOC format to prevent incompatibilities). A good choice for students in general is a current office suite package such as Microsoft Office that includes word processing, presentation, spreadsheet, and other useful software. “Open Office 4” and “LibreOffice” (both are open source) can be used and the documents can be saved in standard Microsoft Office formats (.doc, .docx, .xls, .xlsx, etc.). However, please be advised that sometimes complex formatting can be corrupted when changing formats. Google Drive, may also be used to create, store, and share a variety of file types, and is available by clicking ‘Drive’ icon in [AUDirect](#), or by clicking the ‘Google Apps’ icon near the top of the page in the Antioch email account.

Internet Connection Recommendations

Particularly for distance, hybrid, and heavily computer-mediated courses, consistent and reliable access to a high-speed (i.e. cable / DSL) internet connection is strongly recommended. Slower modem connections via telephone lines (56K modems) may result in frustration with the amount of time it takes to remain productive online.

Internet Browsers

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

- Internet Explorer 11 or higher (PC)
- Firefox 47 or higher (PC, Mac)
- Google Chrome Version 51 or higher (PC, Mac)
- Safari 8 or higher (Mac)

Common browser plugins that students may need include Adobe Reader, Adobe Flash player, and the Java plug-in. All of these are available for free online.

Note: The best browser for your needs may change over time. It is recommended, therefore, that you have two different browsers installed on your system.

Antivirus and Malware/Spyware Protection

Generally any antivirus software will suffice, though it is highly recommended that students select an anti-virus system from a reputable company that has an established reputation. Most antivirus software includes antispware, and is sold on an annual subscription basis. Macs are not immune to viruses, so antivirus software for Macs is highly recommended. Please be sure to update virus definitions weekly, if not more often. Most software will automatically perform updates on a regular and frequent basis.

Hand-Held and Tablet Devices

Most hand-held devices and tablets are capable of displaying web pages will allow students to view the content of many AU systems. Capabilities of these devices vary widely, particularly in their ability to interface with some AU systems. Contact the [IT Helpdesk](#) for questions about the compatibility of any device with AU's systems.

CAMPUS SAFETY AND SECURITY INFORMATION

Campus Access

During the week, the front lobby door is unlocked at 7:00 am, and locked at 9:00 pm, or one hour after the start of an evening event, whichever is earlier. When classes are scheduled on the weekends, the front lobby door only will be unlocked one hour before classes begin. With the exception of the front lobby door, exterior doors will be locked every day at 5:30pm. AUNE is a private university, and access to our facilities is limited to current and prospective students, employees, and their guests. Community members should report anyone in the building they suspect is not a member of the Campus community to the Facilities Manager or Provost's Office.

Campus Security Information

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

Procedures for Reporting Criminal Action

Any and all Campus security concerns should be reported directly to the Facilities Manager or a facilities team member on duty by calling 603.762.4852 between 7:30 am and 11:30 pm, or by calling the Provost's Office 603.283.2150, or contacting the faculty member present. In the case of an immediate threat or danger, do not hesitate to call the Keene Police Department by calling 9 (outside line) 911. 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.

Clery Act Information

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 <https://ope.ed.gov/campusafety/#/>.

SAFETY & EMERGENCY PROCEDURES

General Emergency Response Guidelines

In an emergency requiring Police, Fire or Ambulance assistance, dial 9 + 911. Then notify the Provost's office by dialing 283-2150. 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 Director of Facilities and Safety (x2391), 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.

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)

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 incident. 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.

STUDENT FINANCIAL SERVICES AND POLICIES

FINANCIAL AID

Student Employment/Work Study

The Federal Work Study Program provides options for paid employment. Federal Work Study funds are awarded to financial aid applicants who indicate interest on the FAFSA, demonstrate a high level of need, and who meet the priority deadline. To earn the financial aid monies awarded, students must secure a job, and work in that job to earn the award amount. We cannot guarantee all students will find a position.

Students with Federal Work Study Awards have the following options:

1. Apply for a student assistant, project assistant, teaching assistant, or research assistant position, **or**
2. Apply for an on-campus practicum/internship experience, subject to availability and the approval of your academic department. Students will also need to determine if their award is sufficient to fund the entire practicum. Contact financial aid for more information at financialaid.ane@antioch.edu.

To determine eligibility:

1. Complete a FAFSA at <https://fafsa.ed.gov/> before the priority deadline.

Student Loans

The Federal Direct Student Loan Program is the primary source of funding for most AUNE financial aid applicants. Federal Direct Unsubsidized Student Loans, less any applicable origination fees, are received in up to three disbursements annually in the form of electronic funds transfer. Upon Antioch's receipt of funds, a final assessment of eligibility will be conducted before the funds are credited to the student's account. If additional funds are needed, information about Graduate Plus Loans is available in the [Types of Aid](#) section of our website, or from the Student Services 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 each term prior to being credited to your student account.

Electronic Funds Transfer

Loan funds arrive by electronic funds transfer. Students will be notified via Antioch Gmail by Student Accounts when the funds have been applied to their student accounts. If this transaction results in a credit balance in excess of \$2, a refund will be processed. NOTE: All refunds are generated from the University in Ohio. It is suggested that students enroll in direct deposit (*AUView / Non-Payroll Bank Information*) to expedite receipt of funds. If a student is not enrolled in direct deposit, a check will be mailed from the central campus in Ohio to the address on file.

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 Scholarships and Grants](#) for a list of options and applicable deadlines.

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 here](#). Academic departments may have additional requirements to be considered making academic progress; they may also have additional criteria that warrant a student being placed on program-based academic probation. If a student is placed on departmental probation, the University Registrar should be notified in writing.

Satisfactory Academic Progress (SAP) and Federal Work Study

When being reviewed for SAP, if students do not respond or make acceptable arrangements within five working days, they will be terminated from the work-study position and the award rescinded. If SAP is not achieved by the deadline, students will be terminated from the work-study position and the award rescinded.

Other Federal Student Loans

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

Leave of Absence Status and Financial Aid

Students, who go 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 lender (the federal government). Note: If a student is not enrolled for a period of six months, for any reason, including being on Leave, repayment on Direct 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 a student file) 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 on the [Antioch consumer information webpage](#) by campus.

TUITION AND FEES

Students at AUNE attend small classes in an intimate university environment, with personalized support from expert faculty. AUNE focuses on giving students the highest value for their educational dollar.

Tuition rates vary by program and are effective as of the Summer semester each year. Tuition and fees are subject to change.

Each program has an anticipated credit sequence, required program credit total for completion and an anticipated number of semesters. Program credit loads can vary by semester dependent upon point of entry. Each semester, tuition and semester fees are charged in accordance with the program designation. Other program fees may be required for particular courses. [A complete list of fees is on page 36 of this catalog.](#)

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. Students pay all tuition charges plus applicable fees each semester they are enrolled. Please refer to the tuition schedules for each program.

**Applied Psychology Department - Program Tuition
Summer 2017 through Spring 2018**

Department/Program Name	Tuition Cost per Credit	Total Program Credits	Total Program Cost
Applied Behavior Analysis, MS	\$949	33-39	\$36,602 - \$42,296
Applied Behavior Analysis, Certificate	\$665	21-27	\$17,740 - \$21,730
Autism Spectrum Disorders, Certificate	\$665	12	\$9,490
Clinical Mental Health Counseling, MA	\$949	60	\$62,980
Clinical Mental Health Counseling, Post-Master's Certificate	\$665	Variable	Variable
Clinical Mental Health Counseling with Dance/Movement Therapy Certificate, MA	\$949	94	\$93,736
Dance/Movement Therapy and Counseling, MA	\$949	64	\$66,021
Dance Movement Therapy, Certificate	\$665	32	\$24,300
Marriage and Family Therapy, MA	\$949	61	\$61,664
Marriage and Family Therapy, PhD	Program charged on semester basis	80*	\$113,434
Marriage and Family Therapy, Certificate	\$665	30	\$24,480
Post-Master Certificate in Counseling Military Personnel & Their Families	\$665	9	\$6,600

Program credit loads can vary by semester dependent upon point of entry and licensure requirements. Additional costs may be incurred for course fees, Dissertation, and Internship, all dependent upon program.

Education Department - Program Tuition and Fees
Summer 2017 through Spring 2018

Department/Program Name	Tuition Cost per Credit	Total Program Credits	Total Program Cost
Waldorf Teacher Education (Year Round delivery), Certificate	\$750	28	\$24,220
Waldorf Teacher Education (Summer Sequence delivery) Certificate	\$750	28	\$25,025
Waldorf Teacher Education (Summer Sequence delivery/regular track) MEd	\$750	32	\$28,830
Waldorf Teacher Education (Summer Sequence delivery/advanced track) MEd	\$750	32	\$28,025
Waldorf Teacher Education (Summer Sequence delivery/advanced track) Certificate	\$750	28	\$24,220
Waldorf Teacher (Year Round delivery) without State Certification Education, MEd	\$750	32	\$28,025
Waldorf Teacher Education (Year Round delivery) with State Certification, MEd	\$750	44	\$37,025
Principal Certification, Post-Master's Certificate	\$665	21	\$16,685
Experienced Educators / Mindfulness Certificate	\$665	9	\$6,360
Experienced Educators / Foundations of Education, MEd	\$665	33	\$25,345
Elementary Education / Nature Based Certificate	\$665	12	\$8,500
Elementary / Early Childhood Education with State Certification, MEd	\$949	40	\$40,680
Elementary / Special Education with State Certification, MEd	\$949	42	\$42,578

Program credit loads can vary by semester dependent upon point of entry and licensure requirements. Additional costs may be incurred for course fees, and Master's Project, dependent upon program.

Environmental Studies Department - Program Tuition and Fees
Summer 2017 through Spring 2018

Department/Program Name	Tuition Cost per Credit	Total Program Credits	Total Program Cost
Resource Management and Conservation, MS	\$949	30	\$31,490
Environmental Studies, MS	\$949	42	\$43,633
Environmental Studies, PhD	\$1,270	69	\$96,690
Environmental Studies, Certificate	\$665	9	\$8,250

Program credit loads can vary by semester dependent upon point of entry. Additional costs may be incurred for course fees, Master's Project, Master's Thesis, Dissertation, Doctoral Internship, all dependent upon program.

Management Department - Program Tuition and Fees
Summer 2017 through Spring 2018

Department/Program Name	Tuition Cost per Credit	Total Program Credits	Total Program Cost
Sustainable Business, Certificate	\$665	12	\$9,340
MBA in Sustainability, MBA	\$903	36	\$35,228

Program credit loads can vary by semester dependent upon point of entry. Additional costs may be incurred for course fees, dependent upon program.

Clinical Psychology Department - Program Tuition and Fees
Summer 2017 through Spring 2018

Department/Program Name	Tuition Cost per Credit	Total Program Credits	Total Program Cost
Clinical Psychology, PsyD	Program charged on semester basis	120	\$147,762

Additional costs may be incurred for course fees, Dissertation, and Doctoral Internship.

Interdisciplinary Department - Program Tuition and Fees
Summer 2017 through Spring 2018

Department/Program Name	Tuition Cost per Credit	Total Program Credits	Total Program Cost
Interdisciplinary Studies, MA	\$665	33	\$24,665

Program credit loads can vary by semester dependent upon point of entry. Additional costs may be incurred for course fees.

Complete List of Fees
Fee Listing (Master's & Doctoral) 2017-2018

Application Fee (non-refundable)	\$50
Audit Per Credit Rate	\$330
Candidacy Continuation Fee (per semester ES PhD students only)	\$2,000
Dissertation Advising Fee (per semester Doctoral V+)	\$2,000
Enrollment Deposit at time of acceptance (non-refundable / credited towards tuition) All Programs (except Doctoral)	\$100
Enrollment Deposit at time of acceptance (non-refundable / credited towards tuition) Doctoral Programs Only	\$500
Field Study Course Fee	**
General Fee (per semester - all students)	\$550
Graduation Application Fee (Certificate programs)	\$25
Graduation Application Fee (all other degree programs)	\$100
Internship Fee (per semester)	\$500
Laboratory Fee (per semester - ES students only)	\$75
Late Registration Fee / Continuing Students (see Academic Calendar for specific dates)	\$100
Late Tuition Payment Fee / Continuing Students (see Academic Calendar for specific dates)	\$50
Liability Insurance (per semester - Psychology students only)	\$75
Master's Project / Thesis Continuation Fee - Fall or Spring	\$800
Master's Project / Thesis Continuation Fee - Summer	\$700
Materials Fee	**
Non-credit Workshop Fee (per semester - Waldorf Students only)	\$125
Non-Matriculated Enrollment - Alumni Per Credit Fee	50% of current rate
Non-Matriculated Enrollment - Audit Status: Per Credit Fee	\$330
Non-Matriculated Enrollment - Credit Status / Doctoral Programs: Per Credit Fee	\$639
Non-Matriculated Enrollment - Credit Status / Master's Programs: Per Credit Fee	\$512
Official Transcript	\$10
Payment Plan Application Fee	\$40
Per Credit Fee (Certificate programs)	\$665
Per Credit Fee (ES PhD)	\$1,270

Per Credit Fee (Experienced Educator Program)	\$665
Per Credit Fee (Management Masters level program)	\$903
Per Credit Fee (Waldorf Educator program)	\$750
Per Credit Fee (all other Masters level programs)	\$949
Per Credit Fee (PsyD and PhD V+ additional credits)	\$1,270
Practicum Fee (PsyD V+)	\$700
Practicum / Internship Continuation Fee (per semester)	\$500
Returned Check Fee	\$50
Student Activity Fee (per semester)	\$5
Technology Fee (per semester)	\$125

**Course and material fees are noted in class descriptions on AUView and are non-refundable after the drop period.

Rates are subject to change annually effective summer term.

EXPLANATION OF FEES

General Fee

All Antioch University New England students are assessed a General 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 students.

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.

Graduation Application Fee

All Antioch University New England students are assessed a Graduation Application Fee at the time of application. The fee will be charged to the student's account and can be paid online in AUView / View Account and Make Payment. Until a student's outstanding balance is cleared, the release of transcripts or diploma is unavailable.

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 University 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 by the University 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.

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, AUIView, Antioch sponsored email, HelpDesk, and AUeID, in addition to servicing the Computer Resource Room.

WITHDRAWAL AND TUITION REFUND POLICY

To withdraw from Antioch University New England, students must notify the University Registrar's Office in writing, via a [Change of Status Form](#), signed letter, or Antioch email directed to registrar@antioch.edu. (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 University 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) 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 students withdraw after the semester begins, Antioch refunds a portion of the tuition and other fees charged, based on the schedule noted below. In addition, if students received any financial aid prior to their withdrawal, they 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 University Registrar and are subject to the following tuition refund schedule:

Date Change of Status Form is received by University Registrar	Amount of Tuition and Fees Refunded
Prior to first day of the semester (as defined by the academic calendar)	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: Calculation of tuition and fees to be refunded is based on the registration of the student at the time of withdrawal. **The Enrollment Deposit fee is non-refundable.**

Return of Federal Funds Policy

The financial aid staff 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 Student Accounts to make arrangements to pay the balance.

* Federal financial aid includes the Perkins Loan, Direct Loan, Graduate PLUS loan, and TEACH Grant.

†Withdrawal Date is defined as the actual date the University Registrar receives written or email notification from the student of their withdrawal.

VETERANS' BENEFITS

Antioch University New England is approved for Veterans' Benefits. Those who are eligible should request a current certificate of eligibility from the Veterans' Administration. This document should be forwarded to the Director of Student Accounts. 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 students register for the upcoming semester and it is determined whether they are eligible for full-time or part-time benefits (based on the number of credits registered for and satisfactory progress), students will be certified for the subsequent semester.
3. Faculty will be notified of veteran students enrolled in their classes and asked to notify the University Registrar if they are not attending. If it is found that students are not working toward the number of credits they had registered for, both they and the VA will be notified.

REGISTRATION & ENROLLMENT POLICIES

ATTENDANCE & RESIDENCE

Because each student's class attendance and participation are essential to the learning process, both for the student and for others in the class, students are expected to attend every class meeting. Faculty will keep attendance records. All absences must be discussed with the faculty member. Make-up work will be assigned. It is presumed that students will miss class only for urgent reasons, such as illness, family emergencies, hazardous driving conditions, unavoidable work assignments, or vital family obligations. It is the student's responsibility to assess the urgency of each situation. Insufficient attendance may result in the forfeit of credit.

Three absences are allowed in a course lasting fifteen weeks. One absence is tolerated in a course lasting 8 weeks. Faculty will assign work to make up for lost class time. Four absences in a fifteen week course will automatically result in no credit given unless the student initiates a conversation with the instructor requesting special consideration, and the instructor decides that an exception to policy is warranted.

In making the decision, the instructor will first consider whether there are extenuating circumstances that necessitate the absences. If so, the instructor will then take into account: (1) the nature of the material covered during class meetings; (2) the extent to which the module design relies upon the student's presence and participation in order to demonstrate competency in the area of focus during the period of absence; and (3) the effect of the absence(s) on the progress toward competency of other students. The instructor may also consult with the appropriate Program Chair.

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.

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

students permitted to pursue a program in which they do an extended portion of their study away from Antioch University New England. Such an exception (e.g., studying abroad) requires that students petition their department chairperson for approval and be able to demonstrate that the quality of their 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.

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, students must meet all course requirements except for the submission of documentation that is required for credit. Therefore, students have to register as an auditing student and attend all class sessions. Requests for Audit must be made to registrar@antioch.edu before the drop deadline as indicated on the Academic Calendar each term. Students 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. All requests to change from credit to audit (or vice versa) must be made before the add/drop deadline.

CHANGE OF PROGRAM

If students wish to change their degree program once they have been admitted to and registered for courses at Antioch University New England, they should start with their present program director and/or academic advisor. If students are thinking of changing from one program of study to another, they need to be aware that the tuition may change or they may incur additional expenses, because they may have to fulfill a new set of degree requirements.

- If students are changing a **concentration within their program** and department they would complete a [Change of Status](#) form, obtain departmental signatures, and email this via Antioch email to registrar@antioch.edu 60 days prior to when the change is to take effect. Submitting a Change of Status form has no effect on registration. Students are expected to adjust their own course schedule on AUVIEW, or contact the Student Services office after the drop deadline.

- If students wish to **change programs entirely within their department**, they would speak to their program director, and that of the program they wish to change to. Students may be directed to contact the Admissions Office to complete part of the admissions process such as interviewing with the new program. If students are not directed to Admissions they would complete a [Change of Status](#) form, obtain departmental signatures, and email this via Antioch email to registrar@antioch.edu 60 days prior to when the change is to take effect. Submitting a Change of Status form has no effect on registration. Students are expected to adjust their own course schedule on AUVIEW, or contact the Student Services office after the drop deadline.
- If students wish to **change to a program in another Academic Department** at Antioch, they would speak with their current Program Director and submit a signed [Change of Status](#) form to *withdraw* from their current program and department. Then they would contact the Admissions Department to determine what steps of the admissions process they would need to complete, such as interviewing with the new department. Their record would be reactivated through the admissions new student process.

CHANGING STUDENT REGISTRATION

Any changes to students schedules must be done by students online using AUVIEW. Courses can be added or dropped by students 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 the course will stay on the student record as a Withdrawal (W), Withdrawal No Credit (WNC), or No Credit (NC), and students 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 students' registration in their section, and student transcripts are derived from their registration from each semester. It is imperative that students check their registration instructions and degree requirements each term to make sure they are registered for every course and correct section they are attending, and for the courses they need for degree completion. Students are responsible for checking their class schedule on AUVIEW at the beginning of each term to verify registration, course schedule and room assignments. 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. Students not enrolled during a semester are not eligible for any financial aid.

These actions may also affect students' 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 on page 49 of this catalog for details.](#)

PETITIONS FOR EXCEPTIONS TO REGISTRATION 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 SIS's, 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 Provost or designee. **Note:** For Alternative Admissions applicants (those applying without a bachelor's degree): Courses taken as a non-matriculated student are considered as part of an Alternative Admissions 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: All students may be subject to additional academic progress specifications as determined by their academic program. These specifications are not related to federal financial aid, but are the purview of the academic department. Please see the departmental handbooks 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 vouchers 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](#).
8. Student/supervisor information 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. Checks should be made payable to Antioch University New England. Non-matriculated students are not eligible for financial aid.

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 University Registrar. Disenrollment may be appealed by following the [Academic Appeals Policy](#). For further information regarding the taking of Leaves of Absence or disenrollment, [see the Leave of Absence Policy on page 49 of this catalog](#).

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. Students must register for dissertation continuation until and including the semester they defend and deposit. If students deposit their dissertation prior to the drop deadline of the new semester, the dissertation advising fee will be refunded for the upcoming semester. However, if students are financial aid recipients for that semester, the amount will be returned to their 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 AUIView. 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 AUIView 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 AUIView. Please contact the Student Services office with questions regarding this process.

When to Drop a Course

ALL DROPS for semester long courses must be done by the DROP Deadline as shown on the [Academic Calendar](#). For partial semester / weekend courses, drops must be done by the DROP deadline noted on the course detail. After that deadline, students remain financially liable for the class. Antioch students may drop classes during the add/drop period with no impact on satisfactory academic standing and with no transcript notation. As a rule, students may drop during the first 20% of the instructional period of the class.

WITHDRAWING FROM COURSES

After the drop deadline, students email their request to withdraw from a course to registrar@antioch.edu.

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. W grades factor into SAP as an unsuccessful attempt.

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. WNC grades factor into SAP as an unsuccessful attempt.

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 University Registrar (registrar@antioch.edu) 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.

WITHDRAWAL FROM UNIVERSITY

Students may request in writing a withdrawal from their academic program and from Antioch University, to be effective upon receipt of the request. Students are also administratively withdrawn from the University:

- upon expiration of an administrative leave of absence;
- upon failure to maintain satisfactory academic progress;
- for non-payment of tuition and fees; or
- as a consequence of violating the Student Code of Conduct.

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 page. 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 students' degrees will be conferred on the official graduation date following their last semester. Students will receive information regarding Graduation Applications prior to conferral. Upon submission of the Graduation Application, students' account will be charged the associated fee. The fee is expected to be paid at time of submission. 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 with the University Registrar's office. The University Registrar cannot confirm students' degrees have 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 students cannot complete all degree requirements by the deadline and need an extension until the next scheduled degree conferral date, they 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

Students are placed on leave if a full withdrawal leaves them at 0 credit, but they intend to resume their studies in the next 1-2 terms. Students may also request a leave of absence at the end of a term for the following term. Students who fail to register as anticipated for a subsequent term are placed on an administrative leave of absence for one term. If students do not initiate contact with or respond to outreach by the University during this period, they are withdrawn from their program at the end of the administrative leave of absence. Approved leaves of absence do not count against a graduate student's satisfactory academic progress calculation of time to completion.

All terms off (except program-determined "vacation" semesters) are considered Leaves of Absence. Students must request leave each term they plan to be off. A maximum of three semesters or one year total may be taken per degree program. Students should consult their advisors if considering a Leave of Absence. 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 a leave of absence. Students in the Thesis or Dissertation phase of their program must register for appropriate Continuation each term, and may not take a 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 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 on page 39 of this catalog](#).

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 students are in good standing and cannot study full time due to unusual personal, professional or academic difficulties, their department may require, or they 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 student's academic advisors. To go on leave, submit a completed [Change of Status form](#) to the University Registrar by the registration deadline for the semester. Student are limited to a maximum of three semesters of leave of absence. If students fail to register after their scheduled leave of absence, they 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 and students should complete a study sequence with their advisor. The completed plan should be forwarded to the Student Services office. 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 registrar@antioch.edu. 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.

REGISTRATION INFORMATION

When to Register

Continuing students register online (AUIView) prior to each semester. Check the [Academic Calendar](#) for specific dates and deadlines. Course Selection Instructions are published by the academic departments in Sakai or via Antioch Gmail. Course Descriptions are available in this course catalog and by searching AUIView.

Students are expected to be enrolled full-time, following the course curriculum outline for their program. Once the registration has been submitted in AUIView, students should proceed to the "View Account and Make Payment" section and make the necessary payment. If students are financial aid recipients, payments should be made for any balance not covered by the NET aid award, as noted for the applicable semester. The Office of Student Services is available for assistance on this.

If payment of an outstanding balance is not completed by the payment deadline as noted in the [Academic Calendar](#), students will be placed on financial hold and will need to contact the Office of Student Services to make payment arrangements, including payment of Late Fees. If students persist on financial hold, they 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. 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 in AUView and pay during the month before their first semester begins. They also attend orientation prior to the beginning of classes ([See Academic Calendar](#)). Registration information is sent via Antioch Gmail to incoming students on accessing course selection instructions and course listings.

How to Register

Students should read the [instructions for accessing and completing online registrations in AUView](#).

Registering for courses obligates students for payment of applicable tuition, fees, and other charges on their student 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 students are not officially registered and on class lists, they 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 University Registrar's Office about audit requests since AUView has no option for "Audits."

Students will be registered for a Supervised Independent Study (SIS) if the University Registrar's office receives their faculty approved contract by the required deadlines (see section on SIS.)

REGARDING THE PARTNERSHIP BETWEEN ANTIOCH UNIVERSITY NEW ENGLAND AND WOLF RIDGE ENVIRONMENTAL CENTER

Antioch University New England is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Minnesota Office of Higher Education

1450 Energy Park Drive, Suite 350

St. Paul, MN 55108

www.ohe.state.mn.us

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 / Thesis Continuation for each successive semester until the project has been completed and credited.

Students registering for Master's Project / 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 student services offices 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 AUIView.

Others should submit address changes in writing to registrar@antioch.edu, in person by visiting the Student Services office, or by US Mail or fax. Students should please help us keep them informed of important institutional information by both reading AUNE email and keeping us current on their mailing addresses.

READMISSION

If students have withdrawn from Antioch University New England and wish to reenter the same degree and program within one year of withdrawing, they must:

1. Submit an application for readmission to the Admissions Office
and
2. be interviewed and accepted by the program director
and
3. pay any prior balance.

If students wish to reenter five years or more after withdrawing, or wish to enter a different degree program they must submit a new Application for Admission. Please see a member of the Admissions Office for details. Students must satisfy the degree/curriculum requirements in existence at the time of their re-entry.

TEACHER & PRINCIPAL CERTIFICATION - NEW HAMPSHIRE

AUNE has program approval from the New Hampshire State Board of Education to endorse students for Teacher Certification and School Administration (Principal). If students desire certification, they must be officially enrolled in a program that leads to certification (see degree requirements section for the Department of Education). Please contact [Bonnie Powers](#), 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, and special 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 or program directors. 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 Information on Seeking Certification in the Future

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 their file number will be supplied to students. Students will access their file on the NH DOE website and pay the appropriate fee. Certification will be mailed directly to students by the state, approximately two to four weeks after AUNE's endorsement.

Multiple Certifications

It is possible to earn certification in more than one field (e.g., life science and elementary education.) Multiple certification may be complex to achieve, and requires additional coursework and internship, possibly increasing tuition and length of the program.

Students interested in multiple certifications should begin by talking with the chairperson or program director of the additional field(s) in which they wish to apply for certification. A [Change of Status form](#),

with the approval of the program director of the additional certification program, must be completed and returned to the registrar@antioch.edu or the Student Services 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 (registrar@antioch.edu) for details.

ADVANCED STANDING

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 students believe that they have achieved significant learning beyond their bachelor's degree, and want that learning to appear on their Antioch transcript, they 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 students. Antioch University New England will award credit only for the demonstrated learning consistent with students' degree plans 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 (unless specified by the terms of an official articulation agreement between AUNE and another accredited university.) For example:
 - 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 Provost.
3. The use of transfer credits toward a doctoral degree is at the discretion of the doctoral program director. Please see the 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 students' current degree program. This means that students believe that a previous learning experience has direct relationship to some of the requirements needed for the students' 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 also how that prior learning might meet some of their degree requirements.

Documentation is the provision of written materials, or other products, confirming that students 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 students 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

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

Submit to their advisor:

- [An application form for advanced standing credit award for prior learning based on life experience](#), listing the learning areas they 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 the academic department. The chair can 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, students:

- Obtain documentation of each area of competence
- Complete demonstration of each area of competence
- Assemble and submit a portfolio of all materials to the Provost or designee

Step III: Approval of Credit

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

Responsibilities of Participants

- A. Student have 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. Student are expected to work closely with their advisor in the process.
- B. Advisors are responsible for guiding students in the development of their plan and documentation.
- C. The department chair is responsible for consultation in the planning process, for approval of students' plans for documentation and demonstration, for contact and designation of outside experts, and/or a Review Committee to review students' 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 students' 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 their first semester. Decisions on advanced standing will be after students' first semester and will take into account their first semester performance as well as all material submitted with their application. If students anticipate that an award of advanced standing credits will shorten the number of semesters in the program, they may be asked to file a [Notification of Modified or Extended Program of Study form](#) with their advanced standing application. Please see 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. Students are responsible for submitting to their 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 from the institution - we will not accept copies from students.

3. The coursework must be related to students' area of concentration and must have been earned within five years prior to their 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 the advisor approves the student application, it goes to the department chairperson and then to the University Registrar's office for approval.
6. The University Registrar's office will then post the credit(s) to students' Antioch University New England transcript and file the original copy in their permanent file. Transfer credits will then appear on their online academic credit history.

Students in the PsyD program should refer to the [Department of Clinical Psychology Handbook](#) for additional Advanced Standing policies. Students in the PhD in Environmental Studies or the PhD in Marriage & Family Therapy may apply for advanced standing at the discretion of the program director. For specific details of the program's process to apply for advanced standing, please contact the program director.

Transfer Credit vs. Waivers and Substitution of Course Requirements

If the awarding of advanced standing is such that students believe they may be able to shorten the published minimum numbers of semesters required by their program, they 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 the department. This will allow students to take more elective credits in subjects that interest them, but will not lower the minimum number of credits they take at Antioch University New England.

Please Note: Waivers **do not** relieve students of the obligation of dropping a course for which they have registered. Students must meet the official drop deadline ([please see the drop deadlines listed in the Academic Calendar](#)) to have the waived course dropped from their 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 this catalog). In order to be exempted from a course or competency area requirement, students must have academic department-approved written waivers on file in the University Registrar's Office. [Waiver forms can be obtained from the website.](#)

If students are requesting a waiver based on graduate-level coursework taken at another college or university, it may be necessary to provide the evaluator with course descriptions or syllabi documenting the course content. Students should contact their advisor for further information on their department's procedures.

COURSE CREDITING POLICIES OVERVIEW

[A full description of the Grade Scheme for Antioch University can be found here.](#)

Four Dimensions of Student Learning

Antioch University New England uses a credit/no credit system supplemented by faculty evaluation of four dimensions of student 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

Evaluation Rubrics/Evaluation Descriptors for Courses, Supervised Independent Studies and Internships/Practicum

Faculty will be guided by the meanings attached to each rating in the charts of [Evaluative Descriptors for Courses and Supervised Independent Studies](#) or [Evaluative Descriptors for Internship/Practicum](#).

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, students are required to verify that they have acquired proficiency in the specific learning objectives of the course. Students 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 student course work is due at the end of each semester. Check the syllabus for work submission deadlines. The instructor evaluates student work in accordance with the learning objectives stated in the course syllabus. Should a situation arise where students encounter difficulty in negotiating the revision of coursework and/or they believe that they have an academic grievance, they may make an appeal through the [Academic Appeal Policy](#) process.

Grade Scheme Descriptors

- **AU (audit).** This designation is assigned to students to take a credit-bearing course without the intention of earning academic credit. This designation does not indicate any level of mastery of course content nor participation in the course.
- **CR (credit).** As a minimum standard, academic credit may be awarded toward a degree only if the student's performance is at least "satisfactory." Antioch University defines "satisfactory" to mean the following:
 - For undergraduate credit, the student has performed at a level which would be considered at least a "C" or better in a graded system.
 - For graduate credit, the student has performed at a level which would be considered "B" or better in a graded system.

- **INC (incomplete).** A grade of incomplete 'INC' indicates that a student has not completed all course requirements in the expected timeframe, as established in the course syllabus. Instructors may award an incomplete at their discretion. Incompletes must be successfully completed no later than the end of the following term or they convert to NC.
- **INP (in progress).** INP grades may be issued for courses that span more than one term. Students making acceptable progress during the term in which they registered for the course receive an INP, and receive credit upon completion of the course. Courses associated with INP grades must be so designated and approved by the faculty curriculum committees and include internships, practica, capstones, and theses. Students may take a maximum of three additional terms to complete a course with a grade of INP. If not completed in this time frame, the INP designation will convert to NC.
- **NC (no credit).** This designation is based upon a student not fulfilling minimum course requirements. NC will be awarded in graduate courses for work not meeting the equivalent of a "B" or better. (See above for awarding of NC to courses with INC and INP grades.)
- **NP (not passing).** This designation is equivalent to a NC, but used exclusively for courses for zero-credit academic courses.
- **P (pass).** This designation is equivalent to a CR, but used exclusively for courses for zero-credit academic courses.
- **W (course withdrawal).** This designation is assigned to courses that a student drops during the withdrawal period, which follows the add/drop period (published in the [Academic Calendar](#)). Courses that are dropped within the add/drop period are not listed on the transcript.
- **WNC (course withdrawal, no credit).** This designation is assigned to courses that a student drops after the withdrawal period (published in the [Academic Calendar](#)).

Incompletes

If students cannot complete the required work by the due date they may request an extension of work due which will result in an incomplete grade from their 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, the work will be due at least two weeks before the end of the following term (or earlier) on the date agreed upon between the student and the instructor. According to [Satisfactory Academic Progress policy](#), grades of Incomplete are counted against SAP calculation and may place students 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 instructors evaluate their teaching effectiveness via student feedback.
2. Aid department administrators in evaluation and planning.
3. Help students make course decisions.

Each semester, AUNE distributes an online evaluation tool that is used to assess the effectiveness of our courses and faculty. With the exception of some courses that end early in the semester, this evaluation survey arrives in every student's inbox by the last day of their classes each semester. Faculty are encouraged to allow time in the last class for students to complete these evaluations, or if an online

course, make it an assignment. For student convenience, the evaluation can be completed on a computer, iPad, or smart phone. Completed course evaluations are archived in department Sakai sites, and can be accessed by the Provost, Academic Dean, department chairs, faculty and students for review.

INTERNSHIP/PRACTICUM

Master's Degree Programs

Students are required to earn a specific portion of their degree credits through demonstration of learning derived from a supervised internship or practicum related to their degree program (see Degree Requirements in this catalog). Students can satisfy this requirement in one of two ways: through placement in a suitable internship position, through other learning activities outlined by their academic program or, in certain cases, through the use of their current employment. In the latter case, students must demonstrate to their faculty advisor that professional supervision will be available and that there will be an opportunity for substantial new learning for students in their 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 students and a faculty member who will act as their internship/practicum advisor.
2. Student 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 student achievement for their learning objectives must be spelled out in writing.
4. The Antioch departmental representative may make one or more on-site visits per year if the 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 students to meet with other students, under the supervision of a departmental faculty member, to examine their 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 the internship or practicum site supervisor of student learning must accompany a printout of their Narrative Evaluation (AUVIEW) for each semester of internship or practicum.
8. Departments may make use of self and on-site supervisor evaluations of student 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 student files, the department will attach them to the printout of the Narrative Evaluation (AUVIEW) submitted to the University 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. Students need to be clear on the internship or practicum procedures, design, and requirements of their department.

Doctoral Programs

For doctoral level [internship](#) or [practicum guidelines](#), see departmental handbooks 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, the Internship/Practicum Verification Sheet records a narrative evaluation of student performance.

To receive credit for a practicum or internship, students must submit all required work to the instructor by the due date. Student work must be of “satisfactory with concerns” quality or better in the overall Practicum Performance Quality category. For doctoral level [internship](#) or [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 a graduate degree. A [Supervised Independent Study \(SIS\) Contract](#) must be completed and approved by the faculty advisor before the SIS is undertaken.

Appropriate Subjects for an SIS

The subject of an SIS must be consistent with the learning goals of the degree program. It can be oriented either toward a particular skill that students wish to develop further (e.g., computer programming, staff development, or program planning) or a particular substantive area students 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 the department chairperson.

Using a job, internship, or practicum as an SIS

The subject of an SIS can be directly related to a task that students are carrying out as part of their job or internship. In many cases this provides students with the richest learning experience. However, to credit this as an SIS, students must extend their work and learning beyond what they would have done for the job alone. If students are also doing a practicum or internship based upon their job, the work and learning goals in the SIS must be in addition to those articulated in their 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 professional interests
4. The resources students plan to use - e.g. readings, interviews, site visits, field research, etc. Many projects lend themselves to the use of multiple resources, and students 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 students experience doing research of a type different than that carried out through readings.
5. The name of the tutor for this project. If the person is not currently an Antioch faculty member, a resume must be submitted with the contract and the choice approved by the faculty 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, the SIS contract must be filed with the University 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 University Registrar's Office will register students for the SIS and add the credits to their registration. Students neglecting to submit contracts during open registration should be aware that since the credits are not added to their record until the contract is processed, their eligibility to receive student loan funds and deferment of previous student loans may be affected. Please contact Student Services or University 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 students and cannot be undertaken until another semester if they wish to receive credit.

NO CREDIT AND REVERSAL OF NO CREDIT

Students will receive No Credit (NC) if:

1. They fail to resubmit work on rejected coursework.
2. They 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. They 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. They 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/ STUDENT ACADEMIC RECORDS

University Registrar's Office

Antioch University

900 Dayton Street

Yellow Springs OH 45387

registrar@antioch.edu

Tel: 937-769-1846 - Office hours: Monday - Friday, 8:30 am- 5:00 pm

Change of Name

If students change their name they must submit a written request (via Antioch Gmail or mail) with a copy of their social security card (required for U.S. citizens) or other government-issued ID to the University Registrar's Office in order to have their student records and transcript reflect this change. Financial Aid recipients should be aware that their records here must match those of their lenders, IRS and SSA.

Student Academic Records

Once students have registered and their admission file is complete, their academic records are permanently kept on file in the University 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 student 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 University Registrar's Office. [See information about requesting a transcript.](#)

Antioch students have full and complete access to their own records and may review them by contacting the University Registrar's Office. Under no circumstances, however, may students 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. Students may obtain copies of anything in their 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 [AUVView](#). 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, student written permission is required to release any part of a student 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 University Registrar's Office.

Transcripts*

All transcripts are currently issued by the [National Student Clearinghouse](#). The Antioch University Registrar's Office of Records maintains 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 AUVView. A credit history and/or Narrative Evaluation can be printed by students on AUVView. Please visit the University Registrar's Office webpage for further information on ordering official transcripts.

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 University Registrar's Office once complete. Licensing agencies, school certification offices and other universities almost always require 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 AUVView). 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.

To receive a transcript, students' accounts must be in good standing. For graduates, this means that their 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.

DEPARTMENT OF APPLIED PSYCHOLOGY 2017-2018 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 students have any questions as to which requirements they are governed by, please contact the University 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 and Counseling
- Post-Master's Certificate of Respecialization in Marriage and Family Therapy
- Applied Behavior Analysis Certificate Program
- Post-Master's Certificate in Applied Behavioral Analysis
- Post-Master's Certificate in Counseling Military Service Personnel & Their Families
- Post-Master's Certificate in Clinical Mental Health Counseling
- Post-Master's Certificate in Substance Abuse/Addictions Counseling

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 individual program handbooks.

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 students' responsibility to be aware of and to meet these requirements.** The cost of any coursework over and above that required for the students' program is the responsibility of the students 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 students' readiness for licensure.

Changing State Licensing Requirements

AUNE, while not responsible for actions of external licensing agencies, does intend to support both current master's 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 master's 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 master's 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.

MA 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 counseling practitioners. The program is offered in two platforms: (1) on campus and (2) low residency/online. Students may enter the campus based program in either the fall or spring semester. Students may enter the low residency/online program in the fall, spring, or summer semester. Students who enter the program in spring or summer add a semester or two to the length of the program yet have the opportunity to get started, adapt to graduate school, and to lighten the demands of each semester. Degree requirements are the same for all entry points and within both delivery platforms. The program begins with courses introducing the student to the counseling 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. Following successful completion of the first year of the program, students may enter their second year and begin clinical field work with a Practicum placement, requiring 100 to 300 hours of supervised clinical practice at an approved site. Additional information regarding continued field work details is below.

For the on-campus program, students are typically on campus one day per week. During the second year of the program, students continue to develop counseling skills through more advanced coursework and clinical training experiences in the field. The CMHC curriculum plan also provides students with the option to choose from several specialty or 'concentration' courses that include more focused training in specific areas of interest. Students' academic advisors work with students to help determine areas of interest and need best suited to their desired work setting, in addition to academic coursework, students' progress in their clinical work at supervised Internship sites. Students begin with a Practicum to help get acclimated to field work, as mentioned above.

Following successful completion of the practicum experience, students advance and deepen their clinical training through supervised internship experiences. During the three semesters of Internship, students accrue a minimum total of an additional 900 supervised clinical hours. The Internship commitment averages out to be approximately 20 hours per week over the course of each of the three semesters. A student's program may be extended, if needed, on an individual basis upon consultation with the student's academic advisor and the CMHC Program Director.

The campus-based MA program in CMHC requires some courses on campus, some courses online, and four semesters of practicum and internship experience in a clinical placement at appropriate sites. Practicum and internship placements may require criminal background checks as well as verification of up-to-date vaccinations. We ask that our students be prepared to engage in all of these learning modalities.

Residency - CMCH ONLINE Program

There are two required residencies within the Antioch New England low residency/online Clinical Mental Health Counseling program. The first residency occurs at the end of the first fall in the program as part of the Fundamentals of Therapeutic Interaction course. This residency provides an opportunity to practice and get real-time supervision on student demonstration of basic counseling skills within small groups. This practice time together is an experience that many students describe as truly transformative, and brings to life concepts taught within the course. This is also the time when

preparation for field work begins with a successful candidacy interview regarding readiness to begin their site/experiential work.

The second residency occurs at the end of the Group Counseling course - during most students' second spring in the program. The key concepts of group counseling are covered within the course during the semester including: theoretical underpinnings, group facilitation skills, stages of group development and an introduction to various types of groups, and the subsequent residency provides an opportunity to lead and/or co-facilitate a group, as well as be an active member of groups led by peers during the week.

In addition to a valuable learning experience, the residencies provide a time to be together with faculty and peers, practicing skills and receiving clinical supervision as students apply skills to their work with clients. It is an 'intense' experience that is fun, engaging and truly valuable to both personal and professional growth.

MA in Clinical Mental Health Counseling - 60 credits

Behavior Science - 9 credits

- PYB-5260.NE Human Development: Lifespan & Systems Perspectives (3)
- PYB-5500 Psychopathology (3)
- PYB-5900 Research & Evaluation in Counseling & Therapy (3)

Individual Assessment and Intervention - 12 credits

- PY-5900 Fundamentals of Therapeutic Interaction (3)
- PYI-5540 Counseling Theories - Models & Approaches I (3)
- PYI-5520 Career & Lifestyle Counseling (3)
- PYI-5140 Assessment - Principles & Methods (3)

Group and Social Systems Assessment and Intervention - 6 credits

- PYB-6060.NE Social & Cultural Diversity (3)
- PYG-6030 Group Approaches to Mental Health Counseling (3)

Professional Identity and Practice - 15 credits

- PYD-6010.NE Professional Orientation & Ethics (3)
- PYP-6960A CMHC Practicum (3)
- PYP-6990 CMHC Internship I (3)
- PYP-6992 CMHC Internship II (3)
- PYP-6993 CMHC Internship III (3)

Additional Required Coursework - 9 credits

- PY-6120 Issues in Addiction Recovery (3)
- PY-6420 Foundational Theories in Marriage & Family Therapy (3)
- PYC-6750 Crisis & Trauma Informed Interventions (3)

Plus Choice of Three Electives - 9 credits

- Current options include 3-credit courses such as:*

- PYC-6100 Treatment Modalities (3)
- PY-5800 Expressive Arts Therapy I (3)
- PYC-6660 Family Counseling Approaches to Addictions Treatment (3)
- PYC-6260 Integrative Approaches to Addictions Counseling (3)
- PYI-5180 Human Sexuality & Sex Therapy (3)
- PYC-6800 Military Deployment Cycles: Mental Health Issues (3)
- PYC-6810 Military Culture and Language (3)
- PY-5630 Psychopharmacology (3)
- PY-5320 Counseling Approaches to Grief & Loss (3)
- PYC-6820 Special Issues with Military Families (3)
- PY-5750 Special Topics (such as Drama Therapy or Advanced Group Approaches) (1-3)

Not all courses are available every semester.

Total Credits for the MA in Clinical Mental Health Counseling - 60 credits

MA in Clinical Mental Health Counseling with a Concentration in Substance Abuse/Addictions Counseling - 60 credits

Academic and experiential requirements for the master's degree in Clinical Mental Health Counseling with a Substance Abuse concentration:*

Behavior Science - 9 credits

- PYB-5260.NE Human Development: Lifespan & Systems Perspectives (3)
- PYB-5500 Psychopathology: Diagnosis & Assessment (3)
- PYB-5900 Research & Evaluation in Counseling & Therapy (3)

Individual Assessment and Intervention - 12 credits

- PY-5900 Fundamentals of Therapeutic Interaction (3)
- PYI-5540 Counseling Theories - Models & Approaches I (3)
- PYI-5520 Career & Lifestyle Counseling (3)
- PYI-5140 Assessment - Principles & Methods (3)

Group and Social Systems Assessment and Intervention - 6 credits

- PYB-6060.NE Social & Cultural Diversity (3)
- PYG-6030 Group Approaches to Mental Health Counseling (3)

Professional Identity and Practice - 15 credits

- PYD-6010.NE Professional Orientation & Ethics (3)
- PYP-6960A CMHC Practicum (3)
- PYP-6990 CMHC Internship I (3)
- PYP-6992 CMHC Internship II (3)
- PYP-6993 CMHC Internship III (3)

Major Concentration - 18 credits

- PY-6120 Issues in Addictions Recovery (3)
- PY-6420 Foundational Theories in Marriage & Family Therapy (3)
- PYC-6750 Crisis & Trauma Informed Interventions (3)

Plus please pick 3 of the following:

- PYC-6660 Family Counseling Approaches to Addiction (3)
- PYC-6260 Integrative Approaches to Addictions Counseling (3)
- PY-5630 Psychopharmacology (3)
- PY-6121 Advanced Issues in Addiction Recovery (3)
- PY-6130 Process Addictions (3)
- PY-6140 Social Justice and Advocacy in Addiction Counseling (3)

* Students in the Substance Abuse concentration must also complete an Internship 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).

Not all courses are available every semester.

Total Credits for the MA in Clinical Mental Health Counseling with a Concentration in Substance Abuse/Addictions Counseling - 60 credits

MA in Marriage & Family Therapy - 61 credits

In the MA in Marriage and Family Therapy 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). Students have a maximum of three years from initial enrollment to complete all course requirements.

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-6420 Foundational Theories in Marriage and Family Therapy (3)
- PY-5760 Postmodern Approaches to Family Therapy (3)
- PY-6480 Couples Therapy from a Systemic Perspective (3)

Area II: Clinical Knowledge - 12 credits

- PYB-5500 Psychopathology: Diagnosis & Assessment (3)
- PY-6780 Family Therapy Seminar: DV and Larger Systems (3)
- PYI-5180 Human Sexuality and Sex Therapy (3)
- PYC-6660 Family Counseling Approaches to Addictions Treatment (3)

Area III: Individual Development and Family Relations - 9 credits

- PYB-5260.NE Human Development: Lifespan & Systems Perspectives (3)
- PYB-6060.NE Social-Cultural Diversity (3)
- PYB-5190 Family Studies Seminar (3)

Area IV: Professional Identity and Ethics - 3 credits

- PYD-6010.NE Professional Orientation & Ethics (3)

Area V: Research - 3 credits

- PYB-5900 Research & Evaluation in Counseling & Therapy (3)

Additional Courses - 25 credits

250 supervised clock hours over eight months in an approved practicum site

- PY-6860A MFT Practicum Seminar I (3)
- PY-6870A MFT Practicum Seminar II (3)
- PYP-6970 MFT Practicum I (2)
- PYP-6980 MFT Practicum II (2)

Internships consist of total 1,000 supervised clock hours over twelve months in an approved internship site.

- PY-6870B MFT Internship Seminar I (3)
- PY-6880B MFT Internship Seminar II (3)
- PY-6890A MFT Internship Seminar III (3)
- PY-6980B MFT Internship I (2)
- PY-6980 MFT Internship II (2)
- PY-6980C MFT Internship III (2)

Total Credits for the MA in Marriage & Family Therapy - 61 credits

Note: By the conclusion of the practicum and internship requirements, students 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 Office of Field Experiences 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 University Registrar's office in writing.

PhD in Marriage & Family Therapy - 86 to 89 credits

The PhD in Marriage & Family Therapy is an online/low-residency program offered in a 4-year or 3-year delivery model.

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 must attend residencies in each year of the program. In the 3-year model, the first-year residencies are in the Fall and Spring (3 total), with second-year residencies in Summer, Fall, and Spring (4 total), and third-year residencies required in Summer, with two additional residencies required (one in Fall, and one in Spring or Summer). In the 4-year model, students attend Fall and Spring residencies in the first year (3 total), Summer, Fall, and Spring residencies (4 total) in both the second and third years, and in the fourth year in Summer, with two additional residencies required (one in Fall, and one in Spring or Summer).
- The minimum length of time for program completion is 3 years, the advertised length of the program is 4 years, and the maximum time to completion (with financial aid eligibility) is 6 years from initial enrollment to complete all course requirements, practical experience requirements and dissertation.

Theory - 5 credits

- MFTT-7011 Social Justice Theory and Application (3)
- MFTT-7020 Advanced Relational/Systemic Clinical Theory (2)

Clinical Practice - 9 credits (12 credits if 4-year program)

- MFTC-7401 Doctoral Professional Seminar I (3)
- MFTC-7420 Doctoral Professional Seminar II (3)
- MFTC-7440 Doctoral Professional Seminar III (3)
- MFTC-7460 Doctoral Professional Seminar IV (1) (4-year)
- MFTC-7480 Doctoral Professional Seminar V (1) (4-year)
- MFTC-7500 Doctoral Professional Seminar VI (1) (4-year)

Individual Development and Family Relations - 2 credits

- MFTI-7040 Family Policy (2)

Clinical Supervision - 15 credits

- MFTS-7090 Supervision in MFT I (3)
- MFTS-7291 Advanced Supervision (3)
- MFTS-7201 T/C/L/S Professional Seminar I (3)
- MFTS-7210 T/C/L/S Professional Seminar II (3)
- MFTS-7410 T/C/L/S Professional Seminar III (3)

Research - 19 credits

- MFTR-7020 Introduction to Research Methods in MFT (3)
- MFTR-7110 Introduction to Quantitative Methods (3)

- MFTR-7050 Introduction to Statistics (2)
- MFTR-7190 Introduction to Qualitative Methods (3)
- MFTR-7040 Research Ethics (1)
- MFTR-7920 Advanced Research Methods: Program Evaluation (2)
- MFTR-7950 Advanced Research Methods Applications (2)
- MFTR-7930 Advanced Statistics (2)
- MFTR-7940 Advanced Research Presentation (1)

Additional Courses - 16 credits

- MFT-7120 Grant & Professional Writing in MFT (2)
- MFT-7030 Clinical Ethics (1)
- MFT-7040 Relational/Systemic Applications to Contemporary Challenges (2)
- MFT-7090 Introduction to Teaching/Consultation/Leadership (T/C/L) in MFT (1)
- MFT-7500 Advanced Clinical Skills in MFT (3)
- MFT-7300 Clinical Innovations with Diverse Populations (3)
- MFT-7190 Teaching/Consultation/Leadership (T/C/L) Applications (2)
- MFT-8100 Qualifying Examinations (2)

Candidacy and Dissertation - 20 credits

- MFT-7990 MFT Doctoral Candidacy Continuation (0) (if applicable)
- MFTR-8000 MFT Dissertation Seminar (2)
- MFTR-8981 MFT Dissertation I (6)
- MFTR-8982 MFT Dissertation II (6)
- MFTR-8983 MFT Dissertation III (6)
- MFTR-8990X MFT Dissertation Continuation (0)
Students register in MFTR 8990X (Dissertation Continuation) for each subsequent semester until dissertation is deposited and accepted.

Total Credits for the PhD in Marriage & Family Therapy - 86 credits (89 credits if 4-year program)

Students are required to select if they intend to complete the 3-year program model or the 4-year model prior to registering for the first semester.

Note: By the conclusion of the advanced practical experience requirements, students must have spent one year (3 semesters) engaged in supervised clinical practice and one year (3 semesters) engaged in additional practical experience (teaching, consultation, leadership, and/or supervision). Students in the 4-year model will take one additional year of professional seminar courses to continue to receive advanced practical experience supervision. Advanced practical experience placements may require criminal background checks as well as verification of up-to-date vaccinations. Students without a background in MFT will be required to take additional prerequisite coursework.

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

Required Coursework - 12-15 credits

- PYB-5500 Psychopathology: Diagnosis & Assessment (may be waived if taken in prior degree) (3)
- PY-5760 Postmodern Approaches to Family Therapy (3)
- PYD-6010.NE Professional Orientation and Ethics (3)
- PY-6420 Foundational Theories in MFT (3)
- PYB-6060.NE Social-Cultural Diversity (3) **or**
- MFTT-7011 Social Justice Theory and Application (3)

Elective Coursework - 15 credits from list below

Master's Level Courses

- PYB-5190 Family Studies Seminar (3)
- PY-6780 Family Therapy Seminar: DV and Larger Systems (3)
- PYB-5900 Research and Evaluation in Counseling and Therapy (Note: May be required for licensure in some states) (3)
- PY-6480 Couples Therapy from a Systemic Perspective (3)
- PYI-5180 Human Sexuality and Sex Therapy (3)
- PYB-5260.NE Human Development: Lifespan and Systems Perspectives (3)

PhD Level Courses

- MFTS-7090 Supervision in MFT I (3)
- MFTI-7040 Family Policy (2)

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.

MA in Dance Movement Therapy and Counseling - 63 to 64 credits

The program takes three years to complete, entailing two days per week of classes. In the first year, students take core classes in dance/movement therapy, two semesters of practica in dance/movement therapy as well as counseling courses. During the second year, students take advanced dance/movement therapy courses and additional counseling courses. Students 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. Students begin their six-to nine-month dance/movement therapy internship (700 hours) during the fall of the 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, students 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 students' 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-three credits, distributed as follows:

Behavioral Science Foundations - 15 credits

- PYB-5260.NE Human Development: Lifespan & Systems (3)
- PYB-5500 Psychopathology: Diagnosis & Assessment (3)
- PYB-5020 Psychomotor Assessment of Children (3)
- PYB-5140 Psychomotor Assessment of Adults (3)
- PYB 5900 Research and Evaluation in Counseling & Therapy (3)

Individual Assessment and Intervention Strategies - 15 credits

- PY-5900 Fundamentals of Therapeutic Interaction (3)
- PY-5800 Expressive Arts Therapy I (3)
- PY-5581 Theory & Practice of DMT II: Special Populations (3)
- PY-6181 DMT & Counseling Approaches to Crisis & Trauma (3)
- PYI-5540 Counseling Theories Models and Approaches I (3)

Group & Social Systems Assessment & Intervention Strategies - 6 credits

- PYG-6040 Group Work in Dance Movement Therapy & Counseling (3)
- PYB-6060.NE Social & Cultural Diversity (3)

Professional Identity and Practice - 25 credits

- PYD-6010.NE Professional Orientation and Ethics (3)
- PY-6806 Theory & Practice of DMT I: Theoretical Origins (3)

- PY-6861 Family of Origin Systems: Counseling Seminar (3)
- PY-6871 Approaches to Addictions Treatment: Counseling Seminar (3)
- PYP-6911 Practicum in DMT I (1)
- PYP-6921 Practicum in DMT II (1)
- PYP-6951 Practicum in Counseling (1)
- PY-6951A Internship in Counseling (1)
- PY-6931 Internship in DMT I (1)
- PY-6931A Internship in DMT II (1)
- PY-6821A Clinical Appraisal and Treatment Planning (3)
- PY-6822B Advanced DMT Seminar: Professional Identity (3)
- PYI-5520 Career & Lifestyle Counseling (3)

Optional

- PYP-6930 Practicum in DMT III (1)

Total Credits for the MA in Dance/Movement Therapy and Counseling - 63 to 64 credits

A 58-credit minimum is required if any courses are waived. All waivers must be submitted to the University 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-'MT's, however, do not qualify the graduate for R-DMT registration (63 credit minimum program).

Post-Master's Certificate of Respecialization in Dance/Movement Therapy - 23 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 23 credits, distributed as follows:

- PYP-6911 Practicum in DMT I (1)
- PYB-5020 Psychomotor Assessment of Children (3)
- PY-6806 Theory & Practice of DMT I: Theoretical Origins (3)
- PYP-6921 Practicum in DMT II (1)
- PYB-5140 Psychomotor Assessment of Adults (3)
- PYG-6040 Group Work in Dance Movement Therapy and Counseling (3)
- PY-5581 Theory & Practice of DMT II: Special Populations (3)
- PY-5800 Expressive Arts Therapy I (3)
- PY-6181 DMT & Counseling Approaches to Crisis & Trauma (3)

Total Credits for the Dance Movement Therapy Certificate - 23 credits

Post-Master's Certificate in Applied Behavior Analysis - 21 to 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.

ABA Graduation Requirement:

Students in the program in Applied Behavior Analysis Certificate Program need to have taken a 3-credit course in human development or equivalent within the last 10 years. This is not an admissions requirement, but a graduation requirement. Students may do the course at the same time as the ABA Certificate Program curriculum and the course is available at AUNE.

Behavioral - 10 credits

- PYB-5300 Introduction to Autism Spectrum Disorders (1)
- PYB-5600 Ethical Considerations in Behavior Analysis 1 (1)
- PYB-5610 Ethical Considerations in Behavior Analysis 2 (1)
- PYB-5620 Principles/Concepts of Behavior Analysis Intro Autism Spectrum Disorders (3)
- PYB-5650 Fundamentals of Behavior Change (3)
- PYB-5640 Behavioral Methods Lab (1)

Individual Assessment and Interventional Strategies - 8 credits

- PYI-5600 Identification of Problem & Assessment (2)
- PYI-5620 Research Methods in Behavior Analysis (3)
- PYI-5380 Applied Behavior Analysis Interventions, Systems & Implementation (3)

Professional Identity and Practice - 3 credits

- PY-6820 Professional Seminar in Behavior Analysis 1 (1)
- PY-6800 Professional Seminar in Behavior Analysis 2 (1)
- PY-6810 Professional Seminar in Behavior Analysis 3 (1)

Total Credits the Applied Behavior Analysis Certificate without Clinical Practicums - 21 credits**For students accepted into the Clinical Program - Additional 6 credits**

- PY-6910 Practicum 1 in Applied Behavior Analysis (2)
- PY-6920 Practicum 2 in Applied Behavior Analysis (2)
- PY-6940 Practicum 3 in Applied Behavior Analysis (2)

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

MS in Applied Behavior Analysis - 33 to 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-5300 Introduction to Autism Spectrum Disorders (1)
- PYB-5600 Ethical Considerations in Behavior Analysis 1 (1)
- PYB-5610 Ethical Considerations in Behavior Analysis 2 (1)
- PYB-5620 Principles/Concepts of Behavior Analysis Intro Autism Spectrum Disorders (3)
- PYB-5650 Fundamentals of Behavior Change (3)
- PYB-5640 Behavioral Methods Lab (1)
- PYB-6930 Behavior Analysis Mastery Seminar (3)

Individual Assessment and Interventional Strategies - 11 credits

- Varied Human Development (3 credits)
- PYI-5600 Identification of Problem & Assessment (2)
- PY-5620 Research Methods in Behavior Analysis (3)
- PYI-5380 Applied Behavior Analysis Interventions, Systems & Implementation (3)

Professional Identity and Practice - 4 credits

- PY-6820 Professional Seminar in Behavior Analysis 1 (1)
- PY-6800 Professional Seminar in Behavior Analysis 2 (1)
- PY-6810 Professional Seminar in Behavior Analysis 3 (1)
- PY-6810C Professional Seminar in Behavior Analysis 4 (1)

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 in Education
- MS in ABA with focus in Applied Psychology
 - 5 elective credits in Applied Psychology

Total Credits for the MS Applied Behavior Analysis without Clinical Practicums - 33 credits

For students accepted into the Clinical Program - Additional 6 credits

- PY-6910 Practicum 1 in Applied Behavior Analysis (2)
- PY-6920 Practicum 2 in Applied Behavior Analysis (2)
- PY-6940 Practicum 3 in Applied Behavior Analysis (2)

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

The Post-Master's Certificate in Counseling Military Service Personnel & Families program is designed to provide convenient, high-quality specialized training for licensed mental health providers in New England who want to offer their services to meet the critical needs of military personnel and their families. The certificate program will enable clinicians to understand, communicate with and effectively support members of the military and their families seeking help for problems unique to military service, active duty, and war. The program is open to those with a graduate degree in an allied mental health profession or a graduate student in such professions. Each course is three credits, in an online format.

- PYC-6810 Military Culture and Language (3)
- PYC-6800 Military Deployment Cycles: Mental Health Issues (3)
- PYC-6820 Special Issues with Military Families (3)

Total Credits for the Post-Master's Certificate in Counseling Military Personnel & Families - 9 credits

Post-Master's Certificate in Clinical Mental Health Counseling - 9 to 24 credits

This Post-master's Certificate in Clinical Mental Health Counseling is open to those who already hold a master's degree in counseling yet do not meet the current educational requirements for licensure as a clinical mental health counselor in their state. This certificate allows counselors with specializations in other areas (such as school or career counseling) to gain the additional specialized academic and field experiences currently required for clinical mental health counseling. This certificate also assists those who received their degrees several years ago to meet current educational requirements for licensure eligibility. While this certificate provides the academic requirements for licensure, graduates of this certificate program may still need to meet additional state requirements that include passing a licensure exam and completion of their post-master's clinical supervision requirements.

Enrollment in this certificate program includes a review of students' prior graduate transcripts and the development of a personalized program to best meet academic requirements for Clinical Mental Health Counseling licensure in NH (or other states). Depending on professional, educational, and clinical backgrounds, credit requirements vary for entering students according to their original degree and credits earned. Admitted students will work with their advisors to develop an individualized program plan. This certificate includes the following course options:

- PYI-5520 Career and Lifestyle Counseling (3)
- PY-5900 Fundamentals of Therapeutic Interaction (3)
- PYB-6060.NE Social and Cultural Diversity (3)
- PYG-6030 Group Approaches to Mental Health Counseling (3)
- PYD-6010.NE Professional Orientation and Ethics (3)
- PYB-5900 Research & Evaluation in Counseling & Therapy (3)
- PYP-6960A CMHC Practicum (3)
- PYP-6990, 6992, 6993 CMHC Internships I - III (3 - 9 credits, depending on background) (3 credits each)

Total Credits for the Post-Master's Certificate in Clinical Mental Health Counseling - 9 to 24 credits

Post-Master's Certificate in Substance Abuse/Addictions Counseling - 12 credits

The Post-Master's Certificate in Substance Abuse/Addictions Counseling program is designed to provide convenient, high-quality specialized training for mental health providers who seek to offer services that work to meet the critical needs of the regional and national substance abuse crisis and enhance their requisite skills for work in addictions counseling. The certificate program will enable clinicians to better understand specialized issues related to substance abuse counseling, current treatment trends, advocacy efforts, enhance communication with, and effectively support, persons presenting with substance abuse treatment needs and more effectively support their recovery efforts. The program is open to those with a graduate degree in an allied mental health profession or a graduate student in such profession. The certificate program can be tailored to individual needs based on the courses offered below. All courses are consistent with CACREP accreditation requirements.

Please choose four from the following credits - 12 credits

Each course is three semester credits and is offered in an online format.

- PY-6120 Issues in Addiction Recovery (3)
- PYC-6260 Integrated Approaches to Addiction Counseling (3)
- PYC-6660 Family Counseling Approaches to Addictions (3)
- PY-6121 Advanced Issues in Addiction Recovery (3)
- PY-6130 Process Addictions (3)
- PY-6140 Social Justice and Advocacy in Addiction Counseling (3)

Total Credits for the Post-Master's in Substance Abuse Addictions Counseling Certificate - 12 credits

Department of Applied Psychology: Course Descriptions

MFT-7030	Clinical Ethics	1	Students will learn about advanced issues in clinical ethics for work with individuals, couples and families from a social justice perspective. Students will apply ethical principles and codes of ethics to clinical scenarios, through application of ethics to controversial moral and advanced ethical dilemmas.
MFT-7040	Relational/Systemic Applications to Contemporary Challenges	2	Students in this class will develop relational/systemic innovations; with application to international, cross-cultural, and multicultural issues in Couple or Marriage and Family Therapy professional roles, responsibilities, practices, and applications to other contemporary problems.
MFT-7090	Introduction to Teaching/ Consultation/ Leadership (T/C/L) in MFT	1	This Doctoral level course will examine theories 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.
MFT-7120	Grant & Professional Writing in MFT	2	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.
MFT-7190	Teaching/ Consultation/ Leadership (T/C/L) Applications	2	Students will demonstrate administrative competencies including program development and policy, leadership roles and evaluation of MFT educational and service oriented institutions and agencies; develop and apply a teaching philosophy, as well as demonstrate the capacity to develop and apply course evaluation methods and Student Learning Outcomes. Students who have teaching opportunities in formal or informal settings will demonstrate a sensitivity to issues of diversity in the material they teach, to the persons they are teaching, and in the ways in which information and correction is provided.
MFT-7300	Clinical Innovations with Diverse Populations	3	Students in this course will explore and develop clinical innovations to be applied to diverse populations, including marginalized and under-represented groups.
MFT-7500	Advanced Clinical Skills in MFT	3	Students in this class will demonstrate an advanced understanding and application of multiple family and couple therapy models and empirically-supported interventions.
MFT-7990	MFT Doctoral Candidacy Continuation	0	The Candidacy Continuation semester is designed for students who have completed their first two years of coursework, are NOT registered for Internship, and need additional time to complete their doctoral Qualifying Examination Portfolios. During this semester they continue to work independently with faculty as needed to complete their portfolios in preparation for their qualifying examination defense.

MFT 8100	Qualifying Examination	2	The qualifying examination is the capstone presentation of the academic portfolio demonstrating mastery of the program competency areas, including clinical work, teaching/consultation/leadership, supervision, research methods, and social justice.
MFTC-7401	Doctoral Professional Seminar I	3	This seminar involves the advanced practice component in which students provide systemic individual, couple, and family therapy within the program's clinic or a local clinical/work setting. 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.
MFTC-7420	Doctoral Professional Seminar II	3	This 2 nd seminar involves the advanced practice component in which students provide systemic individual, couple, and family therapy within the program's clinic or a local clinical/work setting. 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.
MFTC-7440	Doctoral Professional Seminar III	3	This 3 rd seminar involves the advanced practice component in which students provide systemic individual, couple, and family therapy within the program's clinic or a local clinical/work setting. 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.
MFTC-7460	Doctoral Professional Seminar IV	1	This is an advanced second year practicum for PhD students who do not have a master's from a COAMFTE program and need to continue their clinical work in the second year.
MFTC-7480	Doctoral Professional Seminar V	1	This is an advanced second year practicum for PhD students who do not have a master's from a COAMFTE program and need to continue their clinical work in the second year.
MFTC-7500	Doctoral Professional Seminar VI	1	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.
MFTC-7830	Doctoral Internship Continuation	0	MFT Doctoral students who have completed 3 terms of Doctoral Internship but have hours to complete at their site must register for this Continuation course. Students completing in time to have their grade posted by the drop/add deadline may petition to have the tuition/internship fee reversed.
MFTI-7040	Family Policy	2	This doctoral level course examines US and international public policy and law through a family lens. Economic, social and relationship, health and mental health, barriers and access to mental health, measures of child and family well-being, immigration and migration, and housing policies are few of the key issues that might be examined through a lens of social justice. A full life-span approach will be taken so as to cover several key current family policy trends.

MFTR-7020	Introduction to Research Methods in MFT	3	This course will introduce students to research methods in Marriage and Family Therapy, including how to use theory and build theory in research, how to construct research questions and select methods appropriate to questions, how to complete a literature review, and how to begin the research process.
MFTR-7040	Research Ethics	1	Students will 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. Students will learn about the IRB process and will complete an IRB application.
MFTR-7050	Introduction to Statistics	2	This doctoral level course covers statistical methods relevant to clinical research in Marriage and Family Therapy, including basic inferential statistics, and univariate and multivariate analysis. The focus of this course is applied statistics.
MFTR-7110	Introduction to Quantitative Methods	3	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. 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.
MFTR-7190	Introduction to Qualitative Methods	3	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. Students will 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.
MFTR-7920	Advanced Research Methods: Program Evaluation	2	This course focuses on program evaluation methods for clinical research, with an emphasis on developing and demonstrating skills in evaluating existing programs.
MFTR-7930	Advanced Statistics	2	In this continuation of statistics, students will learn advanced statistical methods including multiple regression, power analysis, and factor analysis, as well as issues related to multiple levels of analysis.
MFTR 7940	Advanced Research Presentation	1	This course requires students to present the results of research projects engaged in throughout the program, and is a culminating demonstration of research competency prior to the dissertation.
MFTR-7950	Advanced Research Methods Applications	2	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.

MFTR-8000	Dissertation Seminar	2	This course focuses on preparing students for the dissertation process, and working towards the development of a dissertation proposal.
MFTR-8981	MFT Dissertation I	6	Students who are actively engaged in writing the doctoral dissertation are required to register for this class. This is the first of three semesters required.
MFTR-8982	MFT Dissertation II	6	Students who are actively engaged in writing the doctoral dissertation are required to register for this class. This is the second of three semesters required.
MFTR-8983	MFT Dissertation III	6	Students who are actively engaged in writing the doctoral dissertation are required to register for this class. This is the final required semester.
MFTR-8990X	MFT Dissertation Continuation	0	Restricted to students continuing dissertation Students who are actively engaged in writing the doctoral dissertation register for Doctoral Dissertation once only. Thereafter are required to enroll and register for Dissertation Continuation each semester until your dissertation is accepted by the faculty and deposited with the department.
MFTS-7090	Supervision in MFT I	3	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.
MFTS-7201	T/C/L/S Professional Seminar I	3	This seminar is part of the advanced practice component focusing on teaching, consultation, leadership, and supervision, and will focus on providing supervision for students engaged in these activities.
MFTS-7210	T/C/L/S Professional Seminar II	3	This 2nd seminar is part of the advanced practice component focusing on teaching, consultation, leadership, and supervision, and will focus on providing supervision for students engaged in these activities.
MFTS-7291	Advanced Supervision	3	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.
MFTS-7410	T/C/L/S Professional Seminar III	3	This 3rd seminar is part of the advanced practice component focusing on teaching, consultation, leadership, and supervision, and will focus on providing supervision for students engaged in these activities.
MFTT-7011	Social Justice Theory and Application	3	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. Students will demonstrate skill in working with diverse populations across the lifespan and an awareness of cultural issues, differences, and personal blind spots with applications for their clinical and supervisory work.
MFTT 7020	Advanced Relational/Systemic Clinical Theory	2	Students in this class will develop a specialized clinical area that is grounded in MFT research and is at an advanced level of intervention and understanding.

PY-5320	Counseling Approaches to Grief & Loss	3	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.
PY-5581	Theory & Practice of DMT II: Special Populations	3	This course will present a theoretical and experiential exploration of a variety of population specific foci in dance/movement therapy intervention examining how each area is interrelated and interdependent. Attention will be given to how dance/ movement therapy theories are applied to practice in relationship to the following: (a) needs of specific populations, (b) socio-cultural considerations, (c) public policies, and (d) systems of health care
PY-5630	Psychopharmacology	3	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.
PY-5750	Special Topics:	1 to 3	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.
PY-5760	Postmodern Approaches Family Therapy	3	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.
PY-5800	Expressive Arts Therapy I	3	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.
PY-5900	Fundamentals of Therapeutic Interaction	3	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.

PY-6120	Issues in Addictions Recovery	3	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 and different treatment modalities. Challenges to successful recovery as well as ways to build resiliency will be examined.
PY-6121	Advanced Issues in Addictions Recovery	3	This course is geared to students/counselors who have prior knowledge, experience, and/or training in addiction counseling and seek to build upon this knowledge base via an advanced exploration of the dynamics of substance use and substance use disorders. The class will examine current models and issues related to substance use and abuse treatment. For this course, student learning will focus on advanced issues in addiction counseling such as specific field-related ethical challenges, insurance and billing requirements, working with trauma and addictions, cross-addictions, substance abuse prevention, and detoxification and medication assisted treatment (MAT).
PY-6130	Process Addictions	3	This course will provide a basic understanding of addiction and behavioral health, screening and assessment tools, and evidence-based treatment for behavioral/process addictions. The course will provide students with an overview of behavioral/process addictions and compulsive disorders, diagnostic features and screening/assessment tools, explore current theories regarding etiology, current treatment models and counseling approaches, cross-addictions, and special topics related to working with persons struggling with behavioral/process addictions (i.e. multicultural competency, LGBTQI issues, special populations).
PY-6140	Social Justice and Advocacy in Addiction Counseling	3	This course will provide a basic understanding of the theories and relevant issues within social justice advocacy and the field of addictions. The course will provide an overview of social justice theory, an in depth history and exploration of drug law and policy, and will explore specific theoretical approaches when working with special populations within the addictions field (multicultural, GLBTQI, women, etc.) Additionally, students will explore evidence based practices, MAT options, and other relevant treatment options within this field. Students in this class will be expected to participate in self exploration and will ultimately develop a social advocacy plan.
PY-6181	DMT & Counseling Approaches to Crisis & Trauma	3	This course will present the theory and practice of dance/movement therapy and counseling for crisis intervention and trauma. The roles, responsibilities, and techniques in providing trauma-informed interventions with individuals, groups, and community-based strategies will be highlighted. Prevention models utilizing approaches rooted in affective neuroscience relevant to the mind-body impact of trauma will be of particular emphasis.

PY-6420	Foundational Theories Marriage & Family Therapy	3	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.
PY-6480	Couples Therapy from a Systemic Perspective	3	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.
PY-6780	Family Therapy Seminar: DV & Larger Systems	3	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 consider the cultural contexts of the occurrences and treatment of family violence and larger systems issues.
PY-6800	Professional Seminar in ABA 2	1	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.
PY-6806	Theory & Practice of DMT I: Theoretical Origins	3	This course will introduce the student to the evolution of dance/movement therapy theory from its historical roots through current and progressive perspectives. Major founders, their contributions, and the impact of historical, cultural, and societal trends on the emergence of the profession will be an ongoing emphasis through both experiential and didactic methods. The course will also build a beginning understanding of the contemporary intersection of dance/movement therapy with body/mind disciplines, psychology, and neuroscience. The relationship of the student as an individual, group member, and future dance/movement therapist to the material of the course will be an ongoing, underlying theme.

PY-6810	Professional Seminar in ABA 3	1	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.
PY-6810C	Professional Seminar in ABA 4	1	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. Students will assess their preparation for examination as a Board Certified Behavior Analyst through a case presentation and faculty feedback. A maximum of 15 hours of supervision may be earned as part of this course.
PY-6820	Professional Seminar in ABA 1	1	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 & direct instruction, and generalization and discrimination in applied settings.
PY-6821A	Clinical Appraisal and Treatment Planning	3	This course emphasizes treatment planning as informed by various assessment approaches. Ethical standards, issues related to age, gender, ethnicity, culture, language and disabilities as they pertain to testing, assessment methods and instruments, and the concepts of reliability, validity will also be covered. Best practices in clinical and creative interventions are examined through the application of psychological paradigms to most effectively treat disorders within the DSM-5. Students will have an opportunity to integrate their current internship experiences with their theoretical learning and to deepen skills in peer supervision and consultation.
PY-6822B	Advanced DMT Seminar; Professional Identity	3	This course will assist students in defining their emerging professional identity as dance/movement therapists. Through case presentations, clinical discussions, and the development of a comprehensive theoretical model, students will make the transition from student to professional. Professional scope of practice, credentialing, self-care and reflective practices, cross-discipline collaboration, engagement in professional organizations, and the effects of healthcare policy and public policy on best practices will be addressed.

PY-6861	Family of Origin Systems: Counseling Seminar	3	This course introduces family of origin systems perspectives for understanding and addressing issues of human development in the context of multigenerational family structure and dynamics. The course will give attention to the understanding of and intervention with shame based family systems. Students examine their own development in terms of socio-cultural roots, family history, and unresolved family conflicts through experiential, creative exploration and case presentations from practicum experiences. Marriage/relationship/family therapy approaches and effective methods for working with larger systems, such as schools and social services will be an emphasis. Students will have an opportunity to integrate their current practicum experiences with their theoretical learning and to develop skills in peer supervision and consultation.
PY-6860A	MFT Practicum Seminar I	3	The Practicum 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 Practicum 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 Practicum Seminar will continue to familiarize students with the AAMFT Code of Ethics as a follow-up to the summer introduction course.
PY-6870A	MFT Practicum Seminar II	3	This course is a continuation of Professional Practicum Seminar in Marriage & Family Therapy I. During this semester students' practica will continue to be monitored and dyadic and group systemic supervision will be provided. Issues of becoming a systems professional will be covered. Students will begin to discuss their affinities toward models in MFT, and how these fit with their own theory of change and styles of working with clients.
PY-6870B	MFT Internship Seminar I	3	The summer's 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.
PY-6871	Approaches to Addictions Treatment: Counseling Seminar	3	This course will provide a basic foundation of the etiology, assessment, diagnosis, and treatment of substance abuse and addictions through bio-psycho-social models of theory and practice. Emphasis will be given to the stages of change, mind-body approaches, and the personal, social, and cultural attitudes and stereotypes that are often associated with substance abuse and addictive disorders. Students will have an opportunity to integrate their current internship experiences with their theoretical learning and to develop skills in peer supervision and consultation.

PY-6880B	MFT Internship Seminar II	3	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.
PY-6890A	MFT Internship Seminar III	3	This is a continuation of Internship Seminar (previously known as Professional Seminar) in Marriage & Family Therapy. 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.
PY-6910	Practicum in ABA I	2	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.
PY-6920	Practicum in ABA 2	2	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.
PY-6931	Internship in DMT I	1	This Internship is designed for DMT students who have completed their coursework. A supervised six to nine-month DMT internship (minimum 700 hours) in a clinical setting in keeping with standards approved by the American Dance Therapy Association.
PY-6931A	Internship in DMT II	1	Internship II is designed for DMT students who have completed their coursework. A supervised six to nine-month DMT internship (minimum 700 hours) in a clinical setting in keeping with standards approved by the American Dance Therapy Association.
PY-6930X	Pract / Internship Continuation, DMT	0	This Continuation course is for students who have previously registered for their Practicum or Internship, but have not finished their hours and need to continue into the next term at their site. Prerequisite: PY-6930 (Required, Previous).
PY-6940	Practicum 3 in Applied Behavior Analysis	2	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.
PY-6951A	Internship in Counseling	1	This course is comprised of both field work with clinical supervision at an approved site, as well as supervision and learning in a classroom setting. Students must complete a minimum of 450 total hours at their approved site, with a minimum of 120 hours of that time spent providing direct service to clients. The classroom/course room small group supervision

			focuses on the student's personal and professional growth, development of skills, behaviors, and attitudes of a professional counselor, as well as the role of a counselor-in-training.
PY-6960T	Practicum / Internship Continuation, CMHC	0	This Continuation course is for students who have previously registered for their Practicum or Internship, but have not finished their hours and need to continue into the next term at their site.
PY-6980	MFT Internship II	2	Restricted to continuing MFT II students. Faculty internship supervisors continue to monitor and supervise students' off-site clinical work.
PY-6980A	Practicum / Internship Continuation MFT	0	This Continuation course is for students who have previously registered for their Practicum or Internship, but have not finished their hours and need to continue into the next term at their site.
PY-6980B	MFT Internship I	2	Faculty internship supervisors continue to monitor and supervise students' off-site clinical work.
PY-6980C	MFT Internship III	2	Restricted to continuing MFT III students. Faculty internship supervisors continue to monitor and supervise students' off-site clinical work.
PYB-5020	Psychomotor Assessment of Children	3	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.
PYB-5140	Psychomotor Assessment of Adults	3	This course will provide students with a review of the theoretical, historical and cultural bases for assessment. Students will become familiar with the basic principles of psychological, nonverbal, and behavioral observation, assessment and analysis for use in diagnosis, treatment planning and intervention applicable with adult populations. Ethical standards, issues related to age, gender, ethnicity, culture, language, and disabilities as they pertain to testing and assessment, will be covered. Students will learn procedures for nonverbal assessment, with a continued focus on the Kestenberg Movement Profile, and will be exposed to other tests and instruments for psychological, environmental and performance assessment. Students will be introduced to reliability, validity and statistical concepts and standards. They will learn the applications of these assessment tools in clinical diagnosis and treatment of adults, for individuals and groups.

PYB-5190	Family Studies Seminar	3	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.
PYB-5260.NE	Human Development- Lifespan & Systems	3	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.
PYB-5300	Intro Autism Spectrum Disorders	1	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.
PYB-5500	Psychopathology: Diagnosis & Assessment	3	This course addresses individual psychopathology from a variety of perspectives: biological, developmental, cultural and interactional. It will provide students with a broad theoretical base for understanding psychopathology from not only an individual descriptive, symptomologic perspective as presented in the DSM-IV (V), but also from a contextual, systemic perspective including developmental hallmarks, familial patterns and sociocultural contributors. Students will learn to perform individual, relational and larger systems assessments, including but not limited to a mental status exam, a medical genogram and diagnosis using the DSM-IV (V).
PYB-5600	Ethical Considerations in Behavior Analysis 1	1	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.
PYB-5610	Ethical Considerations in Behavior Analysis II	1	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.

PYB-5620	Principles/Concepts of Behavior Analysis Intro Autism Spectrum Disorders	3	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.
PYB-5640	Behavioral Methods Lab	1	This course will provide students with opportunities to apply the concepts learned from Concepts & Principles of Behavior Analysis by engaging in hands-on activities that will supplement the course content of identification of Problem and Assessment. Students will demonstrate proficiencies in the use of positive and negative reinforcement, prompts and prompt fading, shaping, task analysis, and discrete trial.
PYB-5650	Fundamentals of Behavior Change	3	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.
PYB-5900	Research & Evaluation in Counseling & Therapy	3	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.
PYB-6060.NE	Social-Cultural Diversity	3	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.

PYB-6930	Behavior Analysis Mastery Seminar	3	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.
PYC-6100	Treatment Modalities	3	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.
PYC-6260	Integrated Approaches to Addiction Counseling	3	This course is designed to prepare students for work with clients who present with substance abuse or other addictive disorders. Students will address the process of change that occurs in the range of substance use issues from abuse to addiction and recovery. The course focuses on the development of skills in motivational interviewing, harm reduction and cognitive behavioral approaches to substance abuse and pays special attention to short term interventions and treatments.
PYC-6660	Family Counseling Approaches to Addictions	3	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.
PYC-6750	Crisis & Trauma-Informed Interventions	3	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.
PYC-6800	Military Deployment Cycles: Mental Health Issues	3	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.
PYC-6810	Military Culture and Language	3	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 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.
PYC-6820	Special Issues With Military Families	3	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.
PYD-6010.NE	Professional Orientation & Ethics	3	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.
PYG-6030	Group Approaches to Mental Health Counseling	3	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.
PYG-6040	Group Work in Dance Movement Therapy and Counseling	3	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.

PYI-5140	Assessment-Principles & Methods	3	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.
PYI-5180	Human Sexuality & Sex Therapy	3	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. Course may be offered face-to-face or online.
PYI-5380	ABA Interventions Systems & Implementations	3	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 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.
PYI-5520	Career and Lifestyle Counseling	3	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.
PYI-5540	Counseling Theories-Models & Approach I	3	Counseling Theories, Models and Approaches I is the first in a two-part counseling theories series. This course is designed as an overview of major cognitive, behavioral, and analytic theories of counseling and psychotherapy, along with a focus on the current theories and practices of addictions counseling. Students will have the opportunity to learn theoretical foundations in-depth in both didactic and experiential classroom formats. The course includes simulated counseling sessions in order to allow students the opportunity to practice skills and techniques associated with major counseling theories. Students are encouraged not only to explore all the major theoretical orientations, but also to examine their personal beliefs and values in an effort to develop their own understanding and/or approach to counseling.

PYI-5600	Identification of Problem & Assessment	2	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.
PYI-5620	Research Methods in Behavior Analysis	3	Students will demonstrate competencies in the areas of single-subject experimental designs, identifying functional relationships, and selecting the appropriate treatment designs. Course content will include methods for observing and recording data, methods for displaying data; and making decisions based upon interpretation and visual analysis of data, and understanding of reliability and validity as it relates to data collection and experimental integrity. Students will be required to conduct literature reviews to supplement their knowledge of research-based practices. The area of concentration for this seminar is direct instruction and discreet trial instruction.
PYP-6911	Practicum in DMT I	1	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.
PYP-6921	Practicum in DMT II	1	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.
PYP-6930	Practicum in DMT III	1	Practicum in Dance/Movement Therapy III is a continuation from Practicum I and II. Students will have 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.

PYP-6951	Practicum in Counseling	1	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.
PYP-6960A	CMHC Practicum	3	The CMHC Practicum is the student's first clinical experience in the field. This course is comprised of both field work with clinical supervision at an approved site, as well as supervision and learning in a classroom setting. Students must complete a minimum of 100 hours at their approved site, with a minimum of 40 hours of that time spent providing direct service to clients. The classroom/course room small group supervision focuses on the student's personal and professional growth, development of skills, behaviors, and attitudes of a professional counselor, as well as the role of a counselor-in-training. Further specific guidelines for site work are provided in the CMHC Clinical Training Manual.
PYP-6970	MFT Practicum I	2	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.
PYP-6980	MFT Practicum II	2	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.
PYP-6990	CMHC Internship I	3	Students in the CMHC Internship I course will build on the knowledge and skills gained in their previous coursework and their Practicum experience. This course is comprised of both experiential site work with clinical supervision, as well as classroom/course room small group supervision and learning. Students will expand their knowledge and practice of case conceptualization, treatment planning, and practical application of various theories of counseling; and continue to increase their personal growth and awareness as professional counselors in training. Students are to complete 300 hours of experiential site work with a minimum of 120 of those hours spent providing direct service to clients. Further details are provided in the CMHC Clinical Training Manual.

PYP-6992	CMHC Internship II	3	Students will continue with their supervised on-site clinical work as well as continue with learning and further supervision in small group classroom/course room experiences. Internship II builds and expands on the skills and professional development begun in Internship I. It emphasizes the current contexts of mental health practice and addresses the 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.
PYP-6993	CMHC Internship III	3	Internship III is an advanced on-site supervised clinical experience, as well as the capstone experience in the student's development as a mental health counselor. Small group supervision with faculty in classroom/course room, in addition to clinical on-site supervision, will provide support to students in their transition from counselors in training to professionals in the mental health field. There will be an emphasis on plans for maintaining excellence in ethical practice, counselor self-care, the creation of professional networks, and a final competency presentation that will demonstrate the integration of the professional self with a chosen theoretical orientation and its influence on the change process.

Department of Clinical Psychology 2017-2018 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 required classes, as well as practicum, students take electives in weekend workshops, practicum, and/or supervised independent studies (on average 1-2 credits per semester in order to reach the overall minimum total of 120 credits).

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 students 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) - 3 credits

Need 3 credits minimum from this competency, one of which must be PY 7100

- PY-7100 Biological Foundations of Clinical Psychology (2)
- PYB-7100 Advanced Seminar: Clinical Psychopharmacology (3)
- PYB-7110 Advanced Seminar: Clinical Neuropsychology (3)
- PY-7140 Clinical Psychopharmacology (1)

Cognitive and Affective Aspects of Behavior (APA, NCSPP) - 3 credits

- PY-7200 Cognitive and Affective Aspects of Behavior (3)

Consultation and Education (APA, NCSPP) - 2 credits

- PY-8120 Consultation: Theory and Practice I (1)
- PY-8125 Consultation: Theory and Practice II (1)

Cultural and Individual Diversity (APA, NCSPP) - 4 credits

- PY-7770 Human Diversity and the Clinical Enterprise (3)
- PYC-7110 Social Justice in the Practice of Clinical Psychology (1)

Dysfunctional Behavior or Psychopathology (APA, NCSPP)

- PY-7310 Psychopathology and Behavioral Disorders (3)

History and Systems of Psychology (APA, NCSPP) - 3 credits

- PY-7020 Historical and Social Contexts of Psychology (3)

Human Development (APA, NCSPP) - 3 credits

- PY-7320 Psychological Development (3)

Individual Differences (APA, NCSPP) - 3 credits

- PY-7300 Personality: Theory and Assessment (3)

Interventions (APA, NCSPP) - 10 credits

- PYC-7000 Psychotherapeutic Intervention I: Individual and Family (3)
- PYC-7010 Psychotherapeutic Intervention II: Individual and Family (3)
- PYC-7020 Psychotherapeutic Intervention III: Group (2)
- PYC-7080 Psychotherapeutic Intervention IV: Special Topics in Intervention (2)

Management and Supervision (NCSPP) - 5 credits

- PYS-7230 Supervision (2)
- PYS-7750 Public Policy and Advocacy (1)
- PYS-7800 Health Service Delivery Systems (1)
- PY-7990 Management (1)

Psychological Measurement (APA, NCSPP) - 3 credits

- PY-8700 Tests and Measurements in Psychology (3)

Relationship (NCSPP) - 7 credits

- PY-7920 Intake Interviewing Skills (1)
- PY-8800 Professional Seminar I: Relationships, Roles and Ethics (3)
- PY-8810 Professional Seminar II: Relationships, Roles and Ethics (3)

Research Methodology, Techniques of Data Analysis and Evaluating the Efficacy of Interventions (APA, NCSPP) - 12 credits

- PY-8710 Research Methods and Statistics I (3)
- PY-8720 Research Methods and Statistics II (3)
- PYR-8750 Doctoral Research Seminar I (1)
- PYR-8760 Doctoral Research Seminar II (2)
- PYR-8770 Doctoral Research Seminar III (2)
- PYR-8780 Doctoral Research Seminar IV (1)

Social Aspects of Behavior (APA, NCSPP) - 4 credits

- PY-7720 Psychology in the Community (2)
- PY-7860 Social Psychology and Social Responsibility (2)

Theories and Methods of Assessment and Diagnosis (APA, NCSPP) - 6 credits

- PY-8150 Methods of Psychological Assessment I (3)
- PY-8160 Methods of Psychological Assessment II (3)

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

Advanced Seminars

- PY-7190 Health Psychology (3)
- PY-8200 Brief Psychotherapy (3)

- PY-8210 Intervention with Children and Adolescents (3)
- PY-8340 Psychological Testing & Evaluation of Infants, Children & Adolescents (3)
- PY-8420 Professional Geropsychology (3)
- PYB-7100 Clinical Psychopharmacology (3)
- PYB-7110 Clinical Neuropsychology (3)
- PYC-7060 Cognitive-Behavior Therapy (3)
- PYC-7100 Substance Abuse Theory and Practice (3)
- PYC-7120 Evidence-Based Psychoanalytic Practice (3)
- PYC-7170 Assessment and Treatment of Couples (2)
- PYI-7040 Integrative Psychotherapy (3)
- PYI-7050 Forensic Psychology (3)
- PYI-7070 Mindfulness (2)
- PYI-7080 Spirituality and Religious Issues (3)
- PYI-7110 Integrated Care (3)
- PYI-7120 Attachment and Complex Trauma in Development and Psychotherapy (3)
- PYS-7760 Conflict Resolution: Theory and Practice (2)

Elective Weekend Courses

- PY-7010 Psychology of Veterans (1)
- PY-7040 Adventure Therapy (1)
- PY-7140 Clinical Psychopharmacology (1)
- PY-7180 Human Sexuality and Sex Therapy (1)
- PY-7230 Psychological Assessment: Comparative Approaches to the Rorschach (0)
- PY-7830 Feminism in Clinical Psychology (1)
- PYC-7050 Dialectical Behavior Therapy (1)
- PYC-7070 Psychotherapy with LGBT People (1)
- PYC-7150 Spiritual and Religious Issues in Psychology (1)
- PYC-7260 Positive Psychology: Research & Practice (1)
- PYC-7270 Substance Abuse and Dependence (1)
- PYC-7300 The Dream in Clinical Practice (1)
- PYC-7350 Infant Mental Health (1)

Elective Course in Supervised Teaching, Consultation & Education (APA, NCSPP):

- PY-8670 Supervised Experience in the Teachings of Psychology (1)

Elective Course in Intervention (APA, NCSPP)

- PY-7730 Introduction to Inter-Professional Care (1)

Professional Seminar and Case Conferences

(Professional Standards and Ethics & Relationships (APA, NCSPP)) - 6 credits

- PY-8800 Professional Seminar I: Relationships, Roles, and Ethics (3)
- PY-8810 Professional Seminar II: Relationships, Roles, and Ethics (3)

(Intervention (APA, NCSPP)) - 12 credits

- PY-8820 Professional Seminar III: Case Conceptualization and Demonstrations (3)

- PY-8830 Professional Seminar IV: Case Conceptualization and Demonstrations (3)
- PY-8840 Case Conference I (3) **AND** PY 8850 Case Conference II (3)

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

Intervention and Assessment (APA, NCSPP) - 12 credits

- PY-8920 Practicum (for second year students) (6) (3 credits per semester)
- PY-8930 Practicum (for third year students) (6) (3 credits per semester)

Elective Practicum

Intervention and Assessment (APA, NCSPP)

- PY-8980 Advanced Practicum (3) - 300 hours per semester in the fourth year
- PY-8940 Special Proficiency Practicum (1) - 100 hours per semester
- PY-8945 Year V Practicum (0)

Periodically, the Department develops experimental courses on special topics which may then become permanent courses. These experimental courses (PY-7750 Special Topics) have most recently included weekend workshop in Treating Trauma in Children and Adolescents: Development, Attachment and the Therapeutic Relationship (1 credit), and an advanced seminar in Peace Studies (2 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 2017-2018 Course Descriptions

PY-7010	Psychology of Veterans	1	This workshop considers the population of current and former sailors, marines, soldiers, and airmen to be a special population with a unique culture that merits understanding in order to competently care for these individuals. We will focus on understanding this culture and how this understanding can inform our work with military personnel with trauma-related mental health issues such as PTSD and military sexual trauma. The problem of suicidality among this population will be discussed. In addition, special emphasis will be on female sailors, marines, soldiers, and airmen and the mental health challenges they face. Therapies addressed in this workshop will include Cognitive Processing Therapy. The concept of Moral Injury will also be explored.
PY-7020	Historical-Social Context Psychology	3	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.
PY-7040	Adventure Therapy	1	Adventure Therapy is a modality of therapy that assists clients in interpersonal and intrapersonal discovery through engagement with the natural world and intentional metaphoric activities. This weekend course involves a survey of the field, relevant history and practitioners, and engages students in both outdoor behavioral healthcare research and kinesthetic, cognitive and affective discovery. Students should be prepared to be learning in both indoor and outdoor environments through small group and individual activities.
PY-7100	Biological Foundations of Clinical Psychology	2	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, eating, sleeping, etc.; and the role of the nervous system in selected psychopathologies such as seasonal affective disorder, non-seasonal depression and chronic stress reactions. An emphasis is placed on learning the language of physiological psychology.

PY-7140	Clinical Psychopharmacology	1	This weekend course will focus on the clinical uses of psychotropic medications in the treatment anxiety disorders, unipolar and bipolar affective 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 non-psychiatric factors which may affect the symptom presentation and which must be brought under control before a clear diagnosis can be reached. Prerequisite: PY-7100; (Required, Previous)
PY-7180	Human Sexuality and Sex Therapy	1	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-5, will be examined.
PY-7190	Advanced Seminar-Health Psychology	3	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 will be examined, with particular emphasis on the psychology of wellness. Students are introduced to various tools of the trade, including biofeedback, relaxation training, meditation, clinical hypnosis, and psychophysiological psychotherapy. Diversity in its array of forms and manifestations within health care suffused the course.

PY-7200	Cognitive and Affective Aspects of Behavior	3	This course examines current cognitive, social cognitive, and cognitive constructivist/constructionist theories both with regard to their particular implications and as metatheories. Topics in cognitive psychology include history of the cognitive position; social cognition; cognitive science and its application to the clinical enterprise; the mainstream cognitive positions; cognitivism and constructionism; development; memory; emotion; dynamic psychology and cognition; cognitive self processes, and constructionist views of diversity. (This course is not a course on cognitive therapy.)
PY-7230	Psychological Assessment: Comparative Approaches to the Rorschach	0	This course will supplement PY 8160 Methods of Psychological Assessment II by providing a comparative understanding of the principles of Rorschach scoring, administration, and interpretations. The primary focus is the Exner Comprehensive System, with some comparison to the RPAS (focus of PY 8160 Methods of Psychological Assessment II).
PY-7300	Personality-Theory and Assessment	3	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.
PY-7310	Psychopathology & Behavioral Disorders	3	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 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.

PY-7320	Psychological Development	3	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.
PY-7720	Psychology in the Community	2	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.
PY-7730	Introduction to Inter-Professional Care	1	The Introduction to Inter-professional Care is a one-credit course for first year doctoral students in clinical psychology who would like to have an experience as a member of a healthcare team in the unique culture of primary medical care. Many who choose this program will be considering participating in the Major Area of Study in Behavioral Health Integration and Population Health (MAS). It consists of between one day per week of service in a primary care or other outpatient medical setting performing the duties often associated with the role of Community Health Worker. The specific duties and schedule will be assigned by the host practice. The course in its pilot year proved to be an exciting opportunity for students to learn the culture and processes of primary care, and to develop skills in supporting patients in healthy behaviors. It gave the primary care practice in which the students were placed important additional workforce for patient care. Should a site require a background check and drug screening, the department will facilitate the student(s) getting the required checks which the student(s) will fund themselves.
PY-7750	Special Topics-	1 to 3	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.
PY-7770	Human Diversity & Clinical Enterprise	3	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, abilities, religion, and spirituality.
PY-7830	Feminism in Clinical Psychology	1	This course explores the contemporary influences of feminist theories upon psychology and clinical practice. Emphasized will be postmodern feminist writings in the areas of feminist psychoanalysis, feminist epistemologies, and feminist practice. Students interested in exploring one approach to diversity conceptualization are encouraged to participate.

PY-7860	Social Psychology and Social Responsibility	2	This course emphasizes understanding the core topics in social psychology along with their application to issues of mental health, interpersonal processes, and interventions. We will consider issues such as society's role in defining mental illness, the nature and nurture of social roles, gender and diversity issues, perception and attribution, persuasion, violence, attitudes and motivated reasoning, stigma, and their application to bringing about a better world.
PY-7920	Intake Interviewing Skills	1	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.
PY-7990	Management	1	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.
PY-8120	Consultation-Theory & Practice I	1	This is a one-credit course examining the role of psychologists as consultants in a variety of settings, addressing psychological issues affecting diverse populations. An important goal is to develop a flexible, integrated style of consultation, focusing on brief to mid-range duration of contact, working as case consultants, consulting to interdisciplinary teams, participating in external and internal consulting, and approaching process and content consultation. Selected consultation practice, consultation process, and diversity issues are explored as relevant to a variety of circumstances and settings.
PY-8125	Consultation-Theory and Practice II	1	This weekend course examines the role of psychologists as consultants in mental health settings and in the community. Building on the theoretical frameworks introduced in Consultation I, the course will address broad issues of responding to consultation requests, framing consultation relationships, assessment, data gathering, intervention, and evaluation. Students will explore various aspects of consultation practice, including consultation function, model, focal expertise, and type of consultation relationship. Prerequisite: PY-8120 (Required, Previous).

PY-8150	Methods of Psychological Assessment I	3	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- V /WISC- V /WJ- IV). There will be a lab fee.
PY-8160	Methods of Psychological Assessment II	3	This course continues an introduction to psychological assessment of individuals, with the major focus in the spring on the role of projective tests in personality assessment. Students develop beginning competence in the administration, scoring, and interpretation of standard projective psychodiagnostic techniques. Primary attention is given to the Rorschach. Other projective techniques are considered as time permits.
PY-8200	Advanced Seminar-Brief Psychotherapy	3	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, trans theoretical (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.
PY-8210	Advanced Seminar - Intervention with Children and Adolescents	3	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.

PY-8340	Advanced Seminar- Psychological Testing & Evaluation of Infants, Children & Adolescents	3	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.
PY-8420	Advanced Seminar - Professional Geropsychology	3	This course examines and explores the following topics and issues from the perspective of providing clinical services: adult development an aging; building rapport with older clients, transference and countertransference; adapting therapy to this population; stressors, such as chronic health problems, loss, retirement, and financial strain. After establishing this broader context, the most prevalent disorders in the elderly population are examined including: dealing with cognitive and other changes associated with the aging process; illness, death, dying, and grief; depression. The role of informal and formal social supports as well as treatment in institutional contexts is examined.
PY-8670	Supervised Experience in the Teachings of Psychology	1	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.
PY-8700	Tests and Measurements in Psychology	3	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 current clinical tests and measures. Work on these three clinical tests comprises the remaining one-third of the course. There will be a lab fee.

PY-8710	Research Methods and Statistics I	3	Research Methods and Statistics I & 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.
PY-8720	Research Methods & Statistics II	3	This course is a continuation of PY-8710: Research Methods and Statistics I
PY-8800	Professional Seminar I: Relationships, Roles, and Ethics	3	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 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.
PY-8810	Professional Seminar II: Relationships, Roles, and Ethics	3	During this second semester of the first year of Professional Seminar, we will continue with the tasks of joining the program, socializing into the profession of psychology, exploring the interface between our professional and personal selves, and providing interpersonal feedback and support for stress and transition. In addition, this semester we will focus on professional ethics.
PY-8820	Professional Seminar III: Case Conceptualization and Demonstrations	3	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. You must also concurrently register for PY-8920, Practicum.
PY-8830	Professional Seminar IV: Case Conceptualization and Demonstrations	3	This is a continuation of Professional Seminar III: Case Conceptualization. This 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.
PY-8840	Case Conference I	3	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. You must also concurrently register for PY-8930, Practicum.
PY-8850	Case Conference II	3	This is a continuation of PY-8840 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 the conceptual and personal issues stimulated by the Qualifying Exam. You must also concurrently register for PY 8930, Practicum.
PY-8910	Practicum	0	This Practicum is for students whose contract extends into the Summer semester, requiring experience beyond the last day of the SP semester.
PY-8920	Practicum	3	A required practicum for second year students, coupled with PY-8820 and PY-8830 Professional Seminar III and IV.
PY-8930	Practicum	3	A required practicum for third year students, coupled with PY -8840 and PY-8850 Case Conference I and II.
PY-8935	Practicum	0	This Practicum is for students who are registered for the Fall but whose Practicum begins before the first day of the Fall semester.
PY-8940	Special Proficiency Practicum	1	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.
PY-8945	Year V Practicum	0	A specialized practicum experience to further develop clinical skills in preparation for internship. A fee will be assessed.
PY-8960	Internship	0	Restricted to Year IV students who are beginning a half-time internship in their fourth year. 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.
PY-8970	Internship	0	Restricted to Year V+ students pursuing either a half-time or full-time internship. 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.
PY-8980	Advanced Practicum	3	Restricted to Year IV students. An optional Practicum for Year IV students wishing to have extensive further clinical training for a minimum of 300 hours per semester.
PY-8990	Doctoral Dissertation	0	All Year V+ students need to register for one semester of PY-8990 Doctoral Dissertation, and then for PY-8990X Doctoral Dissertation Continuation each semester thereafter until your dissertation is accepted by the faculty and deposited with the department.

PY-8990X	Doctoral Dissertation Continuation	0	Required of and Restricted to those Year V+ students who have already taken one semester of PY-8990 Doctoral Dissertation. All Year V+ students need to register for one semester of PY-8990 Doctoral Dissertation, and then for PY 8990X Doctoral Dissertation Continuation each semester thereafter until your dissertation is accepted by the faculty and deposited with the department.
PYB-7100	Advanced Seminar-Clinical Psychopharmacology	3	This course is designed to provide an in-depth survey of current theory and practice of clinical psychopharmacology. We begin in this course with the principles of pharmacology, which consist of pharmacokinetics (the absorption, distribution, metabolism, and elimination of drugs) and pharmacodynamics (drug-receptor interactions). After study of the principles of pharmacology, the class will review individual classes of drugs, including 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.
PYB-7110	Advanced Seminar - Clinical Neuropsychology	3	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.
PYC-7000	Psychotherapeutic Intervention I: Individual and Family	3	This is the first half of a year-long course sequence in the theory and practice of psychotherapy. The goal of this course is to help students begin to develop a flexible, evidence-based style of conducting treatment with adults, focusing on brief to mid-range durations. Emphasis in this semester is on psychodynamic, behavioral, cognitive, interpersonal, existential, social constructionist, and above all, integrated case formulation. Selected clinical topics, process, and diversity issues are considered across a variety of psychological syndromes and presentations.

PYC-7010	Psychotherapeutic Intervention II: Individual and Family	3	This is the second half of a year-long course sequence in the theory and practice of psychotherapy. The goal of this course is to help students begin to develop a flexible, evidence-based style of conducting psychotherapy, focusing on brief to mid-range durations. Emphasis in this semester is on systems-oriented child and family therapies. The course includes an examination of the fundamentals of systems theories with special focus on child, family and couples modalities. Selected clinical practice, process, and diversity issues are considered across a variety of psychological syndromes and presentations.
PYC-7020	Psychotherapeutic Intervention III - Group	2	This is the third course in a yearlong 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 and about the dilemmas of group life. It also provides an in-depth look at the various types of group activities commonly conducted by professional psychologists. Specific topics to be addressed include: the individual in the group; issues of group development; group as a whole; leadership in groups; individual differences and diversity within groups; ethics and group therapy; transference issues in groups; functional roles of group members; unconscious dynamics in group life, and evidence based practice and effectiveness of group therapy. The aim is to provide didactic and experiential learning opportunities that enhance the ability of students to test theory against the realities of group life as they experience them.
PYC-7050	Dialectical Behavioral Therapy	1	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.
PYC-7060	Advanced Seminar- Cognitive-Behavior Therapy	3	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..

PYC-7070	Psychotherapy With LGBT People	1	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.
PYC-7080	Psychotherapeutic Intervention IV: Special Topics in Intervention	2	This course is designed to give advanced students the opportunity to consider a variety of topics related to clinical intervention that they may not have yet encountered in the curriculum thus far. The topics presented may direct a student to a new interest, but will certainly add to their preparedness for the clinical enterprise. Issues related to working with specific populations, problems, and settings may be covered. The focus of the seminar is to both provide an exploration of a variety of clinical issues and to foster an integrative personal and professional examination of the student's place in their own work. Hence there is a strong emphasis on the reflection by each student on their own unique qualities as budding psychologists and the ways they are different and similar to their colleagues and each presenter. It continues the department's commitment to growing psychologists from the inside out.
PYC-7100	Advanced Seminar - Substance Abuse Theory and Practice	3	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.
PYC-7110	Social Justice in Clinical Psychology	1	Over the course of this weekend workshop, we will strive to conceptualize how we, as individuals and as members of this profession, can promote social justice through our clinical practice. This workshop will expand students' views of the limits of how we, as psychologists, can contribute to a better life using alternative modes of practice. Participants will be introduced to theories and applications for and practices in social justice, better understand the similarities and differences between social justice and multiculturalism, be introduced to social justice practices within the scope of clinical psychology professional practice and participate in reflexive discussions on the implications of disciplinary boundaries for those we hope to help.

PYC-7120	Advanced Seminar- Evidence-Based Psychoanalytic Practice	3	This course explores psychoanalytic social and clinical practice from the perspective of the department's definition of evidence-based practice. The course begins with an overview of how evidence is constituted both consciously as well as unconsciously (social/political/historical/epistemological/ontological/personal) and, most importantly, how evidence is used. The class places at its center of interest psychoanalytic practice as social, biological, personal action; while holding particular factors as both consciously as well as unconsciously foundational: genetics, drives, power, culture, history, race, gender, sexuality, ethnicity, fantasy, and geographic location. The course topics include: clinical process, race and ethnicity, culture, countertransference, self and intersubjective psychology, infant research, cognitive neuroscience, love, mentalization, gender, aggression/anger/hate/rage, sex and erotic experience, addictions, attachment, termination, endings and death.
PYC-7150	Spiritual & Religious Issues in Psychology	1	The focus of this course is two-fold: 1) to develop a conceptual framework to formulate how spiritual and religious issues impact clinical practice; and 2) to provide an experiential component that includes mindfulness meditation exercises and the exploration of participants' spiritual narratives. The course will develop a working definition of spirituality and religion, clarifying the relationship between the two. It will also develop a holistic conceptualization of clinical practice and identify some of the key constructs that are integral to the practice of spiritually oriented therapy (e.g., mindfulness, self-compassion, wisdom, soul, and serenity). The experiential dimension will allow students to explore their spiritual narratives in order to clarify the persons, places, ideas, and experiences that have impacted their current spiritual identity or perceived lack of one. Time will also be devoted to the practice of mindfulness meditation so that student can experience the potential benefits for both clinicians and clients.
PYC-7170	Advanced Seminar - Assessment and Treatment of Couples	2	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.

PYC-7260	Positive Psychology: Research & Practice	1	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.
PYC-7270	Substance Abuse and Dependence	1	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.
PYC-7300	The Dream in Clinical Practice	1	This weekend course explores the use of dream-states (night dreaming, day dreaming, reverie) in clinical work from a variety of perspectives. Cultural and historical attitudes about dreams, dreamers, and dream interpreters will be discussed. Issues of cultural difference and diversity are considered when talking about dreams. Empirical human and animal dream studies and contemporary cognitive and neuropsychological research will be reviewed. From a psychoanalytic view, we will consider dreams as diagnostic indicators of psychic structure and content, facilitators of deeper and more authentic communication, representations of unconscious perceptions, as objects of mutual exploration, as retreats and advances, as transference and countertransference indicators and communications, wish and defense configurations, personality developmental level, character style indicators, as well as serving as the "royal road to the unconscious". We will discuss different types of dreamers, dream interpreters, various forms of dream interpretations, and dreams as interpretations of life as experienced. In addition to night dreaming, the class will also discuss nightmares and night terrors, as well as the absence of remembered dreaming. Experiential learning will be emphasized and the class will explore the experience, function, and capacity of dreaming, day dreaming, and reverie in clinical waking states. Dreaming as a listening perspective will be emphasized.

PYC-7350	Infant Mental Health	1	This weekend course will focus on psychologist's roles in the specialty field of Infant Mental Health. Infant Mental Health refers to the optimal social and emotional development of a child (0-6) in the context of critical attachment relationships. Core competencies in this field will be outlined and some discussed in depth. While it is outside the scope of this course to address all of the key IMH competencies in depth, we will review each briefly so interested students can leave with an understanding of what is required to gain expertise in IMH. We will consider the impact of trauma and traumatic stress on children's development as well as the critical role of attachment. Assessment and diagnosis of this population will be explored, including the integration of the DC: 0-3R and DSM-IV-TR. Psychotherapeutic treatment approaches for this population will be presented through theoretical material and clinical case examples.
PYI-7040	Advanced Seminar- Integrative Psychotherapy	3	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.
PYI-7050	Advanced Seminar - Forensic Psychology	3	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.
PYI-7070	Advanced Seminar - Mindfulness	2	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.

PYI-7080	Advanced Seminar - Spirituality & Religious Issues	3	This course will present a rationale for training clinical psychologists to attend to clients' spiritual and religious issues. Students will develop a working definition of spirituality and religion. To enhance students' multicultural competence, we will delineate the core tenets of the five largest organized religions in the United States (Judaism, Christianity, Islam, Hinduism, and Buddhism). Students will learn to assess religious and spiritual problems and identify some of the key spiritual issues that might arise during the course of therapy (e.g., 12-Step Programs, mindfulness, acceptance, forgiveness, hope, serenity, atheism/agnosticism, death and dying, etc.). The course will also outline potential interventions and explore ways of incorporating spiritual and religious issues into the treatment of clients. The second focus of the course is intended to enhance the self-awareness of students' spiritual identity as it impacts their clinical performance. Students will explore their own core values, assumptions, and biases regarding issues of spirituality and religion.
PYI-7110	Advanced Seminar: Integrated Care	3	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.
PYI-7120	Advanced Seminar - Attachment and Complex Trauma in Development and Psychotherapy	3	This course focuses on the development and treatment of attachment trauma from four perspectives: theory/measurement; the long-term impact of early attachment trauma on individuals, families and couples; evidence-based interventions; and our own relational styles.
PYR-8750	Doctoral Research Seminar I	1	The aim of this two-year long sequence is to support student progress in all facets of the doctoral program, and specifically to facilitate students' development and completion of a doctoral dissertation. During the 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. During the first semester of the second year, the course places greater emphasis on the internship application process. Throughout the second year, in situations involving practicum the course also supports the practicum experience. The instructor for each section will serve as academic advisor and chair of the Dissertation Committee for students registered for that section.

PYR-8760	Doctoral Research Seminar II	2	A continuation of Doctoral Research Seminar with increased support and emphasis on the internship application process.
PYR-8770	Doctoral Research Seminar III	2	A continuation of Doctoral Research Seminar with increased support and emphasis on the internship application process, and monitoring and support for Advanced Practicum as necessary.
PYR-8780	Doctoral Research Seminar IV	1	A continuation of Doctoral Research Seminar with increased support and emphasis on the internship application process, and monitoring and support for Advanced Practicum as necessary.
PYS-7230	Supervision	2	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.
PYS-7750	Public Policy & Advocacy	1	This course presents theory, practice, and research applicable to understanding public policy and advocacy. This includes an advanced discussion of the professional psychologist as a change agent in the larger social, political, and economic contexts, and the professional psychologist's roles within private and public sectors. An experiential approach will be utilized in order to provide students with 'hands on' opportunities as a way to achieve students' learning objectives. The course begins with a focus on health care and mental health care policy and advocacy on a national level. Students will explore the role of psychologist as advocate in the formation and implementation of public policy at the national, state and local levels. Students will have the opportunity to research a mental health policy issue and pursue ways to advocate for the policy. Students will work on briefing papers, constituent letter, an opinion editorial and a public service announcement. Issues include health care and mental health care reform, public policy and cultural competence, health disparities, psychology in the public interest, the effects of policy on psychological practice, prescriptive authority and psychologist as advocate.

PYS-7760	Advanced Seminar- Conflict Resolution: Theory and Practice	2	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.
PYS-7800	Health Service Delivery Systems	1	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 section are issues involving assessing community need, program design and development, program evaluation, service outputs, outcome management, evidence-based practices, staff resources and budgets.

Department of Education 2017-2018 Degree Requirements

Elementary & Early Childhood Teacher Certification (Integrated Learning)

- MEd in Elementary/Early Childhood Education
- MEd in Elementary Education with Special Education Certification
- Certificate in Nature Based Early Childhood Education

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
 - Problem-Based Learning / Critical Skills Concentration
 - Educating for Sustainability Concentration
 - Educational Leadership & Administration Concentration
 - Mindfulness for Educators Concentration
 - Library Media Specialist Concentration
 - Educational Technology Integration Concentration
 - Applied Behavioral Analysis Concentration
 - MEd added to earned certificate in Applied Behavioral Analysis
 - MEd added to earned certificate in Autism Spectrum Disorders
- Mindfulness for Educators Graduate Certificate Program
- Certificate in Educational Leadership & Administration (Post- Master's Principal Certification)
- Certificate in Library Media Specialist (NH State Certification)
- Certificate in Educational Technology Integration (NH State Certification)

MEd in Elementary/Early Childhood Education (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 students 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:

Theoretical & Philosophical Foundations of Education - 6 credits

- EDT-5720 Human Development - Childhood (3)
- EDT-5320 Conceptual Development (3)

Curriculum & Instruction - 14 - 17 credits

- EDC-5020 Leading Inclusion: Building Bridges (1)
- EDC-5550 Reading Literacy Elementary (3)
- EDC-5770 Problem Solving Science (2)
- EDC-5630 Math Methods - Elementary (3)
- EDC-5510 Integrated Learning: Theory into Practice (3)
- Social Studies Methods requirement (2):
 - EDC-5290 Place Based Social Studies (1) **and**
 - 1 other course with permission of advisor (1)
- EDC-6480 Early Childhood Education Pre-K to 3rd (EC Certification only) (2)
- EDC-6650 Movement and Storytelling in the Pre-K Classroom (EC Certification only) (1)

Educational & Social Policy - 3 credits

- EDP-5900 Teaching Exceptional Children (2)
- EDP-5980 School Law (1)

Electives - 6-9 credits

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

Internship and Professional Seminar - 8 credits

- ED-6910 Internship - Elementary Education (6) (3 credits per internship) **or**
- ED-6920 Internship - Early Childhood Education (6) (3 credits per internship)

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.

- ED-6970 Professional Practice Seminar (2)

Total Credits for the MEd in Elementary/Early Childhood Education (Integrated Learning) - 40 credits

MEd 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 students 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:

Theoretical & Philosophical Foundations of Education - 6 credits

- EDT-5720 Human Development - Childhood (3)
- EDT-5320 Conceptual Development (3)

Curriculum & Instruction - 16 credits

- EDC-5020 Leading Inclusion: Building Bridges (1)
- EDC-6800 Reading/Literacy- Early Childhood (3)
- EDC-5770 Problem Solving Science (2)
- EDC-5630 Math Methods - Elementary (3)
- EDC-5510 Integrated Learning: Theory into Practice (3)
- Social Studies Methods requirement (2):
 - EDC-5290 Place Based Social Studies (1) **and**
 - 1 other course with permission of advisor (1)
- EDC-6730 SpEd Assessment and Instructional Strategies (2)

Educational & Social Policy - 6 credits

- EDP-5900 Teaching Exceptional Children (2)
- EDP-5980 School Law (1)
- EDP-6700 Special Education Families and Networks (2)
- EDP-6750 Special Education Law and Policy (1)

Electives - 6 credits

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

Internship and Professional Seminar - 8 credits

- ED-6980 Internship-Special Education (6) (3 credits per internship)
Students must complete two 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.
- ED-6970 Professional Practice Seminar (2)

Total Credits for the MEd in Elementary Education with Special Education Certification (Integrated Learning) - 42 credits

Certificate in Nature Based Early Childhood Education - 12-15 credits

This certificate can be added to the MEd in Elementary / Early Childhood Education or the MEd in Foundations of Education (i.e., Experienced Educators) with a concentration in Self-Designed Studies if students take all required courses.

Nature-based Early Childhood Curriculum - 7 Credits

- EDP-5600 Business Planning for Nature Preschools and Forest Kindergartens (2)
- EDP-5620 Risk Management for Nature-based Early Childhood Education (2)
- EDP-5580 Working with Parents and Community (1)
- EDC-5090 Nature-based Early Childhood Curriculum (2)

Elective Courses - 5 credits (3 could be internship or practicum) Choose from:

- EDC-6480 Early Childhood Education Pre-K to 3rd (2)
- EDT-5360 Childhood and Nature (3)
- EDT-5100 Landscape Analysis and Design for Nature Play and Learning (1)
- EDC-5030 Natural History for Early Childhood (1)
- EDC-6650 Movement and Storytelling in the Pre-K Classroom (1)
- EDT-6500 Advanced Topics in Nature-based Early Childhood (credits variable)
- Various Other courses in Elementary/Early Childhood program

Internship/Practica (optional, not required, for certificate students)

- EDC-5160 School Change Practicum in Nature Preschool or Forest Kindergarten (3)

Total Credits for the Certificate in Nature Based Early Childhood Education - 12-15 credits

MEd 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, students must meet the general education requirements, and must successfully complete a minimum of 44 credits distributed as follows:

Theoretical & Philosophical Foundations of Education - 11 credits

- EDT-5840 Human Development (1)
- EDT-5320 Conceptual Development (3)
- EDT-5820 Anthroposophy: Projective Geometry (1)
- EDT-5830 Evolving Consciousness I (1)
- EDT-5860 Evolving Consciousness II (3)
- EDT-6070 Foundations of Human Experience (2)

Curriculum & Instruction - 22 credits

- EDC-5630 Math Methods - Elementary (3)
- EDC-5550 Reading/Literacy Elementary (3)
- EDC-5510 Integrated Learning: Theory into Practice (3)
- EDC-5590 Waldorf Curriculum Preparation I (2)
- EDC-5592 Waldorf Curriculum Preparation II - Grade 5-8 (2)
- EDC-5420 Painting (2)
- EDC-5400 Clay Modeling I (1)
- EDC-5430 Eurythmy I (1)
- EDC-5410 Speech I (1)
- EDC-5450 Speech II (1)
- EDC-5710 Drawing (1)
- EDC-5360 Science Curriculum (1)
- EDC-5380 Waldorf Math and Language Arts (1)

Educational & Social Policy - 4 credits

- EDP-5900 Teaching Exceptional Children (2)
- EDP-5980 School Law (1)
- EDP-6300 Waldorf School Administration (1)

Plus non-credit required courses - 0 credits

- EDNC-0080 Oberufer Plays (0)
- EDNC-0100 Waldorf Middle School Drawing (0)
- EDNC-0120 Sculptural Modeling (0)
- EDNC-0040 Arts to Accompany Foundations (0)
- EDNC-0110 Handwork in the Waldorf School (0)
- ED-6970 Professional Practice Seminar (0)

Elementary Teaching Internships - 7 credits

- ED-6910 Internship - Elementary Education (3)
One semester of supervised teaching in an approved public school Elementary school setting.
- ED-6912 Internship - Elementary Education (4)
One semester of supervised teaching in a Waldorf School under an approved Waldorf teacher

Note: ED-6930 Practicum for 4 credits may be substituted for ED-6912 Internship for 4 credits with prior advisor approval.

Total Credits for the MEd in Elementary Education - Waldorf Concentration with Elementary Teaching Certification Year-Round Program - 44 credits

MEd in Elementary Education - Waldorf Concentration with Elementary Focus Year-Round Program - 32 credits

To earn the MEd degree (***without New Hampshire Certification***), students must successfully complete a minimum of 32 credits distributed as follows:

Theoretical & Philosophical Foundations of Education - 8 credits

- EDT-5840 Human Development (1)
- EDT-5820 Anthroposophy: Projective Geometry (1)
- EDT-6070 Foundations of Human Experience (2)
- EDT-5830 Evolving Consciousness I (1)
- EDT-5860 Evolving Consciousness II (3)

Curriculum & Instruction - 14 credits

- EDC-5590 Waldorf Curriculum Preparation I (2)
- EDC-5592 Waldorf Curriculum Preparation II - Grade 5-8 (2)
- EDC-5420 Painting (2)
- EDC-5400 Clay Modeling I (1)
- EDC-5350 Music Curriculum (1)
- EDC-5430 Eurythmy I (1)
- EDC-5410 Speech I (1)
- EDC-5450 Speech II (1)
- EDC-5710 Drawing (1)
- EDC-5360 Science Curriculum (1)
- EDC-5380 Waldorf Math and Language Arts (1)

Educational & Social Policy - 3 credits

- EDP-6300 Waldorf School Administration (1)
- EDP-6540 Waldorf Master's Project Research Preparation (1)
- EDP-5920 The Adolescent (1)

Plus non-credit required courses - 0 credit

- EDNC-0040 Arts to Accompany Foundations (0)
- EDNC-0080 Oberufer Plays (0)
- EDNC-0100 Waldorf Middle School Drawing (0)
- EDNC-0190 Today's Child (0)
- EDN- 0110 Handwork in Waldorf Middle School (0)
- EDNC-0120 Sculptural Modeling (0)
- ED-6970 Professional Practice Seminar (0)
- EDNC-0130 Readiness and Reading (0)
- EDNC-0210 Mathematics and Movement (0)

Master's Project ED-6990 - 4 credits

Internship - 3 credits

- ED-6910 Internship - Elementary Education (3)
1 semester supervised teaching in Waldorf School under approved Waldorf teacher.

**Total Credits for the MEd in Elementary Education - Waldorf Concentration with Elementary Focus
Year-Round Program - 32 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:

Theoretical & Philosophical Foundations of Education - 8 credits

- EDT-5840 Human Development (1)
- EDT-5830 Evolving Consciousness I (1)
- EDT-5860 Evolving Consciousness II (3)
- EDT-6070 Foundations of Human Experience (2)
- EDT-5820 Anthroposophy: Projective Geometry (1)

Curriculum & Instruction - 14 credits

- EDC-5590 Waldorf Curriculum Preparation I (2)
- EDC-5592 Waldorf Curriculum Preparation II - Grade 5-8 (2)
- EDC-5420 Painting (2)
- EDC-5400 Clay Modeling I (1)
- EDC-5350 Music Curriculum (1)
- EDC-5430 Eurythmy I (1)
- EDC-5410 Speech I (1)
- EDC-5450 Speech II (1)
- EDC-5710 Drawing (1)
- EDC-5360 Science Curriculum (1)
- EDC-5380 Waldorf Math and Language Arts (1)

Educational and Social Policy - 3 credits

- EDP-5920 The Adolescent (1)
- EDP-6300 Waldorf School Administration (1)
- EDP-6540 Waldorf Master's Project Research Preparation (1)

Plus non-credit required courses - 0 credits

- EDNC-0040 Arts to Accompany Foundations (0)
- EDNC-0080 Oberufer Plays (0)
- EDNC-0100 Waldorf Middle School Drawing (0)
- EDNC-0120 Sculptural Modeling (0)
- EDNC-0190 Today's Child (0)
- EDNC-0110 Handwork in the Waldorf School (0)
- ED-6970 Professional Seminar (0)
- EDNC-0130 Readiness and Reading (0)
- EDNC-0210 Mathematics and Movement (0)

Teaching Internship - 3 credits

- ED-6910 Internship - Elementary Education (3)
1 semester of supervised teaching in an approved Waldorf Elementary setting under an approved Waldorf elementary teacher.

Total Credits for the Certificate in Waldorf Elementary Education Year Round Program - 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:

Theoretical & Philosophical Foundations of Education - 10 credits

- EDT-5840 Human Development (1)
- EDT-6140 Education for Social Renewal (4)
- EDT-5760 Evolving Consciousness (2)
- EDT-6070 Foundations of Human Experience (2)
- EDT-5820 Anthroposophy - Projective Geometry (1)

Curriculum & Instruction - 11 credits

- EDC-5595 Waldorf Elementary Curriculum Seminar (2)
- EDC-5360 Science Curriculum (1)
- EDC-5380 Waldorf Math and Language Arts (1)
- EDC-5440 Painting I (1)
- EDC-5445 Painting II (1)
- EDC-5350 Music Curriculum (1)
- EDC-5710 Drawing (1)
- EDC-5430 Eurythmy I (1)
- EDC-5410 Speech I (1)
- EDC-5450 Speech II (1)

Education & Social Policy - 3 credits

- EDP-6040 Research and Self Development (2)
- EDP-5920 The Adolescent (1)

Plus non-credit required courses - 0 Credits

- EDNC-0030 Eurythmy (0)
- EDNC-0190 Today's Child (0)
- EDNC-0040 Arts to Accompany Foundations (0)

Teaching Internship or Practicum - 4 credits

- ED-6912 Internship (4) or ED-6930 Practicum (4)
One semester of supervised teaching in an approved Waldorf Elementary School.

Total Credits for the Certificate in Waldorf Education Summer Sequence Regular Program - 28 credits

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

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

Theoretical & Philosophical Foundations of Education - 10 credits

- EDT-5840 Human Development (1)
- EDT-5760 Evolving Consciousness (2)
- EDT-5820 Anthroposophy - Projective Geometry (1)
- EDT-6070 Foundations of Human Experience (2)
- EDT-6140 Education For Social Renewal (4)

Curriculum & Instruction - 11 credits

- EDC-5595 Waldorf Elementary Curriculum Seminar (2)
- EDC-5360 Science Curriculum (1)
- EDC-5380 Waldorf Math and Language Arts (1)
- EDC-5440 Painting I (1)
- EDC-5445 Painting II (1)
- EDC-5350 Music Curriculum (1)
- EDC-5710 Drawing (1)
- EDC-5430 Eurythmy I (1)
- EDC-5410 Speech I (1)
- EDC-5450 Speech II (1)

Educational & Social Policy - 3 credits

- EDP-6040 Research and Self Development (2)
- EDP-5920 The Adolescent (1)

Plus non-credit required courses - 0 Credits

- EDNC-0030 Eurythmy (0)
- EDNC-0040 Arts to Accompany Foundations (0)
- EDNC-0190 Today's Child (0)

Master's Project - 4 credits

- ED-6990 Master's Project (4)

Teaching Internship or Practicum - 4 credits

- ED-6912 Internship (4) **or** ED-6930 Practicum (4)
One semester of supervised teaching in approved Waldorf Elementary School setting.

Total Credits for the MEd in Foundations of Education - Waldorf Concentration, Summer Sequence Regular Program, Elementary Focus - 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 who 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-5760 Evolving Consciousness (2)
- EDT-6140 Education for Social Renewal (4)
- EDT-6130 Foundations of Human Experience II (2)
- EDT-5340 Today's Child (1)

Curriculum and Instruction - 7 credits

- EDC-5820 Speech III (1)
- EDC-5560 Eurythmy III (1)
- EDC-5650 Painting III (1)
- EDC-5895 Transdisciplinary Learning (2)
- EDC-5845 Human Development II (1)
- EDC-5350 Music Curriculum (1)

Education and Social Policy - 8 credits

- EDP-6670 Renewal Institute I (2)
- EDP-5840 Contemplative Inquiry I (1)
- EDP-5860 Research II (1)
- EDP-5810 Research III (1)
- EDP-5920 The Adolescent (1)
- EDP-6510 Renewal Institute II (2)

Practicum - 4 credits

- ED-6912 Internship (4) **or** ED-6930 Practicum (4)

Total Credits for the Certificate in Waldorf Education Summer Sequence Advanced (Transdisciplinary Focus on Healing Education) - 28 credits

**MEd 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-5760 Evolving Consciousness (2)
- EDT-6140 Education for Social Renewal (4)
- EDT-6130 Foundations of Human Experience II (2)
- EDT-5340 Today's Child (1)

Curriculum and Instruction - 7 credits

- EDC-5820 Speech III (1)
- EDC-5560 Eurythmy III (1)
- EDC-5895 Transdisciplinary Learning (2)
- EDC-5845 Human Development II (1)
- EDC-5650 Painting III (1)
- EDC-5350 Music Curriculum (1)

Education and Social Policy - 8 credits

- EDP-6670 Renewal Institute I (2)
- EDP-5840 Contemplative Inquiry I (1)
- EDP-5860 Research II (1)
- EDP-5810 Research III (1)
- EDP-5920 The Adolescent (1)
- EDP-6510 Renewal Institute II (2)

Practicum - 4 credits

- ED-6912 Internship (4) **or** ED-6930 Practicum (4)

Master's Project - 4 credits

- ED-6990 Master's Project (4)

Total Credits for the MEd in Foundations of Education: Waldorf Concentration: Summer Sequence Advanced (Transdisciplinary Focus on Healing Education) - 32

MEd in Foundations of Education with Library Media Specialist - 33 credits

Core Courses: All Students must take the following courses - 12 credits

- EDT-5405 Philosophy of Education and Change (3)
- EDT-6260 Developing Mind (3)
- EDR-6920 Practicum: Child Study (3)
- EDR-6200 Practicum: Equity & Change (3)

Concentration Courses: All students must take the following courses - 21 credits

- EDC-6871 Principles of STEM in Context (3)
- EDC-6880 Instructional Design (2)
- EDT-5470 Tech Tools for All Learners (3)
- EDC-6820 Building Inclusive Learning Communities (3)
- EDP-6630 Educational Advocacy and Leadership (3)
- EDT-5500 Critical Skills Classroom Immersion (3) **or** EDT 5521 Teaching in the Critical Skills Classroom (3)
- EDR-6000 Internship in Library Media I: K-6 (1 credit)
- EDR-6010 Internship in Library Media II: 7-12 (1 credit)
- EDC-5080 Literature for Children & Young Adults (2)

Total Credits for the MEd in Foundations of Education with Library Media Specialist - 33 credits

Post-Master's Certificate for Library Media Specialist - 21 credits

Certification courses: Students are required to take the following courses - 21 credits

- EDC-6871 Principles of STEM in Context (3)
- EDC-6880 Instructional Design (2)
- EDT-5470 Tech Tools for All Learners (3)
- EDC-6820 Building Inclusive Learning Communities (3)
- EDP-6630 Educational Advocacy and Leadership (3)
- EDT-5500 Critical Skills Classroom Immersion (3) **or** EDT 5521 Teaching in the Critical Skills Classroom (3)
- EDR-6000 Internship in Library Media I: K-6 (1 credit)
- EDR-6010 Internship in Library Media II: 7-12 (1 credit)
- EDC-5080 Literature for Children & Young Adults (2)

Total Credits for the Post-Master's Certificate for Library Media Specialist - 21 credits

MEd in Foundations of Education with Educational Technology Integration Concentration - 33 Credits

Core Courses: Students must take the following courses - 15 credits

- EDT-5450 Philosophy of Education and Change (3)
- EDT-6260 The Developing Mind (3)
- EDR-6920 Practicum: Child Study (3)
- EDR-6940 Practicum: Curriculum (3)
- EDR-6200 Practicum: Equity & Change (3)

Concentration Courses: Students must take the following courses - 18 credits

- EDC-6871 Principles of STEM in Context (3)
- EDC-6880 Instructional Design: Crafting Problem Based Challenges (3)
- EDT-5470 Tech Tools for All Learners (3)
- EDC-6820 Building Inclusive Learning Communities (3)
- EDP-6630 Educational Advocacy and Leadership (3)
- EDT-5500 Critical Skills Classroom Immersion (3) **or** EDT 5521 Teaching in the Critical Skills Classroom (3)

Total Credits for the MEd in Foundations of Education with Educational Technology Integration Concentration - 33 Credits

Post-Master's Certificate in Educational Technology Integration - 18 credits

Certification Courses: Students are required to take the following courses - 18 credits

- EDC-6871 Principles of STEM in Context (3)
- EDC-6880 Instructional Design: Crafting Problem Based Challenges (3)
- EDT-5470 Tech Tools for All Learners (3)
- EDC-6820 Building Inclusive Learning Communities (3)
- EDP-6630 Educational Leadership and Advocacy (3)
- EDT-5500 Critical Skills Classroom Immersion (3) **or** EDT 5521 Teaching in the Critical Skills Classroom (3)

Total Credits for the Post-Master's Certificate in Educational Technology Integration - 18 credits

MEd in Foundations of Education with Problem-Based Learning Concentration - 33 Credits

Core Courses: Students must take the following 5 courses - 15 credits

- EDT-5450 Philosophy of Education and Change (3)
- EDT-6260 The Developing Mind (3) **or** EDT-5360 Childhood and Nature (3)
- EDR-6920 Practicum: Child Study (3)
- EDR-6940 Practicum: Curriculum (3)
- EDR-6200 Practicum: Equity & Change (3)

Concentration Courses: Students must take 18 credits among the following courses

- EDC-6871 Principles of STEM in Context (3)
- EDC-6880 Instructional Design: Crafting Problem Based Challenges (3)
- EDR-6320 Assessment in a PBL Classroom (3)
- EDC-6820 Building Inclusive Learning Communities (3)
- EDT-5460 Teacher Facilitation in a PBL Classroom (3)
- EDT-5470 Tech Tools for all Learners (3)
- EDT 5500 Critical Skills Classroom Immersion (3) **or** EDT-5521 Teaching in a Critical Skills Classroom (3)

Total Credits for the MEd in Foundations of Education with Problem-Based Learning Concentration - 33 Credits

MEd in Foundations of Education with a Self-designed Concentration - 33 credits

Core Courses: Students must take the following 5 courses - 15 credits

- EDT-5450 Philosophy of Education and Change (can be on-line or FTF) (3)
- EDT-6260 The Developing Mind (3) **or** EDT 5360 Childhood and Nature (3)
- EDR-6920 Practicum: Child Study (3)
- EDR-6940 Practicum: Curriculum (3)
- EDR-6200 Practicum: Equity & Change (3)

Concentration Courses: Students must take 18 additional elective credits

Classes should be chosen in accordance with students' advising plans, which are developed by students and their advisers. Courses may be chosen from any Education Department, Campus, or University course (with appropriate permissions for courses outside the AUNE Education Department) or through Supervised Independent Study where deemed appropriate by the student and adviser.

Total Credits for the MEd in Foundations of Education with a Self-designed Concentration - 33 credits

MEd in Foundations of Education with Educating for Sustainability Concentration - 33 credits

Core Courses: All Students must take the following 18 credits- 6 courses

- EDT-6160 Principles of Sustainability (3)
- EDT-6200 History and Practice of EFS (3)
- EDP-6160 Real World Sustainability (3)
- EDP-6550 Sustainable Leadership (3)
- EDT-5360 Childhood and Nature (3)
- EDT-5500 Critical Skills Classroom Immersion (3)

Practicum - 9 credits

- EDR-6920 Practicum: Child Study (3)
- EDR-6940 Practicum: Curriculum (3)
- EDR-6200 Practicum: Equity & Change (3)

Electives - 6 credits of student's choice

**Total Credits for the MEd in Foundations of Education with Educating for Sustainability Concentration
- 33 credits**

MEd 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. To earn the MEd degree with certification as a school principal, students must enter the program having completed five years of teaching experience in a K-12 school.

Core Courses: Students must take the following - 6 credits

Any **two** of the following three courses

- EDR-6920 Practicum: Child Study (3)
- EDR-6940 Practicum: Curriculum (3)
- EDR-6200 Practicum: Equity & Change (3)

Concentration Courses: Students must take the following courses - 21 credits

- EDL-6270 Leading Transformations in Education (2)
- EDL-6290 The Learning-Centered School (2)
- EDC-5210 Facilitating Communities of Professional Practice (2)
- EDL-6250.NE Leadership Seminar (0)
- EDL-6370 School Finance and Facilities (2)
- ED-6950 Leadership Practicum - Facilitative Leadership (2)
- EDR-6100 Leading with Data: School Profile (2)
- ED-6960 Leadership Practicum: Teacher Evaluation (2)
- EDP-5940 Equity Challenge for Leaders (2)
- EDL-6390.NE School Law and Ethics (2)
- EDL-6300 Conflict Resolution for Leaders (1)
- EDL-6280 Community Partnerships (1)
- EDL-6330.NE Human Resource Management (1)
- EDL-6350.NE Leadership Seminar II (0)

Students must also take 6 additional elective credits - 6 credits

Total Credits for the MEd in Foundations of Education with Educational Leadership & Administration (Principal Certification Track) - 33 credits

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

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

Certification courses: Students are required to take the following courses - 21 credits

- EDL-6270 Leading Transformations in Education (2)
- EDL-6290 The Learning-Centered School (2)
- EDC-5210 Facilitating Communities of Professional Practice (2)
- EDL-6250.NE Leadership Seminar (0)
- EDL-6370 School Finance and Facilities (2)
- ED-6950 Leadership Practicum - Facilitative Leadership (2)
- EDR-6100 Leading with Data: School Profile (2)
- ED-6960 Leadership Practicum: Teacher Evaluation (2)
- EDP-5940 Equity Challenge for Leaders (2)
- EDL-6390.NE School Law and Ethics (2)
- EDL-6300 Conflict Resolution for School Leaders (1)
- EDL-6280 Community Partnerships (1)
- EDL-6330.NE Human Resource Management (1)
- EDL-6350.NE Leadership Seminar II (0)

Total Credits for the Post-Master's Certificate in NH Principal Certification - 21 credits

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

Core Courses: All Students must take the following 5 courses - 15 credits

- EDT-5450 Philosophy of Education and Change (3)
- EDT-6260 The Developing Mind (3) **or** EDT-5360 Childhood and Nature (3)
- EDR-6920 Practicum: Child Study (3)
- EDR-6940 Practicum: Curriculum (3)
- EDR-6200 Practicum: Equity & Change (3)

Concentration Courses: Students must take 12 credits among the following courses

- EDT-5140 Using Buddhist Frameworks in Teaching and Learning (3)
- EDT-5220 Human Development and the Inner Landscape of Teachers and Learners (3)
- EDT-5200 Awareness of Body, Mind, Heart, Brain: Pathways to Change (3)

AND either one of these two courses:

- EDT-6190 Compassionate Action in the World (3)
- EDL-6400 Principles and Practices of Mindful Leadership (3)

Elective Credits - 6 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.

Total Credits for the MEd in Foundations of Education with a Mindfulness for Educators Concentration - 33 credits

Mindfulness for Educators Certificate - 9 credits

This is a 9 credit graduate certificate program. These three courses are cohort-based sequence restricted to students matriculated in this certificate program or in the Mindfulness for Educators MEd program.

Required courses:

- EDT-5220 Human Development and the Inner Landscape of Teachers and Learners (3)
- EDT-5140 Using Buddhist Frameworks to Reflect on Teaching & Learning (3)
- EDT-5200 Awareness of Body, Heart and Mind: Pathways to Change (3)

Total Credits for the Mindfulness for Educators Certificate - 9 credits

MEd in Foundations of Education added to the Applied Behavioral Analysis Certificate - 33 Credits

Students who have completed the ABA certificate program in the Applied Psychology Department without earning the MS degree are eligible to enroll in the Experienced Educators program to earn their MEd. Requirements may vary depending on the number of credits taken in the ABA program and will be determined at the time of admission to the MEd program.

At a minimum, students must take:

- EDT-5450 Philosophy of Education and Change (3)
 and
- EDR-6200 Practicum: Equity & Change (3)

Other courses needed to complete 33 credits will be electives and this number will vary depending on the year and number of credits already earned through the certificate. Please contact the Education Department for details.

Total Credits for MEd in Foundations of Education added to the Applied Behavioral Analysis Certificate - 33 Credits

MEd in Foundations of Education added to the Autism Spectrum Disorders Certificate - 33 Credits

Students who have completed the Autism Spectrum Disorders program in the Applied Psychology Department who wish to add a Master's 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.

Core Courses: Students must take the following 2 Courses - 6 credits

- EDT-5450 Philosophy of Education and Change (can be on-line or FTF)
- EDT-6260 Developing Mind

Students must take any TWO of the following - 6 credits

- EDR-6920 Practicum: Child Study (3)
- EDR-6940 Practicum: Curriculum (3)
- EDR-6200 Practicum: Equity & Change (3)

Concentration Courses: Concentration courses consist of the required courses in the Autism Spectrum Disorders Certificate program - 12 credits

Electives: Students must take 9 elective credits

Elective classes should be chosen in accordance with the student's advising plan, which is developed by the student and the adviser. Courses may be chosen from any Education Department, Campus, or University course (with appropriate permissions for courses outside the AUNE Education Department) or through Supervised Independent Study where deemed appropriate by the student and adviser.

Total Credits for MEd in Foundations of Education added to the Autism Spectrum Disorders Certificate - 33 Credits

Department of Education Course Descriptions

ED-5470	Tech Tools in the Classroom	3	This course builds a collaborative understanding of teaching and learning in the modern classroom, its roots and its opportunities. We will explore when and how to use technology - and when not to. This course will also 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.
ED-5750	Special Topics	1 to 3	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.
ED-5900	Internship-Nature Preschool or Kindergarten	3	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.
ED-6900X	Internship Continuation	0	Students register for Internship Continuation if they need to continue working at their Internship site in order to complete hours or contract agreement.
ED-6910	Internship-Elementary Education	3	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.
ED-6912	Internship-Elementary Education	4	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.
ED-6920	Internship-Early Childhood Education	3	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.
ED-6930	Practicum	4	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.
ED-6940	Internship-Science/Environmental Education	3	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.

ED-6950	Leadership Practicum: Facilitative Leadership	2	This is a field-based practicum course in which candidates strengthen their facilitation and change leadership skills using the tools and methods of the School Reform Initiative (SRI) model for developing communities of professional practice. Working organically with school leadership and colleagues, candidates will practice and reflect on their own facilitation skills, explore the challenges inherent in facilitating the change process in their own schools, and create and implement professional development opportunities for colleagues. Candidates will also explore the application of these skills to other areas of school leadership, including navigating social and political issues within the school and broader community, building relationships with families, and maintaining a robust and dynamic relationship with district, organizational and community partners.
ED-6960	Leadership Practicum: Teacher Evaluation	2	This is a field-based practicum course in which candidates study current models for teacher evaluation and assessment. Candidates will critically evaluate the effectiveness of these models and gain direct experience with observation of teachers as one component of an effective evaluation system. Finally, candidates will work together to understand the intersection between the indicators of professional learning community in a school and educator development. In this way we can see how teacher evaluation not only serves as a process for the assessment and professional development of teachers, but also as a vehicle for the further development of important attributes of learning communities, like improved equity, shared norms and values, placing student-learning at center of the school endeavor and engaging in a cycle of inquiry that enhances self-reflection and educator development.
ED-6970	Professional Practice Seminar	0 to 2	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.
ED-6980	Internship-Special Education	3	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.
ED-6990	Master's Project	4	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.
ED-6996	Master's Project	5	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.
ED-6999	Master's Project Continuation	0	Students who have completed coursework must register for a Master's Project continuation every semester until the project has been completed and signed off by the Master's Project reader. Enrollment in Master's Project continuation confers half-time status for Financial Aid and loan deferment purposes through the end of the term.
EDC-5020	Leading Inclusion Building Bridges	1	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.

EDC-5030	Natural History for Early Childhood	1	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.
EDC-5040	Learning with Blocks	1	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.
EDC-5050	Discipline as Learning	1	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.
EDC-5060	Picture Books & Social Studies	1	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.
EDC-5070	Innovative Approach to Technology in Progressive Education Classroom	1	How do progressive educators maintain their commitment to the core principles of constructivism while taking advantage of the widespread access to the internet, iPads, cell phones and other mobile technology in elementary schools? This hands-on, problem-solving course will engage learners with innovative software and new technologies in exploring online gaming and game design, website design, wikis, and podcasts.

EDC-5080	Literature for Children & Young Adults	2	This online course is designed for educators of K-12 students. Participants will be expected to read and discuss a wide selection of genres, both classic and contemporary literature, that support diverse developmental, cultural, and social needs. Focus will be on criteria for evaluation and selection of a variety of multimedia formats of literature, integration of children's literature, and new technologies and tools that support literacy and reading into curriculum. Participants will gain critical appreciation and understanding of literature's impact on today's children.
EDC-5090	Nature-based Early Childhood Curriculum	2	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.
EDC-5110	Fairy Tale & Puppetry Arts	2	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 seminars theme.
EDC-5150	The Civil War Quest	1	Examining US History through a local lens - this workshop examines the Civil War through the lens of the local. Local Places - Keene cemeteries, the city's build landscape, the Historical Society of Cheshire County; Primary Sources - 19th century maps; 1860 census; 1861-65 editions of the Keene Sentinel, Civil War letters; Secondary Resources - Regimental histories, town histories, county Gazetteers; and online resources. Come learn how to make connections between local stories and the national experience; and learn how to share your learning through a QUEST, or place based treasure hunt.
EDC-5160	School Change Practicum Nature Preschool	3	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.

EDC-5210	Facilitating Communities of Professional Practice	2	A significant body of research demonstrates that schools that have strong professional community among staff members have higher levels of student learning and achievement, higher levels of job satisfaction and retention for teachers, and are more able to respond creatively to the inevitable challenges schools face. Based on the tools and practices of School Reform Initiative, Inc. (SRI), this course trains all of our principal certification candidates to design and facilitate the development of communities of professional practice in their schools. Candidates will consciously choose and use this model of professional development as the primary mechanism for promoting equity, supporting evidence-driven inquiry, professional growth, critical friendship, communication, and accountability. Students in this course will create a professional development plan to promote the use of communities of professional practice in their school setting. Candidates will also use the tools developed in this course to help with more general professional development planning, teacher supervision and evaluation, and meeting facilitation.
EDC-5280	Ecology of Imagination	1	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.
EDC-5290	Place-Based Social Studies	1	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.
EDC-5350	Music Curriculum	1	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.

EDC-5360	Science Curriculum	1	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 th ^e 7th grade and organic chemistry in th ^e 8th grade.
EDC-5380	Waldorf Math & Language Arts	1	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.
EDC-5390	Children's Games	1	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.
EDC-5400	Clay Modeling	1	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.
EDC-5410	Speech I	1	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.
EDC-5420	Painting	2	Students in this course will learn to work with Goethean color theory and experience color free from the restrictions of outer form. The watercolor process, as used in Waldorf schools, provides a key to the artistic process that is an integral and necessary part of human development. Stages in the evolution of consciousness will be explored by painting out of various soul moods. This course also provides the background for the personal and artistic development of teachers and for their understanding of the painting curriculum for grades one through six. We will also look at examples from the Kindergarten and the upper elementary grades. Students will learn to translate a story into a painting, and develop experience in the wet-in-wet technique. We will focus on painting 'out of color.' (Rudolf Steiner)

EDC-5430	Eurythmy I	1	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.
EDC-5435	Eurythmy II	1	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.
EDC-5440	Painting I	1	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.
EDC-5445	Painting II	1	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.
EDC-5450	Speech II	1	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.
EDC-5490	Place-based Education	2	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.
EDC-5501	Integrated Arts I	1	The arts are an integral part of education. They are a vital part of the learning and growth process. Through the visual arts, we are able to see, think and respond to our environment in a creative manner. This class offers opportunities to explore a wide range of art materials, processes and techniques in painting, print making, and other graphic arts and to consider how these can support a wide range of classroom investigations and studies.

EDC-5502	Integrated Arts II	1	In this course we'll explore mask-making, puppetry and sculpture as vehicles that can bring together diverse areas of study and encourage children's self-expression and self-confidence. We'll push back the desks and start making, moving, showing and telling. As we create three-dimensional works and playful performances, we'll consider ways to integrate arts and crafts with various curriculum disciplines.
EDC-5510	Integrated Learning: Theory into Practice	3	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.
EDC-5530	Math Methods- Early Childhood	3	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.
EDC-5550	Reading/Literacy - Elementary	3	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.
EDC-5560	Eurythmy III	1	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.

EDC-5565	Music Every Day	1	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.
EDC-5570	Thinking Outside the Box	1	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.
EDC-5590	Waldorf Curriculum Preparation I	2	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.
EDC-5592	Waldorf Curriculum Prep II - Gr 5-8	2	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.

EDC-5595	Waldorf Elementary Curriculum Seminar	2	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.
EDC-5610	Creative Bookbinding	1	Student-produced books build pride in the writing process. Making books seems to have widespread appeal for children at various age levels. Whether using simple techniques of fastening a few sheets of paper together or using more involved and elaborate bookbinding procedures, children are often inspired to write something inside their books and are interested in reading other students' books. In this course, we will explore various methods of making and decorating books with an emphasis on using readily available and inexpensive materials.
EDC-5620	Integrated Math/Science Maps	1	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.
EDC-5630	Math Methods-Elementary	3	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.

EDC-5650	Painting III	1	Students will be working with Rudolf Steiner's 12-fold color circle and choose a color combination for a veil painting. Students will be guided to work with the lawfulness of the movement of the colors, as they express the interaction of light and darkness. We will touch upon the healing effect of color as we try to bring transparency, balance and beauty into our paintings. This course will include weekly painting and studio sessions, and weekly History of Art classes with a guest instructor.
EDC-5710	Drawing	1	In this course students practice drawing as it relates to the Waldorf curriculum in grades 1-8. Particular emphasis is placed on how this artistic activity connects with the development of the child and enhances the learning of particular subjects. Students will experience a variety of methods and materials including beeswax crayons, colored pencils, and chalk for blackboard drawing. The techniques learned in this course are adaptable to non-Waldorf settings.
EDC-5720	Elementary School Science I	1	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.
EDC-5770	Problem Solving Science	2	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.

EDC-5790	Elementary School Science II	1	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.
EDC-5820	Speech III	1	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.
EDC-5845	Human Development II	1	This course will look at the developing human being throughout the lifespan from the point of view of phenomenological and anthroposophical insight. Students will be presented with a variety of topics, including various, physiological, psychological and spiritual processes and perspectives and current issues. The aim of this course is to support professional practices and develop new understandings and approaches. It will provide students with tools for active reflection and engagement in their own development, as well as for the support of other professionals.
EDC-5870	New England Mammals-Lessons for Teachers	1	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.
EDC-5890	Waldorf Elementary Curriculum Seminar II	2	How can teachers evolve the curriculum further for our changing children and cultural situations? In this course, students will renew and deepen their relationship to the core principles of the Waldorf way of teaching and learning and investigate how these find new applications in the art of educating today. Participants will also re-examine in the light of current research from various fields valuable practices such as recall and sleep learning that have been developed and time-tested in the Waldorf movement for over 90 years. The seminar format calls upon participants to share their practical experiences and mature insights around key areas of inquiry as well as the results of individual research. The course will be specially tailored to the grade and subject needs and interests of students.
EDC-5895	Transdisciplinary Learning	2	This course leads participants to a deepened understanding of the principles of transdisciplinary child study and pedagogical planning and implementation.

EDC-6110	Problem-Based Learning	1	The fundamental premise that underlies this course is that if we aspire for students to become confident and effective thinkers and problem solvers, we need to present curriculum in ways that specifically target and develop these skills. This course will introduce the design and use of three distinct models of problem-based challenges - academic challenges, challenge scenarios, and real-life problems - strategies by which a variety of problems are solved by students working as individuals or groups within the classroom. Ways in which these challenges can be used to simultaneously target school/district goals and state-mandated curriculum frameworks will also be examined.
EDC-6180	From Sheep to Shawl	1	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.
EDC-6240	First Six Weeks of School	1	Using the book, <i>The First Six Weeks of School</i> (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.
EDC-6380	Place Based Theater	1	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.
EDC-6450	Folk Arts for the Classroom	1	Attend a weeklong folk camp for people of all ages. Observe and participate while Master Folklorists teach groups of children traditional dances, songs, crafts, stories and rituals. Participate in these folk traditions at an adult level yourself. Collect by audio recording, interviewing, note-taking and experiencing traditional activities. Meet daily in a teacher seminar to reflect on your observations and experiences, to share newly collected activities, and to explore classroom implementation.

EDC-6480	Early Childhood Education Pre-K-3rd	2	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 caregiving 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.
EDC-6590	Living Arts I	1	This course is for the personal and artistic development of the educator and for learning techniques to integrate the arts in the classroom. As counter effort to the powerful presence of the media in our schools, a living environment where the arts support our sense of beauty and our sense of who we are and who we strive to be, is essential for authentic growth. When we paint or draw, we open pathways to greater communication with ourselves and the students we teach. Through explorations with color, painting and drawing, as well as through lectures and discussions, participants will consider the role of art for people of various learning styles and dispositions.
EDC-6650	Movement & Storytelling Pre-K Classroom	1	Young children are natural storytellers, making sense of the world through imaginative, dramatic play. Young children are also inclined to move! They explore their surroundings and express ideas and feelings with their bodies. This course highlights the importance of story and motion in children's daily lives and focuses on ways to use storytelling, story acting, and creative movement to enrich the early childhood classroom.

EDC-6730	SpEd Assessment & Instructional Strategies	2	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.
EDC-6800	Reading/Literacy-Early Childhood	3	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.
EDC-6820	Building Inclusive Learning Communities	3	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.
EDC-6830	Mystery Classrooms/Journey North	1	Mystery Classrooms is one of a dozen Journey North Internet math, science and geography units. Mystery Classrooms is designed for upper elementary and middle school students and weaves together local and world knowledge. Learners are challenged to use sunrise/sunset data and cultural geography clues to figure out the location of ten mystery classrooms located around the world. In the process of solving the problem, learners gain an understanding of why we have seasons, why sunrise and sunset times change, time zones and the relationship between climate and world geography. The project/course will provide a good balance of content and pedagogy.

EDC-6840	Moving to Learn, Learning to Move	1	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.
EDC-6870	Next Generation Teaching & Learning	3	Students will work both on their own and collaboratively to explore the various incarnations of 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.
EDC-6871	Principles of STEM	3	How do the principles of Design Thinking and STEM fit together with PBL, the Critical Skills Classroom, a commitment to nature and developmentally appropriate pedagogy? What does it mean to be a STEM teacher in a general education classroom? How can non-science, math, technology or engineering educators embed STEM into their classroom practice? Students will work both on their own and collaboratively to explore the various incarnations of STEM via experiential learning: projects, problem, place, and service learning. Focus will also be giving to modern tools to support STEM in both face-to-face and virtual environments. Participants will design digital learning experiences as well as formative and summative assessments. These questions will be explored in this online course designed to deepen understanding of STEM and inspire teachers to a new level of practice. Online course.
EDC-6880	Instructional Design: Crafting Problem Based Challenges	3	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. Online course.
EDL-6250.NE	Leadership Seminar	0	This course will provide a touchstone for principal certification candidates 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.

EDL-6270	Leading Transformations	2	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.
EDL-6280	Community Partnerships	1	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.
EDL-6290	The Learning-Centered School	2	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.
EDL-6300	Conflict Resolution for Leaders	1	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.

EDL-6330.NE	Human Resource Management	1	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.
EDL-6350.NE	Leadership Seminar II	0	This course will provide the capstone for principal certification candidates' on-campus experiences during their second summer residency. Meeting in the same small groups as the first summer and with the same advisor, students will reflect on their internship experiences and change projects and their experiences as CFG leaders. They will also work on preparation of their final portfolios.
EDL-6370	School Finance & Facilities	2	Students will use this course to help develop the complex financial skills necessary to lead a school. Emphasis will be placed on directing resources in such a way that teaching and learning are privileged over more bureaucratic concerns. The course will include traditional methods of school budgeting and finance as well as exploring how leaders can marshal the outside resources so often necessary for schools today.
EDL-6390.NE	School Law & Ethics	2	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.
EDL-6400	Principles & Practice of Mindful Leadership	3	As a teacher, teacher educator, or administrator, it is important to develop internal skills (an inner-net) that translate into successful interpersonal skills on the job. Mindful leadership introduces a new approach to leadership development that focuses on the inner world of a leader and "how" a leader works in the moment. Through readings and presentations, this course presents ten core principles and three mindfulness practices that help leaders to directly connect with their inner life and to bring out the best in themselves and others.
EDNC-0010	Movement	0	This course is an introduction to Movement Education techniques following the indications of Rudolf Steiner, namely Spatial Dynamics and Bothmer Gymnastics. Through these new living forms of exercise, students will explore their relationship to space and will work to find the balance between two kinds of forces: the centric, earthly forces and the peripheral forces.

EDNC-0020	Singing I	0	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.
EDNC-0030	Eurythmy	0	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.
EDNC-0040	Arts to Accompany Foundations	0	This course will explore themes covered in Foundations of Human Experience with particular emphasis on watercolor painting, clay modeling, physiology and anatomy.
EDNC-0050	Games	0	This non-credit course looks at child development through the lens of children's games and recreational activities. Ideas developed in this course help inform and give shape to children's games classes, main lesson movement, recreation and recess periods. This course will emphasize how to build children's social skills and physical coordination.
EDNC-0080	Oberufer Plays	0	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.
EDNC-0090	Workshop on Early Childhood	0	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.

EDNC-0100	Waldorf Middle School Drawing	0	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.
EDNC-0110	Handwork in the Waldorf School	0	In the Waldorf curriculum the work of the hand not only produces beautiful and useful objects and fosters manual or will intelligence, but also supports cognitive, and emotional intelligence as well. Students will do projects in knitting, crocheting, sewing and other handwork activities.
EDNC-0120	Sculptural Modeling	0	In this workshop students will learn how to design exercises and conduct lessons in sculptural modeling. They will model abstract geometric forms as well as shapes from nature. Particular emphasis will be placed on experiencing the significance of metamorphosis and of the plasticity of the human hand in the creative process.
EDNC-0130	Readiness and Reading	0	This course will develop and practice active and age-appropriate strategies for the teaching of reading throughout grades 1-8 in a Waldorf school setting.
EDNC-0140	Awakening - Art of Puppetry	0	"After a lifetime of communion with the bees, the Bee-man of Orn sets out on a quest to find his true form." During our week together we will work with this contemporary American fairy tale, written at the beginning of the 20th century. In the story's adaptation as a puppet presentation, we will seek to find the essential archetypes and images that awaken the consciousness needed to address current issues of our times. Participants will work with silk marionettes and shadow puppet theater, creating an experience of multi-dimensional performance art. Participants will make and so be able to take home their own silk marionette puppet.
EDNC-0150	Singing II	0	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.
EDNC-0160	Waldorf	0	This course will provide an overview of Waldorf school administration with emphasis on the parent/teacher partnership, colleagueship, servant leadership and community development. Class sessions will balance practical aspects with philosophical considerations including karma and social dynamics inherent in schools.
EDNC-0170	Health Education	0	In this seminar, students will explore approaches to health education in Waldorf elementary and high schools. Particular focus will be placed on the development of sexuality, human relationships, and healthy judgment. Participants will share their experiences in this area in the various schools in which they have worked.

EDNC-0190	Today's Child	0	This course will focus on understanding the soul-spiritual aspects of the child and on the development of practical helping gestures in exploring such issues as learning differences, emotional imbalances, attention issues, and behavioral challenges. Each theme will be approached on a developmental basis, tracing these issues from early childhood through the middle school years.
EDNC-0200	Social & Organizational Issues	0	This course will focus on the organizational, social, administrative and fundraising aspects of Waldorf schools. We will address general questions on phases in organization and professional development, the role of the College of Teachers and that of non-faculty constituencies (parents, board, staff, etc.), mandate systems and the role of gift money and volunteers. The course will also include information-sharing and skill-building components around such issues as Collegial and parental relationships, decision-making processes, working with conflict, meeting effectiveness and budgetary processes. We will also do exercises in eurythmy to support social themes.
EDNC-0210	Mathematics and Movement	0	In this workshop students will develop and practice active strategies for the teaching of math throughout grades 1-8 in a Waldorf school setting.
EDNC-0220	Foundation Studies for Waldorf Teachers	0	This course will offer basic knowledge and understanding of the underlying philosophy of Waldorf Education. Students will study Rudolf Steiner's basic textbooks in preparation for their Waldorf teacher education. For distance learners, the course will be offered online; for campus-based learners, face to face time will be required.
EDP-5580	Working with Parents & Community	1	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, and be prepared for bee stings. And parents need to volunteer in the school and with fundraising. 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.
EDP-5600	Business Planning for Nature Preschools	2	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. 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 idea

EDP-5620	Risk Management for Nature-based Early Childhood Education	2	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, (ie. 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.
EDP-5810	Research III	1	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.
EDP-5840	Contemplative Inquiry I	1	In this course we will examine the recent publication by Art Zajonc, Contemplative Inquiry, 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. Students will be encouraged to collaborate and share their discoveries and questions with each other throughout the semester via Antioch email. Online course.
EDP-5860	Research II	1	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.
EDP-5900	Teaching Exceptional Children	2	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.

EDP-5920	The Adolescent	1	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.
EDP-5940	Equity Challenge for Leaders	2	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 & 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.
EDP-5980	School Law	1	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.
EDP-6040	Research and Self Development	2	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.

EDP-6160	Real World Sustainability	3	This course will focus on a systems-thinking approach to the design, implementation, and maintenance of institutional facilities. We will explore the integrated systems within a school which enable it to function and serve its community, and we will consider the larger municipal, national, and global systems in which schools are embedded, including ecological, economic, and social systems, as we investigate paths of resource use and waste management. Attention will also be given to the human resource structures designed to manage interrelated institutional systems, systems such as heating/cooling, food services, water, electrical, and grounds maintenance. Students will research green building initiatives. Applying what they learn to their own schools' practices, students will formulate recommendations to improve sustainable practice, noting the costs and benefits of doing so. Learning from this course may be integrated with and applied in both the practicum and Master's Project.
EDP-6240	Personal and Organizational Change	2	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.
EDP-6290	Critical Skills for Critical Times	3	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?

EDP-6300	Waldorf School Administration	1	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.
EDP-6310	Behind the Label	1	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.
EDP-6510	Renewal Institute I	2	The institute brings together Waldorf educators and anthroposophical practitioners in their second summer of the program with experts in the field of healing education. The theme varies each summer. Activities include lectures, seminars, and artistic practice.
EDP-6540	Waldorf Master's Project Research Prep	1	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.
EDP-6550	Sustainable Leadership	3	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.
EDP-6630	Educational Advocacy & Leadership	3	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.

EDP-6670	Renewal Institute I	2	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.
EDP-6700	Special Education Families and Networks	2	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.
EDP-6750	Special Education Law and Policy	1	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 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.
EDR-6000	Internship Library Media K-6	1	The purpose of the Internship is to place course content into meaningful contexts at the K-6 and 7-12 levels while also gaining practical experience in the day-to-day operations of a school library. Students must complete 45 hours of supervised internship activities, approved by both the Internship Supervisor/Advisor and the Cooperating LMS. The Internship directly addresses the NH Professional Standard B: The program shall provide for a supervised off-campus practicum which provides experience in both the elementary and secondary levels.
EDR-6010	Internship Library Media 7-12	1	The purpose of the Internship is to place course content into meaningful contexts at the K-6 and 7-12 levels while also gaining practical experience in the day-to-day operations of a school library. Students must complete 45 hours of supervised internship activities, approved by both the Internship Supervisor/Advisor and the Cooperating LMS. The Internship directly addresses the NH Professional Standard B: The program shall provide for a supervised off-campus practicum which provides experience in both the elementary and secondary levels.

EDR-6100	Leading w/Data School Profile	2	During this course, students will construct a comprehensive profile of their schools, including an analysis of systemic organization, budget, administrative and educational technology, curriculum, assessments, professional development opportunities, equity issues and specific student profiles. This study will help serve as a basis for the implementation of the Equity Advocacy project that they will be leading. Online course.
EDR-6200	Practicum-Equity & Change	3	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.
EDR-6320	Assessment in PBL Classroom	3	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. Online course.

EDR-6920	Practicum-Child Study	3	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.
EDR-6940	Practicum-Curriculum	3	Each concentration within the Experienced Educators program provides multiple opportunities for students to apply their learning to their classroom. We know that teachers are constantly adapting and creating materials to capture their students' interests and meet student learning goals set by the teacher, by the district or by state standards. The Curriculum Design practicum provides an intensive semester in which students will engage in a cycle of inquiry around the routine changes that they make as they teach. Working with their advisor, students will develop a question or set of questions about their curriculum work. Then using student work, observations of student learning, and whatever assessments are part of their normal teaching, they will evaluate the impact of their efforts on the students they teach. Emphasis will be placed on developing a regular cycle of inquiry that will allow teachers to more effectively, and honestly evaluate their own performance on a routine basis. Whenever possible, students will be encouraged to do this work in the context of whatever natural professional learning communities already exist in their schools and districts. Advisors will assist students with the development of a cycle of inquiry related to this project, visit classrooms and help students with observations and feedback, and help connect teachers with resources specific to the challenge they face.
EDT-5100	Landscape Analysis & Design Nature Play	1	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.

EDT-5140	Using Buddhist Frameworks in Teaching and Learning	3	In this course, and throughout the whole year of the Certificate Program, 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.
EDT-5200	Awareness of Body, Mind, Heart, Brain: Pathways to Change	3	Buddhist thought and practice encompass the body, mind and heart as a focus for learning, understanding and action. Most recently, research studies in neuroscience have shown the explicit and visible (through FMRI) relationship between body, mind, heart and brain function. In this course, participants will examine some of the most recent studies in neuroscience and their applications to teaching, learning, and one's particular educational context. There will be equal emphasis on application and reflection within one's educational context and the ongoing development of mindfulness meditation practice and personal daily life mindfulness practices. Of the three courses in the Certificate Program, this one will highlight the scientific nature of mindfulness practice and how it is possible to see, apply, verify, or modify based on the first-order data received through the body, mind, heart and brain change process that is every human being. In the final online discussion and submissions, Participants will shape and define the pathways to change that they intend to explore or deepen in order to lead toward greater freedom and joy in their educational contexts and at the heart of teaching and learning.
EDT-5220	Human Development and the Inner Landscape of Teachers and Learners	3	The goals of educational programs are sometimes at odds with the cognitive and emotional realities of teachers and learners. Finding balance both internally and externally can help an educator to move beyond momentary limitations in order to create new learning possibilities. In this course, educators gain new insight into the moment-to-moment reality of their professional lives through a renewed understanding of human psychology and human development across the lifespan as well as the integration of kindness, compassion, and equanimity practices. Online study and discussion familiarizes participants with concepts and terms in the more recent literature of education and psychology as well as readings from Buddhist scholarship and the mindfulness in education literature.

EDT-5320	Conceptual Development	3	How do children think and learn? How do children's cognitive and affective skills evolve as they develop? How do we teach in conjunction with children's developmental skills? What assumptions do teachers and curriculum designers make about how children learn? Are these assumptions well founded? How do our personal learning styles differ? How can we construct 'authentic curriculum' that is developmentally appropriate? In attempting to answer these questions, we'll explore recent research in neurophysiology and learning, language development and learning theory. Laboratory sessions will provide opportunities to synthesize our ideas on thinking, learning and teaching. Throughout, we'll be attempting to synthesize rational and intuitive modalities in the learning models we develop. Readings include Duckworth, Labinowicz, Vygotsky, Williams, Gardner, and others.
EDT-5340	Today's Child	1	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.
EDT-5360	Childhood & Nature	3	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, and 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.
EDT-5450	Philosophy of Education and Change	3	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. Online course.

EDT-5460	Teacher Facilitation in a PBL Classroom	3	In this course we will explore 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.
EDT-5470	Tech Tools for All Learners	3	This course builds a collaborative understanding of modern 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.
EDT-5500	Critical Skills Classroom Immersion	3	Critical Skills Institutes are truly an experience. In our Level I 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.
EDT-5521	Teaching in the Critical Skills Classroom	3	5521 In this online class, students will gain new knowledge and skills related to teaching in their own Critical Skills Classrooms. Particular attention is given to understanding and implementing strategies for: -Developing and maintaining the classroom as a strong, collaborative learning community, -Setting and assessing standards for quality work, -Targeting critical skills and dispositions within curriculum frameworks, -Utilizing technology and media resources as tools for problem solving, -Designing problem-based classroom challenges that address subject area standards through a meaningful context for learning, and - Guiding and coaching students' production and reflection processes using the Experiential Learning Cycle.

EDT-5720	Human Development - Childhood	3	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.
EDT-5740	Philosophy of Education	3	An evolving philosophy of education can guide decision making, help determine methodology, and become a source of inspiration and renewal for the teacher. This course will focus on developing a personal philosophy of education through a process of research, reflection and discussion. We will survey major changes in educational thought from 500 B.C. to the present. This historical perspective will form the basis for the students' personal search for a philosophy of education appropriate for today.
EDT-5760	Evolving Consciousness	2	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.
EDT-5820	Anthroposophy-Projective Geometry	1	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.
EDT-5830	Evolving Consciousness I	1	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.
EDT-5840	Human Development	1	This course will cover the basis of child development from birth to adulthood. We will explore growth patterns and nodal points of physiological and psychological changes as described by Rudolph Steiner. We will strive to awaken through this study an appreciation for the why, the what, the when and the how of the Waldorf approach to teaching, coming to the realization that when the teacher is grounded in these principles, his/her own artistic/creative involvement becomes the active therapeutic agent behind this Waldorf methodology.

EDT-5860	Evolving Consciousness II	3	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.
EDT-6070	Foundations of Human Experience	2	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.
EDT-6095	Real World Learning	1	This course is designed for educators interested in understanding and applying experiential, real world learning. We will explore what constitutes a learning experience in a variety of educational contexts, such as outdoor education, field trips and service learning. We will identify the ways in which experiences can be more or less educative, looking at a continuum of educational experiences and considering the implications for educational practice. We will also examine the different stages of the experiential learning cycle for use in curriculum design and for practical application.
EDT-6130	Foundations of Human Experience II	2	This course will focus on an integrative approach to the study of human being developed by Rudolf Steiner and Armin Husemann among others. The functional morphology and development of the threefold human being and organ systems will be examined through different approaches.
EDT-6140	Education for Social Renewal	4	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. Online course.

EDT-6160	Principles of Sustainability	3	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.
EDT-6190	Compassionate Action in the World	3	Compassion and compassionate action in education can be informed by a framework that points to a new and fresh understanding of the source of distress in oneself, one's students and one's colleagues. The framework is known as the eight worldly conditions and it posits a sequence of four opposite conditions that are ever changing and impersonal. These four opposites are: pleasure and pain, gain and loss, praise and blame, and fame and disrepute. Understanding distress from the perspective of this framework can help educators to recognize and to shape compassionate action as the most caring and useful response to distress. Through readings and presentations, this course presents the eight worldly conditions and three mindfulness-compassion practices that can help educators to directly connect with their own experience and to wise, compassionate action in the midst of their classrooms and educational contexts.
EDT-6200	History & Practice of EFS	3	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.

EDT-6220	Mindfulness Practices for Educators	1	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.
EDT-6260	The Developing Mind	3	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.
EDT-6500	Advanced Topics in Nature based Early Childhood Education	1 or 2	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 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.
EDU-5110	#CS4All: Computer Science for the Non-Computer Scientist	1	This course will explore the foundations of computer science including coding and will demystify computer science for educators at all grade levels. The course is designed to be fun and to motivate teachers to learn more about the ways to use computer science in their everyday contexts. We will begin by building a collaborative learning community to support our risk-taking, moving into the basics of computer science, computational thinking, and programming with a focus on classroom practice, and finally exploring various resources that can support non-computer science teachers in using computer science to support their own instructional

Department of Environmental Studies 2017-2018 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 Environmental Studies (All Concentrations) with Professional Science Master's Designation - 42 credits
- MS in Resource Management & Conservation - 30 credits
- MS in Resource Management & Conservation with Professional Science Master's Designation - 42 credits
- PhD in Environmental Studies
- Certificate in Conservation Psychology
- Certificate in Food Justice and Resilient Communities
- Certificate in Climate Change Education
- Certificate in Applied Spatial Analysis for GIS
- Certificate in Environmental and Sustainability Education*

***This certificate is still pending approval for financial aid eligibility as a standalone certificate. It is available as an additional credential for enrolled students who take the prescribed array of courses.**

Peace Corps International programs degree requirements:

In partnership with the Peace Corps and Peace Corps Master's International programs, AUNE offered the opportunity to combine Peace Corps service with master's study in the Department of Environmental Studies. Accepted students filed program plans dependent on the timing of their Peace Corps Service. In September 2016, the Peace Corps retired its Master's International programs, therefore these requirements are published here for current Master's International students only.

In the Master's International programs, students took two semesters of on-campus coursework at AUNE, followed by three months of training and two years of service in the Peace Corps for which they earn 12 credits, tuition-free, as Peace Corps volunteers. In the doctoral program, during the first two years, students focused their studies on the cultural, historical, and environmental issues of their upcoming service country or region. For their Peace Corps service and research, students received 12 credits tuition free. After serving 27 months in the Peace Corps, students return to AUNE to complete their remaining coursework and additional academic requirements.

While the Master's International Program is not accepting new students, students entering in spring 2017 or later have the option of combining Peace Corps service with their graduate studies through the International Service Program. This program is available to students pursuing their Master's of Science in Environmental Studies (excluding the Science Teacher Certification concentration) or their Master's of Science in Resource Management and Conservation (42 credit track only). Accepted students file program plans dependent on the timing of their Peace Corps Service.

Students in this program take two semesters of on-campus coursework at AUNE, followed by three months of training and two years of service in the Peace Corps for which they earn 9 credits, tuition-free, as Peace Corps volunteers. These credits are awarded as three 3 credit professional internships. Following their Peace Corps service, students return to AUNE as needed to complete any remaining coursework and additional academic requirements. Students in the International Service Program have the option of satisfying their capstone requirement by applying 3 of their final Peace Corps credits as a culminating internship, or by completing a master's project, thesis, or collaborative service. This is a specialized program and may not be combined with other specialized programs or partnerships.

MS in Environmental Studies - 42 credits

The MS in Environmental Studies degree 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 and the University Registrar. 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 to develop basic competencies in the areas listed on the following pages. Together with their advisors, students are encouraged to develop a program plan during their first semester which may:

1. Indicate courses or requirements, if any, to be waived and why;
2. List the specific methods/electives 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.

Please see below for requirements for each concentration.

MS in Environmental Studies with a Concentration in Advocacy for Social Justice and Sustainability - 42 credits

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

Core Areas - Required - 9 credits

- ESC 5720 Earth Systems and Climate Change (3)
- ESC 5440 Leadership for Change (3)
- ESC 6010 Political Economy and Sustainability (3)

*Optional - May be used to fulfill methods/electives credits below

- *ESC-5500 Community Ecology of the New England Landscape (3)

Concentration Requirements - 6 credits

- ES-5150 Environmental Advocacy: The Essentials (3)
- ES-5260 Environmental Advocacy: Applied methods (3)

Methods - 18 credits

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

Internship and Seminar - 6 credits

- ES-6960 A minimum of two 3-credits professional internships (3) + (3)

Capstone Project - 3 credits

- ES-6990 Master's Project/Thesis (3) **or** ES-6000 Collaborative Service Initiative (3)
or
- ES-6960 A third semester of professional internship (with permission of advisor) (3)

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

MS in Environmental Studies with a Concentration in Conservation Biology - 42 credits

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

Core Areas - REQUIRED - 9 credits. Choose three (3) out of four (4) courses from the following:

- ESC-5500 Community Ecology of the New England Landscape (3)
- ESC-5720 Earth Systems and Climate Change (3)
- ESC-5440 Leadership for Change (3)
- ESC-6010 Political Economy and Sustainability (3)
- *Optional - A fourth (4th) Core course may be selected to fulfill methods/electives credit below

Concentration Requirements - 6 credits

- ESS-5630 Conservation Biology (3)
- ES-5190 Biostatistics (3)

Methods - 18 credits

- Choose from any methods and concentration courses
- *Optional Core course may be selected to fulfill methods/electives credits

Internship and Seminar - 6 credits

- ES-6960 a minimum of two 3-credit professional internships (3) + (3)

Capstone Project - 3 credits

- ES-6990 Master's Project/Thesis (3) **or** ES-6000 Collaborative Service Initiative (3)
- **or**
- ES-6960 A third semester of professional internship (with permission of advisor) (3)

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

MS in Environmental Studies with a Concentration in Environmental Education - 42 credits

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

Core Areas - 9 credits - REQUIRED - Choose three (3) out of four (4) courses from the following:

- ESC-5500 Community Ecology of the New England Landscape (3)
- ESC-5720 Earth Systems and Climate Change (3)
- ESC-5440 Leadership for Change (3)
- ESC-6010 Political Economy and Sustainability (3)
- *Optional - A fourth (4th) Core course may be selected to fulfill methods/electives credit below

Concentration Requirements - 6 credits

- ESE-5020 Foundations of Environmental Education & Sustainability (3)
- ESE-5140 Program Planning and Design (3)

Methods - 18 credits

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

Internship and Seminar - 6 credits

- ES-6960 A minimum of two 3-credit professional internships (3) + (3)

Capstone Project - 3 credits

- ES-6990 Master's Project/Thesis (3) **or** ES-6000 Collaborative Service Initiative (3)
- or**
- ES-6960 A third semester of professional internship (with permission of advisor) (3)

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

MS in Environmental Studies with Science Teacher Certification - 42 credits

To earn the MS degree with certification in either Life Sciences or Middle Level Science students 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

Students 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 students 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, students 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

Core Areas - 9 credits

Required:

- ESC-5720 Earth Systems and Climate Change (3)

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

- ESC-5500 Community Ecology of the New England Landscape (3)
- ESC-5440 Leadership for Change (3)
- ESC-6010 Political Economy and Sustainability (3)
- *Optional - a third (3rd) course may be selected from above to fulfill methods/electives credits below

Concentration Requirements - 6 credits

- ESE-5440 Curriculum Design (3)
- ESE-5210 Problem Solving and Inquiry-Based Science Teaching (3)

Required Methods Courses - 12 credits

- ESE-5350 Conceptual & Human Development (3)
- ESE-5360 Foundations of Science & Environmental Education (3)
- ESE-5200 Science Teaching Methods (3)
- ES-5980 School Law (1)

- EDP-5900 Teaching Exceptional Children (2)

Additional method/elective course selections - 9 credits

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

Capstone Project - 6 credits

- ES-6910, ES-6920 **or** ES-6940 Student Teaching Internship and Seminar (6)
- A full-time, 15-week student teaching internship at an approved site in the area of students' certification track

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

MS 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 students' academic records in the University Registrar's Office. To earn an MS in Environmental Studies, with a Self-Designed Studies, students must earn a minimum of 42 credits distributed as follows:

Core Areas - 9 credits - REQUIRED - Choose three (3) out of four (4) courses from the following:

- ESC-5500 Community Ecology of the New England Landscape (3)
- ESC-5720 Earth Systems and Climate Change (3)
- ESC-5440 Leadership for Change (3)
- ESC-6010 Political Economy and Sustainability (3)
- *Optional - a fourth (4th) Core course may be selected to fulfill methods/electives credits below

Concentration Requirements - 6 credits

- Self-designed concentration course (3)
- Self-designed concentration course (3)

Methods Courses - 18 credits

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

Internship and Seminar - 6 credits

- ES-6960 A minimum of two 3-credit professional internships (3) + (3)

Capstone Project - 3 credits

- ES-6990 Master's Project/Thesis (3) **or** ES-6000 Collaborative Service Initiative (3)
or
- ES-6960 A third semester of professional internship (with permission of advisor) (3)

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

MS 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, students must earn a minimum of 42 credits distributed as follows:

Core Areas - 9 credits - REQUIRED - Choose three (3) out of four (4) courses from the following:

- ESC-5500 Community Ecology of the New England Landscape (3)
- ESC-5720 Earth Systems and Climate Change (3)
- ESC-5440 Leadership for Change (3)
- ESC-6010 Political Economy and Sustainability (3)
- *Optional - A fourth (4th) Core course may be selected to fulfill methods/electives credits below.

Concentration Requirements - 6 credits

- ES-5700 Climate Change Resilience, Adaptation and Mitigation (3)
- ESPE-5700 Watershed Science and Management (3) or ES 6030 Land Use & Protection Techniques (3)

Methods Courses - 18 credits

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

Internship and Seminar - 6 credits

- ES-6960 A minimum of two 3-credit professional internships (3) + (3)

Capstone Project - 3 credits

- ES-6990 Master's Project/Thesis (3) or ES 6000 Collaborative Service Initiative (3)
or
- ES-6960 A third semester of professional internship (with permission of advisor) (3)

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

MS in Environmental Studies (All Concentrations) with Professional Science Master's Designation - 42 credits

Students in AUNE's Master's of Science in Environmental Studies (MSES) program can choose to follow the Professional Science Master's (PSM) study track by completing their requirements as follows:

Students must take all the required courses for their concentration, making sure that they meet the credit breakdown below. Courses must be tracked with an advisor on an Environmental Studies Master's Academic Advising Form. PSM requirement courses can be fulfilled by the courses students take to meet their 42 credit Master's Candidacy requirement. Should students schedule their methods such that they have 42 credits but have not met the PSM requirement, they may take additional courses if they wish to complete the PSM.

Under the PSM designation, The Council of Graduate Schools considers STEM courses to be graduate courses that develop student skills in science, technology, engineering, and math.

STEM/ Science and/or Math - 18 credits

Examples of Courses that meet the **STEM/ Science and/or Math** Requirements:

- ESF-5410 Wetlands Ecology (3)
- ESF-5140 New England Flora (3)
- ESS-5730 Soil Ecology (3)
- ESPE-5600 Energy & Materials Sustainability (3)
- ES-5700 Climate Change Resilience, Adaptation, and Mitigation (3)
- ESC-5500 Community Ecology of New England (3)
- ES-7030 Global Environmental Change (3)
- ES-6105 Geographical Information Systems (GIS) (3)
- ESPE-5700 Watershed Science and Management (3)
- ESS-5780 Principles of Sustainable Systems (3)
- ESS-5610 Natural Resource Inventory (3)
- ES-5190 Biostatistics (3)
- ES-7020 Comparative Ecological Analysis (3)
- ESS-5630 Conservation Biology (3)
- ESSE-5680 Wildlife and Forest Management (3)
- ESC-5720 Earth Systems and Climate Change (3)
- ESF-5170 Soils Mapping and Interpretation (3)
- ES-7270 Research Strategies (3)
- ES-5580 Research Seminar (3)
- Any vertebrate ecology course (e.g. ornithology, mammalogy, herpetology, entomology)
- Any science-based Field Study Trip
- Supervised Independent Study at adviser and Program Director discretion

PLUS/ Professional Skills - 12 credits

Under the PSM designation, The Council of Graduate Schools considers SKILLS courses to be graduate courses that develop student skills in business (e.g. accounting, law, finance, grant writing, proposal writing), communications (e.g. leadership skills), and regulatory affairs (e.g. management, administration, program evaluation).

Examples of Courses that meet the **PLUS/** Professional Skills Requirements:

- ESAF-5000 Financial Administration (3)
- ES-5240 Proposal Writing & Project Management (3)
- ES-6030 Land Use and Protection Techniques (3)
- ESP-5510 Environmental Law (3)
- ESPE-5700 Watershed Science and Management (3)
- ESE-5440 Curriculum Design (3)
- ESE-5140 Program Planning and Design (3)
- ES-5580 Research Seminar (3)
- ESC-5440 Leadership for Change (3)
- ESC-6010 Political Economy and Sustainability (3)
- ESE-5060 Environmental Education Methods-Program Evaluation (3)
- ES-6105 Geographic Information Systems (GIS) (3)
- ESM-5160 Building Sustainable Organizations (3)
- ES-5980 School Law (3)
- ESE-5210 Problem Solving and Inquiry Based Science Teaching (3)
- ESSE-5680 Wildlife and Forest Management (3)
- ESS-5620 or ESS-5610 Natural Resource Inventory (wildlife or vegetation) (3)
- Supervised Independent Study at advisor or Program Director discretion
- EE Field Techniques

MS in Environmental Studies (All Concentrations) with Professional Science Master's Designation - 42 credits

MS in Resource Management & Conservation

Students who wish to earn a Master of Science in Resource Management & Conservation have two paths to do so. Both pathways have different requirements; students' selected pathway should be chosen in consultation with an academic advisor.

- Master of Science in Resource Management & Conservation - 30 credits (weekend-only classes)
- Master of Science in Resource Management & Conservation with *Professional Science Master's Designation* - 42 credits (weekday and weekend classes)

MS in Resource Management & Conservation - 30 credits

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

RMC Concentration Requirements - 27 credits

- ESM-5160 Building Sustainable Organizations (3)
- ES-5700 Climate Change Resilience, Adaptation and Mitigation (3)
- ESC-5720 Earth Systems and Climate Change (3)
- ESPE-5600 Energy and Materials Sustainability (3)
- MNFE-5021 Financial Management Fundamentals (3)
- MND 5500 Leadership, Ethics & Change (3)
- MNFE-5071 Ecological Economics for Social Change (3)
- ESS-5780 Principles of Sustainable Systems (3)
- ES-5240 Proposal Writing and Project Management (3)

Capstone Project - 3 credits

- ES-6990 Master's Project/Thesis (3) **or** ES-6000 Collaborative Service Initiative (3)
or
- ES-6960 Professional internship (with permission of advisor) (3)

Total Credits for the MS in Resource Management & Conservation - 30 credits

MS in Resource Management & Conservation with Professional Science Master's Designation - 42 credits

Students in AUNE's Environmental Studies MS in Resource Management and Conservation program can choose to follow the Professional Science Master's (PSM) study track. Students must earn 42 credits distributed as follows:

Science - Take 9 credits from below

- ESPE-5700 Watershed Science and Management **(required)** (3) **or** ESC-5500 Community Ecology of the New England Landscape (3)
- ESS-5780 Principles of Sustainable Systems **(required)** (3)
- ESC-5720 Earth Systems and Climate Change **(required)** (3)

Policy - Take 9 credits from below

- ES-6030 Land Use and Protection Techniques (3)
- ES-5700 Climate Change Resilience, Adaptation and Mitigation **(required)** (3)
- ESPE-5600 Energy and Materials Sustainability **(required)** (3)
- ESC-6010 Political Economy and Sustainability (3) **or** MNFE-5071 Ecological Economics for Social Change **(required)** (3)

Communication - Take 6 credits from below

- ES-5100 Geographic Information Systems (GIS) **(required)** (3)
- ES-5240 Proposal Writing and Project Management **(required)** (3)
- ES-5190 Biostatistics (3)
- ES-5900 Communications in the Digital Age (3)
- ES-5080 Conservation Psychology (3)

Management & Leadership - Take 9 credits from below

- ESC-5440 Leadership for Change **(required)** (3) **or** MND 5500 Leadership, Ethics & Change **(required)** (3)
- ESM-5160 Building Sustainable Organizations **(required)** (3)
- ESAF-5000 Financial Administration **(required)** (3) **or** MNFE 5021 Financial Management Fundamentals **(required)** (3)

Elective credits - 3 credits

- Take 3 elective credits

Internship and Seminar - 3 credits

- ES-6960 One 3-credit professional internship (3)

Capstone Project - 3 credits

- ES-6990 Master's Project/Thesis (3) **or** ES-6000 Collaborative Service Initiative (3)
or
- ES-6960 A second semester of professional internship (with permission of advisor) (3)

Total Credits for the MS in Resource Management & Conservation with Professional Science Master's Designation - 42 credits

Certificates in Environmental Studies

Conservation Psychology - 9 credits

Certificate Requirement - 3 credits

- ES-5080 Conservation Psychology: Theory and Practice (3)

Climate and Conservation Science - 3 credits to be chosen from:

- ESC-5720 Earth Systems and Climate Change (3)
- ES-5700 Climate Change Resilience, Adaptation and Mitigation (3)
- ESS-5630 Conservation Biology (3)

Applications - 3 credits to be chosen from:

- ESE-5060 Environmental Education Methods-Program Evaluation (3)
- ESE-5280 Exhibit Design & Environmental Interpretation (3)
- ES-5900 Communications in the Digital Age (3)

Food Justice and Resilient Communities certificate - 9 credits

Certificate Requirement - 3 credits to be chosen from:

- ESE-5110 Community & School-based Sustainable Food Systems (2-3)
- ESE-5140 Program Planning & Design (3)
- ESP-6050 Citizen Participation & Sustainable Communities (3)

Climate Change and Conservation Science - 3 credits to be chosen from:

- ES-5700 Climate Change Resilience, Adaptation and Mitigation (3)
- ESE-5490 Civic Ecology Practices and Community Resilience (3)
- EE Field Techniques [related topics by permission; e.g., climate change education, urban agriculture & education, permaculture, etc.] (3)

Applications - 3 credits to be chosen from:

- ESE-5060 Program Evaluation for Environmental and Conservation Educators (3)
- ESS-5730 Soil Ecology (3)
- ESS-5780 Principles of Sustainable Systems (3)
- EE Advanced Topics [related topics by permission](3)

Climate Change Education certificate - 9 credits

Certificate Requirement - 3 credits

- ESC-5720 Earth Systems & Climate Change (fall) (3)

Climate Change & Conservation - 3 credits to be chosen from:

- ES-5700 Climate Change Resilience, Adaptation and Mitigation (fall) (3)
- ES-5080 Conservation Psychology: Theory and Application (spring) (3)

Applications - 3 credits to be chosen from:

- ESE-5440 Curriculum Design (spring) (3)
- ESE-5140 Program Planning & Design (spring) (3)

Applied Spatial Analysis in GIS certificate - 9 credits

Certificate Requirement

- ES-5100 Geographic Information Systems (GIS) (3)
- ES-6100 Geographic Info Systems (GIS) Advanced (3)
- ES-6105 Geographic Info Systems (GIS) Applied (3)

***Environmental and Sustainability Education certificate -12 credits**

- ESC-5501 Community Ecology and Natural History of Lake Superior (3)
- ESE-5020 Foundations of EE & Sustainability (3)
- ESE-5490 Civic Ecology Practices and Community Resilience (3)
- ES-6960 Internship (3)

PhD 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. Students must complete the Candidacy Exam and successfully defend the Dissertation Proposal before admission to The Dissertation Phase.

Phase 1: Foundation - 18 credits

- ES-7070 Introduction to Research Design (3)
- ES-7000 Ecological Thought (3)
- ES-7020 Comparative Ecological Analysis (3)
- ES-7030 Global Environmental Change (3)
- ES-7050 Political Economy and Sustainability (3)
- ES-7040 Environmental History (3)

Phase 2: Learning Domain - 24 credits

- ES-7060 Dissertation Advising (0) - must enroll in this course in each subsequent term
- ES-7270 Research Strategy I: Theory, Method, and Design (*Quantitative*) (3)
- ES-7280 Research Strategy II: Theory, Method and Design (*Qualitative*) (3)
- ES-7260 Learning Domain Seminars (3)
- ES-7360 Candidacy Preparation & Service Learning (3)

Individualized Learning Domains - 12 credits

Individualized Learning Domains to be selected from:

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

Phase 3: Candidacy - 9 credits

- ES-7710 Doctoral Qualifying Exam (3)
- Elective - determined by student and advisor (3)
- ES-7740 Dissertation Proposal Seminar (3)

Phase 4: Dissertation - 18 credits

- ES-7760 Dissertation Seminar (2 semesters, 3 credits each = 6)
- ES-8990 Doctoral Dissertation (3 semesters, 3 credits each = 9)
- ES-7520 Service Learning Project *(3)
- May be completed during Phase 3 or Phase 4 of the program.

Total Credits for the PhD in Environmental Studies - 69 credits

Department of Environmental Studies 2017-2018 Course Descriptions

ES-5080	Conservation Psychology	3	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.
ES-5100	Geographic Information Systems (GIS)	3	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.
ES-5150	Environmental Advocacy: The Essentials	3	All environmental professionals, from conservation biologists to environmental educators, from climate change adaptation professionals to resource managers, need to understand the essentials of effective advocacy. Advocacy has been core to effective environmental outcomes for generations. We will learn through advocacy-based case studies, debates about the ethical role of advocacy relative to one's career, and exploration of one's personal relationship to advocacy. Our inquiry into the essentials of advocacy will draw from international scholarship on the nature and efficacy of advocacy. We will also consider how a range of actors, including scientists, environmental professionals, educators, and citizens, engage in effective advocacy for the promotion of positive environmental behavior, resilience, social justice, and sustainability outcomes. We will explore possible scenarios for advocacy in course participants' own professional and civic engagement and in the organizations, communities, professional and personal networks, and politics with which they engage.

ES-5170	Diversity, Justice & Inclusion	3	Historically, social movements have been strongest when they involve large numbers of people who unite across social barriers such as race, class, and gender for a common purpose. Social movements are weakest, however, when the prejudices and power relationships of the larger society remain unchallenged within their own organizations. This situation often leaves the environmental movement vulnerable to 'divide and conquer' strategies by power-holders and reduces the creativity and effectiveness of environmental organizations by marginalizing the voices, insights, and potential contributions of women, people of color, working-class participants, or ethnic and religious minorities. Now, more than ever, building an environmental movement, and its constituent organizations, based on solid working relationships, a spirit of trust, shared interest, and solidarity across the social boundaries of race, gender, class, geography, and culture is a prerequisite for a lasting transition towards a more sustainable world. This class will focus on both the theory and practice of diversity, inclusion, and culture competence with a particular emphasis on: 1) understanding the dynamics of social oppression; 2) building effective relationships across difference; and 3) addressing power dynamics as well as the other challenges in creating diverse organizations and effective coalitions. Field Trip fee applies.
ES-5190	Biostatistics	3	This course encourages successful ecological field research by building skills in hypothesis generation, experimental design, data screening, 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, generalized linear models) are reviewed. Through lectures, in-class laboratory exercises using R, 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.
ES-5240	Proposal Writing & Project Management	3	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 through online readings, discussions, and assignments.

ES-5260	Environmental Advocacy: Applied Methods	3	We will tackle theory, practice, and research as a means of understanding effective venues, strategies and tactics for advocacy. We will engage in 'hands on' opportunities to build skills, knowledge, experience, and demonstrated ability. We will explore the role of the environmental professional as advocate in the formation and implementation of public policy at a range of scales and domains: international, national, state, and local levels and within private sector organizations and industries. This includes an advanced discussion of the environmental professional as a change agent in social, political, and economic contexts, and the environmental professional's roles within private and public sectors. Course participants will research an environmental issue, identify a theory of change, and create a roadmap for effective ways to achieve outcomes. Issues include biodiversity conservation, climate change, community resilience, environmental justice, food security, indigenous rights, and sustainable development.
ES-5580	Research Seminar	3	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.
ES-5700	Climate Change Resilience, Adaptation and Mitigation	3	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.
ES-5750	Special Topics	1 to 3	The Special Topics courses change from term to term according to student and program interests.

ES-5900	Communications in the Digital Age	3	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.
ES-5910	Teaching Exceptional Children	2	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.
ES-5980	School Law	1	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.
ES-6000	Capstone Project- Collaborative Service Initiative	3	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.

ES-6020	Comparative Ecological Analysis	3	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.
ES-6030	Land Use & Protection Techniques	3	This course will build a foundational understanding of how geologic structure drives soil development and hydrology on the landscape. This knowledge will, in turn, inform decisions by watershed managers, land trusts and planning organizations which are appropriate land use and resource management policies to implement in regards to preservation, conservation and even restoration in any specific location. As part of this course, community planning techniques that are used within municipalities in order to avoid and mitigate impacts from land use decision, while balancing property rights of landowners, will be introduced. Multiple scales will be addressed in regards to land use decision-making and protection, from regional/basin-wide interventions down to individual parcel development. The course will necessarily take into account projected impacts stemming from a changing climate in the context of a changing landscape.
ES-6100	Geographic Info Systems (GIS) Advanced	3	This course focuses on using real world examples and exercises to provide instruction on creating spatial models and predictive models, analyzing spatial patterns and dependence, deriving landscape and terrain variables as input for modeling, and creating professionally attractive maps using time-aware data. The course is intended for candidates from fields ranging from conservation and environmental sciences, business administration, urban planning and sustainability, advocacy and social justice. The content for this course includes raster data manipulation, analysis and interpretation, advanced data editing, regression, suitability The content for this course includes raster data manipulation, analysis and interpretation, advanced data editing, regression, suitability and hotspot analysis, change detection, spatial distribution models, environmental assessment, and impact analysis, and human footprint analysis. ArcGIS Desktop, Quantum GIS, gvSIG, Google Earth, InVest, and Maxent, in combination with statistical packages such as SPSS will be used. To take this course, candidates are required to have successfully completed the first section of the certificate program. This is a hybrid course which can be taken completely on line. Students local to the AUNE campus may attend onsite during online sessions.

ES-6105	Geographic Info Systems (GIS) Applied	3	This course focuses on real-world applications of GIS. The students translate knowledge and applied GIS skills into problem-solving applications on the ground, working with a client. A student will spend a month with a client. The workload should total a minimum of 140 hours which includes check-in and troubleshooting meetings with the instructor. The candidate works under joint supervision from both the client and the course instructor. At the end of the course, the GIS certificate candidate is expected to provide a final project report including GIS deliverables (maps, models, processed data, etc.) to the client according to the terms of the agreement between the client and the course instructor. At the end of the course, the student should be able to: Apply various GIS spatial analysis tools in a variety of platforms including ArcGIS, QGIS, DNRGPS and GPS to solve a real-world problem. Use cartography/map design principles to produce effective maps and communicate effectively with the audience. Work independently on GIS Projects to meet information needs from a client. Collect, manage, organize, update and share GIS data professionally. Prerequisite: ES-5100 ES-6100 (Required, Previous).
ES-6910	Internship in Life Sciences Teaching	6	The purpose of our seminar is to provide you with logistical, moral, and pedagogical support. During this time, we'll troubleshoot 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.
ES-6920	Internship - Middle Level Science Teaching	6	The purpose of our seminar is to provide you with logistical, moral, and pedagogical support. During this time, we'll troubleshoot 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.
ES-6940	Internship - Life Science & Middle Level Science Teaching	6	The purpose of our seminar is to provide you with logistical, moral, and pedagogical support. During this time, we'll troubleshoot 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.

ES-6960	Internship	3	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.
ES-6970	Thesis Research Internship	3	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.
ES-6980	Internship for Masters International - Peace Corps	3	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. Major projects that students undertake as part of their Peace Corps service will serve as the basis for their internships.
ES-6980X	Peace Corps Service: Continuation	0	This course provides Doctoral and Master's students serving in the Peace Corps extended opportunity to complete their course work and projects while abroad. Students should register for Peace Corps Service: Continuation during semesters when they are not taking any others courses. Prerequisite: Take ES-6980, MI Internship, before registering for Continuation (Required, Previous or concurrent).
ES-6990	Master's Project / Thesis	3	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.
ES-6990X	Master's Project/Thesis Continuation	0	Required for all students continuing a Master's Project or Thesis for which they have previously registered. Students must register for Master's Project/Thesis Continuation every semester until the Project/Thesis has been completed and signed off by faculty. Enrollment in Master's Project/Thesis Continuation confers half-time status for Financial Aid and loan deferment purposes.
ES-6810	Research Project - Peace Corps	3	Master's International Program register for Research Project during their Peace Corps service. In fulfillment of the Research Project, students will design and conduct the fieldwork associated with their master's thesis research or project.

ES-7000	Ecological Thought	3	Ecological Thought engages participants in the work of cultural criticism through engagement with ecological worldviews. Where do our ideas about nature come from, and how do they limit our agency, or liberate our communities? From embodied perception to cultural construction, how do we interpret, inherit, revise and share the stories we tell about self, other, nature? To gain familiarity with critical theory in environmental context, students will focus on 'nature writing' through texts as diverse as the autobiography, Main Street, parks, environmental advocacy, ecotourism, and museum exhibits. This course emphasizes the development of communication skills, including application of concepts and tools in rhetoric and discourse to the creation and interpretation of traditional and contemporary environmental texts as well as visual forms, such as architecture and design, and new media.
ES-7020	Comparative Ecological Analysis	3	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.
ES-7030	Global Environmental Change	3	This course focuses on the natural and anthropogenic transformations of earth's environment, transformations whose underlying processes occur across a multiplicity of space and time scales and whose nonlinear interrelationships complicate prediction. Global environmental change has conditioned the earth for life, but human economic and population growth have dramatically accelerated environmental change during the past two centuries. We will examine long-term records of environmental change and the array of approaches and methods employed to understand evolution and behavior of the earth system, in order to contextualize historic and recent trends. Assessment of global change models and scenarios 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.

ES-7040	Environmental History	3	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.
ES-7050	Political Economy & Sustainability	3	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. 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.
ES-7060	Dissertation Advising	0	The ES-PhD program is a research degree that is founded upon careful planning, conducting, and completing a significant interdisciplinary environmental studies research project that leads to the completion of a dissertation. Each term the student is required to work with the course instructor (their Dissertation Advisor) during their progress in planning, conducting, and completing their dissertation research. Their work with their Dissertation Advisor can include: 1) planning their Learning Domain courses, 2) choosing their dissertation committee members, 3) developing and defending their dissertation proposal, 4) finalizing dissertation research methodology, 5) completing the IRB process 6) identifying research site(s), 7) conducting their field research and data collection, 8) reviewing research results, 9) writing their dissertation, 10) defending their dissertation, and 11) formal depositing of their dissertation. The instructor (Dissertation Advisor) will assess the student's work as either "Pass" or "No Pass." For the student to receive a "Pass" they will need to demonstrate satisfactory progress in one or more of these areas as described in more detail in the ES-PhD Doctoral Student Handbook.

ES-7070	Introduction to Research Design	3	The purpose of this course is to become familiar with a variety of research paradigms and to study the different lenses that they provide for viewing and understanding both physical and social 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 the practical concerns of research and help inform the initial development of a research proposal that interests and excites you.
ES-7200	Reading Seminar I	3	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.
ES-7210	Reading Seminar II	3	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.
ES-7220	Reading Seminar III	3	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.

ES-7230	Reading Seminar IV	3	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.
ES-7260	Learning Domain Seminar Environmental Leadership I	3	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.
ES-7270	Research Strategy I	3	The Research Strategies course is divided into two parts, a summer course (Research Strategies I) and a fall course (Research Strategies II). Graduates of our program will be able to create new knowledge and understanding through the process of research and inquiry. This course helps students develop the skills needed to achieve this goal. The emphasis during this summer semester course is on positivist research and quantitative approaches to research: how to develop hypotheses, evaluation of research designs, sampling approaches, introductory statistics, and validity. In this summer class we focus on positivist research studies with either quantitative or qualitative data. Applications will come from both the social and natural sciences. Attention will be given to defining variables, designing experiments, and interpreting statistical analyses. Additional contact hours will be met by a final class project designed to be completed online.

ES-7280	Research Strategy II	3	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.
ES-7290	Doctoral Learning Domain	3	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.
ES-7310	Learning Domain Project I	3	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.
ES-7320	Learning Domain Project II	3	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.

ES-7330	Doctoral Learning Domain Project III	3	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.
ES-7340	Doctoral Learning Domain Project IV	3	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.
ES-7360	Candidacy Preparation & Service Learning	3	The Candidacy Preparation and Service Learning Seminar is designed for assisting students to critically review their learning domain projects, writing skills, and preparing for the Qualifying Exam and Dissertation Proposal phases of their doctoral work. It provides students with an opportunity to discuss the meaning of scholarship and service as they prepare for and engage in their service projects, and to examine their research interests in the context of the community setting. Students propose and develop their service learning goals and objectives, considering the moral and ethical dimensions of their work. In addition, the seminar poses questions regarding the theoretical and practical dimensions of service learning, with selected readings about the philosophy, sociology, and experience of service. Through the seminar, students engage with questions about claims to knowledge, the role of the expert, the relationship between scholarship and political action, the political context of environmental research, and issues of professional identity and public scholarship. What are the special problems encountered by the environmental researcher who is actively involved in community projects? What is the role of scholarship for the activist? How might research contribute to social change and environmental action?

ES-7520	Doctoral Service Project	3	The Service Learning Project is an intensive practicum project that involves a form of environmental or social service in a community context. The project may occur at any time during the third year of the program. Students should register for Service Project during the semester in which the bulk of the work will be done. For more specific information about the service project, please see the Doctoral Program Guide. Note: The Service Project does not meet as a course. The project is discussed in the Service Learning Seminar. The student receives credit upon satisfactory completion of the Service Project essay. Students must arrange meeting time with instructor.
ES-7560	Service Learning Seminar	3	The Service Learning Seminar is designed to provide a forum for consultation and critique as students work on their Service Learning Projects. It provides participants with an opportunity to discuss the meaning of scholarship and service as they prepare for and engage in their projects, and to examine their research interests in the context of the community setting. Students propose and develop their service learning goals and objectives, considering the moral and ethical dimensions of their work. In what ways does the project provide a necessary service? Who benefits from the service learning project? What is the balance of scholar/practitioner? In addition, the seminar poses questions regarding the theoretical and practical dimensions of service learning, with selected readings about the philosophy, sociology, and experience of service. Through the seminar, students engage with questions about claims to knowledge, the role of the expert, the relationship between scholarship and political action, the political context of environmental research, and issues of professional identity and public scholarship. What are the special problems encountered by the environmental researcher who is actively involved in community projects? What is the role of scholarship for the activist? How might research contribute to social change and environmental action?
ES-7710	Doctoral Qualifying Exam	3	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 of 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. The Qualifying Exam does not meet as a course.

ES-7740	Dissertation Proposal Seminar	3	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.
ES-7750	Candidacy Continuation	0	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/Service Learning Seminar, Integrated Essay/Qualifying Exam, and/or Dissertation Proposal.
ES-7760	Dissertation Seminar	3 or 4	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.
ES-8990	Doctoral Dissertation	3 or 4	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.
ES-8990X	Doctoral Dissertation Continuation	0	This course is a continuation of ES 8990.

ESACO-5030	Proposal Writing & the Grants Process	2	This course will focus on gaining competency in the three phases of the grants process: planning, research, and writing. Students will research and explore public and private funding sources appropriate to the human services and environmental fields. The criteria for selecting potential funding sources, the basic elements of a proposal, and developing successful collaborative efforts will be emphasized. Students will interactively engage in each phase of the process and will demonstrate their learning through submission of a proposal abstract and evidence of research in the public and private sectors. No meeting October 7.
ESAF-5000	Financial Admin	3	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.
ESC-5440	Leadership for Change	3	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.

ESC-5500	Community Ecology of the New England Landscape	3	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.
ESC-5501	Community Ecology and Natural History of Lake Superior	3	Field Naturalists explore and focus at both organism and system levels. Throughout the year via personal projects, guided mentoring, workshops, field trips, and select readings, we will collect data and stories relevant to the North Woods in the Lake Superior Region. Though our efforts will be narrowed to this region, we will develop natural history skills and knowledge applicable in any region. Ultimately we will explore and develop observation, study, and documenting habits necessary for professional naturalists in any place or time.
ESC-5720	Earth Systems & Climate Change	3	This course employs a systems approach to understanding earth's physical and biological environment by examining the large-scale components and processes of the earth system. Understanding the interaction of these elements and their natural variability in space and time is critical for assessing the rates, drivers, and consequences of environmental change. Content will emphasize climate change dynamics, biogeochemical cycles, and land use patterns and their feedback relationships with the atmosphere, hydrosphere, lithosphere, pedosphere and biosphere.

ESC-6010	Political Economy & Sustainability	3	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.
ESE-5020	Foundations of Environmental Education & Sustainability	3	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.
ESE-5060	Environmental Education Methods-Program Evaluation	3	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 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.

ESE-5110	Community & School-based Sustainable Food Systems	2 or 3	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.
ESE-5130	Environmental Education Methods-Educating for Sustainability	2 or 3	Pamela Mang writes that sustainability is the ability of the human species to stay around for the long haul. What does this mean? How do you define sustainability? What does it require? How can it be? What is the role of education in that process? What would people know and be able to do if they were educated for a sustainable future? What can we, as educators, do to cultivate the necessary knowledge, skills, and habits of mind in our students so that they may enact sustainable lifestyles? This course provides an introduction to educating for sustainability (EFS). We will explore the concept of sustainability and the meanings of EFS as we identify and clarify how these may be incorporated into our work as environmental educators. With the goal of increasing awareness, knowledge, and understanding of the core content, competencies, and habits of mind which characterize EFS, we will consider its philosophical foundations and historical context and engage in activities focused on integrating core content in our work, including systems thinking, sustainable economics, the role of social equity in sustainable communities, place as curriculum, and the science of sustainability. From habits of mind to regenerative resource management, we will study the emerging field of EFS to broaden our expertise as environmental educators.

ESE-5140	Program Planning & Design	3	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.
ESE-5150	Human Development & Learning Theory	3	In this course we will explore a variety of human development and learning theories and use reflection on our own development and learning to reinforce and deepen our understanding of those theories. Some questions we will consider are: What drives human development? Nature or nurture? What is thinking? How does it develop? What is intelligence? Are learning and intelligence related? What does it mean to be a successful learner? We will review current research on brain structure and function, including emerging understanding of the differences between male and female brains. You will have an opportunity to explore a more specific area of human development in greater depth in a book group. This course provides an overview of the potential conceptual abilities of children and adults and a framework for understanding and structuring environmental education curricula to meet the needs of diverse learners in developmentally-appropriate ways.
ESE-5170	Urban Environmental Education	2 or 3	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.

ESE-5200	Science Teaching Methods	3	Science Teaching Methods is designed to help prepare students to effectively teach science at the middle or high school level. The course takes place at Compass School, an independent middle and high school in Westminster, VT (25 minutes from Antioch). Participants will have the opportunity to observe experienced teachers in action and to interact with middle and high school students, using these interactions as a forum for discovery, growth, and practice of teaching methods. We will practice classroom management strategies, communication techniques, curriculum design, lesson planning, assessment, and lab methods and safety. Participants will be encouraged to reflect on their learning through discussion, written reflections, and optional videotaping of teaching experiences. Prerequisite: ESE-5210.
ESE-5210	Problem Solving and Inquiry-Based Science Teaching	3	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 experience problem solving and inquiry from the perspectives of learners and teachers. Therefore, whether you are trying to figure out how to lift a classmate with one arm, the engineering of a pneumatic pump, or how to sustain multiple generations of life in a sealed container, we will reflect about the teaching of and learning through problem-solving and inquiry based approaches. Most, if not all, of our classes will meet at the Brattleboro Area Middle School and Brattleboro Union High School, two of our three lab schools, where you will have opportunities to observe, assist, and teach science lessons using problem solving approaches. Although this class will meet on Fridays, its exact time will be determined by the Brattleboro School system school schedule, in particular, the start of their school day.
ESE-5230	Environmental Education Methods-Teaching in the Outdoors	2 or 3	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.
ESE-5280	Exhibit Design & Environmental Interpretation	3	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.
ESE-5350	Conceptual & Human Development	3	An understanding of human development is the foundation for effective teaching. Developmental processes, the intersection of biology and cultural context, are the blueprint upon which the educational objectives and curricula of schools should be built. We will explore the entire life span, focusing on cognitive development throughout, with primary emphasis on middle childhood and adolescence. In an attempt to better understand thinking and learning, we will explore a variety of questions including: What is thinking? How does it develop? What is intelligence? and, Are learning and intelligence related? This course will provide an overview of the potential conceptual abilities of children and adults and a framework for creating effective curricula.
ESE-5360	Foundations of Science & Environmental Education	3	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.

ESE-5440	Curriculum Design	3	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, experiential learning, authentic learning, problem-based (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.
ESE-5470	Environmental Education Methods: Nature Teaching and Learning	3	Environmental Educators engage in the learning process across disciplines, with extremely varied learners, and in all sorts of environments. Considering the complex, emerging conditions, success is defined by both intentionality and improvisation. Throughout the year via experience, observations, narrative feedback, seminars, and guided conversations, we will explore the science and art of learning and teaching. While necessarily centered on the world of Residential Environmental Education, we will explore connections with traditional schooling, day-use programming, and informal zoo, nature center, aquarium, and park education. Ultimately we will explore and develop habits of practice and thought necessary for environmental educators in any place or time.
ESE-5480	EE Advanced Topics: Environmental Education & the Built Environment	3	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.

ESE-5490	EE Field Techniques: Civic Ecological Practices & Community Resilience	3	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.
ESF-5100	Conservation, Ecology & Sustainability - Sonoran Desert	3	The ecology, conservation, cultural history, environmental justice, and political economy of the wider Sonoran Desert region of northwestern Mexico and southwestern Arizona, including the Sea of Cortez are the focus of this course. The trip traverses an ecological and cultural gradient from the low desert of central Sonora gaining latitude and elevation to the boundaries of both the desert and Hispanic and native American cultures in Arizona. The trip will begin in Kino, Sonora, MX, on the coast where we will focus on the juxtaposition of coastal and desert ecology, inland desert ecology, ecotourism and Native American culture, and human political economies. From Kino, we will pass through desert grasslands in north-central MX to evaluate plant community changes across elevational and climate gradients while traveling to the Pinacate Biosphere Reserve in northern MX. We will end the trip at Organ Pipe National Monument in Arizona. In the course of the program students will be expected to complete a field research project, interact with various stakeholders, and understand, analyze, and engage with a complex ecological, cultural, and political context for biodiversity conservation and understand the implications of these factors for building sustainability Course fee includes airfare, food and lodging. This fee does not include personal expenses (e.g., souvenirs, beverages, snacks) or traveler insurance in the case of disruption due to a major weather event, health, or cancellations of another nature. Pre-trip and post-trip meetings are mandatory.

ESF-5110	Vertebrate Ecology: Herpetology	3	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 conservation efforts in the region.
ESF-5120	Vertebrate Ecology- Mammalogy	3	This course explores the class Mammalia and the diversity, phylogeny, morphology, physiology, biogeography, and ethology of mammals worldwide, with an emphasis on the species of the Northeast and their ecology and conservation. Students will learn the diagnostic characteristics and habitat associations of mammals of the northeastern U.S., and we will evaluate and implement methods that are used to study mammals in the field. Students will design a field-based research project and apply quantitative techniques to analyze data collected in the field. Through a combination of lectures, class discussions, student presentations, field trips, lab exercises, and delving into the scientific literature, we will investigate threats facing at-risk mammals as well as conservation and management efforts currently underway in the region and across the globe.
ESF-5140	New England Flora	3	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.

ESF-5150	Vertebrate Ecology: Ornithology	3	This course explores the class Aves and the diversity, phylogeny, morphology, physiology, biogeography, and ethology of birds worldwide with an emphasis on the species of the Northeast and their ecology and conservation. We will investigate these topics through a combination of class discussions, student presentations, guest lectures, field trips, lab exercises, and delving into the scientific literature. Using birds as a focal group, we will evaluate and implement analytical methods used to monitor and study vertebrate animals, and we will examine conservation measures that have been put in place to conserve bird species locally, nationally, and across the globe. An all-day Saturday field trip will occur, and three early morning (6am) class start times will be required (dates to be determined on the first day of class).
ESF-5160	Ecology of the White Mountains	3	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.
ESF-5170	Soils Mapping and Interpretation	2 or 3	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.

ESF-5210	Wetlands Flora	2.00	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!
ESF-5300	Landscape Ecology	3	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.
ESF-5310	Avian Nesting Ecology	3	Birds nest in a variety of habitats in southern New England, ranging from coastal dunes to grasslands to mixed forests. This field-oriented course will involve trips to local areas, where we'll see species engaged in various aspects of breeding, including courtship, nest-building, territorial defense, and feeding of young. In the context of our observations we will discuss the life history strategies of our local breeding species, consider how birds 'fit' into the broader ecosystem, and discuss ways that birds often focus public attention on larger conservation issues.
ESF-5350	Tropical Ecology & Conservation Science: Costa Rica	3	This course offers an in depth exploration of the landscape of development, conservation, agriculture, and sustainability challenges of Costa Rica. Costa Rica, a small Central American country that has enjoyed relative political and economic stability, is an exception to the pattern that has typified much of Central America, in part due to a commitment to democracy and social equity, and the relative strength of the rural middle class. These factors have led to a strong history of conservation which we will explore in this course by immersing students in the ecological and socio-economic landscape, including protected areas, agricultural systems, and ecotourism. Costa Rica has adopted a mix of economic and regulatory policies to protect its forests, and has been a pioneer in the application of Payment for Ecosystem Service (PES) schemes. Costa Rica is

			also a prime location to explore climate change and adaptation strategies. We will compare and contrast the ecological dynamics of four distinct ecosystems - cloud forest in the Cordillera de Tilaran near Monteverde, rainforest on the Atlantic slope near San Gerardo, dry tropical forest along the coast, and a coastal mangrove system. In each area we'll 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 small group or independent research projects
ESF-5390	Coastal Geoecology	3	On this field 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.
ESF-5400	Ecosystems of Mt Desert Island	3	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.
ESF-5400X	Ecosystems of Mt Desert Island Continuation	0	Required for all students continuing a Field Study course for which they have previously registered.
ESF-5410	Wetlands Ecology	3	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.
ESF-5470	Field Entomology	3	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.

ESF-5480	Natural & Human Landscape of Alaska	3	Perceptions of Alaska range from an unspoiled wilderness whose scale is unparalleled in North America, to a vast territory of natural resources that demand exploitation. Neither extreme defines the social character of the state, and neither acknowledges the region as homeland to an ancient and diverse array of indigenous cultures. This field study trip will focus on the physical, cultural, and ecological landscapes of Alaska in the contexts of conflicting notions of pristine environment, unparalleled natural laboratory, and seemingly limitless resource. The degree to which these ideals define the state and shape its future is aggressively contended in the political, economic, and social arenas, while evidence of past and present global environmental change is ubiquitous and profound. The immensity, austere beauty, and living natural history of Alaska provide the backdrop for our investigations of America's last frontier.
ESF-5480X	Natural & Human Landscape of Alaska Continuation	0	Required for all students continuing work on a Field Study course for which they have previously registered.
ESF-5630	Food System of Cuba/Implications	3	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 consists 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 in Cuba. 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.

ESF 5700	Ecological Conservation & Natural Resource Management Madrean Sky Islands Region, Southern Arizona	3	In southern Arizona, where the Sonoran and Chihuahuan deserts meet the Rocky Mountains to the north and the Sierra Madre to the south, The Madrean Sky Islands serve as exemplary natural laboratory to explore ecological concepts, principles of evolution and conservation, political and cultural elements of conservation, and solutions to natural resource management challenges. In the space of kilometers, these isolated, high-elevation, systems rise through five life zones from desert and grassland systems to boreal forests at their summits, and they support an impressive variety of rare and endemic plants and animals. We'll explore the biodiversity of these mountain systems and the Sonoran and Chihuahuan deserts below. We will learn how these isolated sky island systems provided the evolutionary context that promotes high rates of endemism, and how they might offer stability in the face of an uncertain climate. We will discuss the many ecosystem functions they provide including much needed water to the deserts below, and the challenges associated with maintaining connectivity. We'll also discuss the social and political challenges surrounding the use, management, and protection of these resources including the spiritual, cultural, and historical importance of the Sky Islands and desert landscapes to indigenous groups. We'll also explore the pressures to ecosystem integrity in the region historically, and currently, including cattle grazing and natural resource extraction, with a particular emphasis on present day challenges associated with water management, and the strategies employed for equitable water use and conservation.
ESM-5030	Making Sense of Place	3	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. In 2011, Mount Monadnock will serve as a particular and local exemplar for application of concepts and research design.

ESM-5160	Building Sustainable Organizations	3	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.
ESP-5260	Environmental Arts & Design	3	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.
ESP-5510	Environmental Law	3	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.

ESP-6010	Ecological Economics & Public Policy	3	The premise of this course is that human actions are embedded within the natural environment. The political and economic systems that have been developed to meet the needs of a society are framed by the limitations of that environment. This course will allow students to explore how these societal institutions function to deal with questions as freedom of choice, scarcity, ownership, equity, sustainability and change. The course will investigate the development of environmental policies as informed by science, economics, public opinion and legal precedent. Students will be introduced to the policy tools utilized to translate policy into implementation and how effective such approaches have been in meeting overall environmental policy objectives. The primary focus will be within the United States, but innovative approaches that have been developed and utilized in other countries will also be presented to the students.
ESP-6050	Citizen Participation & Sustainable Communities	3	Environmental issues feature scientific uncertainty and complexity, as well as diverse stakeholder values. As conservationists, resource managers, educators and advocates, how can we effectively engage citizens in the process of creating environmentally healthy, culturally rich, and economically strong communities through collective decision-making and actions? This course combines theory and practice to increase students' understanding of sustainable community development; citizen participation; collaboration; scientific, local, practical and indigenous knowledge; and analytic-deliberative processes. U.S. and international case studies in conservation, sustainability and community education are used to illustrate and critique theoretical concepts. Students will develop practical skills in specific methods of stakeholder engagement.
ESPE-5600	Energy & Materials Sustainability	3	Individuals, either as a consumer, an employee or someone who lives on the landscape, are learning to become more environmentally responsible and realize true savings through adopting sustainability driven policies and practices. In this course we will examine how the emerging field of materials and energy sustainability can help individuals and organizations to become more effective at reducing their ecological footprint. This course is based on the premise that the material and energy flow throughout one's home or business is part of a greater life cycle which stretches from raw material extraction through the manufacturing stages and onto consumer and post-consumer stages. We will discuss concepts in the areas of waste reduction, pollution prevention, sustainable energy, environmental management and life cycle analysis to equip participants with the tools they need to understand and potentially reduce environmental impact within the different domains of their lives. Course participants will produce a Capstone Project of an actual organization and document their application of the concepts discussed in class.

ESPE-5700	Watershed Science & Management	3	This course is framed through a watershed science lens, where land use decisions can be assessed through monitoring impacts on the quality and volume of water, which in turn leads to the related impacts to soils, riparian corridors and indicator and keystone species. Students will master rapid field assessment procedures that are used as the first step in a response strategy that narrows the focus in order to conduct more in-depth, targeted analyses, which then can inform appropriate actions that avoid and/or mitigate potential impacts. These field techniques will be complemented by developing computer-based skills in modeling water related impacts resulting from potential changes in a watershed's land use. Such theory and skills provided in this course can be used at multiple scales of analysis from landscape conservation decision-making and management of watersheds, down to development of a specific parcel in a manner that minimizes environmental impacts.
ESS-5610	Natural Resource Inventory-Vegetation	3	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 & 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.
ESS-5620	Natural Resource Inventory-Wildlife	3	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 & 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.

ESS-5630	Conservation Biology	3	<p>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>
ESS-5730	Soil Ecology	3	<p>"The nation that destroys its soil, destroys itself." - Franklin Delano Roosevelt. The field of soil ecology has grown tremendously over the past 30 years as researchers, farmers, and conservation activists become aware of the important roles that soil organisms play in plant community structure, ecosystem functioning, and economic stability. Conservationists, land managers, and farmers continue to explore management techniques that incorporate soil health into conservation initiatives and farm plans. What is healthy soil? How do soil organisms influence soil fertility and plant distribution? How does human activity influence the ability of soil organisms to function optimally? The first part of this course will focus on soil physical processes such as soil formation and development. We will then turn the bulk of our attention to soil biological properties and processes. Topics we will cover in depth include: soil microbial community structure and functioning; soil food webs; the impact of land management on soil organisms; the role of soil organisms in ecosystem functioning; soil organic matter turnover and nutrient cycling; interactions between soil biota and vascular plants; soil communities under conventional and sustainable agriculture, and; the effects of climate change and human activity on the structure and functioning of soil communities on a global scale. This course will combine lectures, seminars, field trips, and a self-guided laboratory or field experiment, and emphasis will be on both natural and agricultural ecosystems.</p>

ESS-5780	Principles of Sustainable Systems	3	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.
ESSE-5680	Wildlife and Forest Management	3	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.

Department of Management 2017-2018 Degree Requirements

MBA in Sustainability - 36 credits

To earn the MBA in Sustainability degree, students must successfully complete all of the required courses below:

Purposeful Systemic Change - 3 credits

- MNC-6920 Practicum Strategy & Research (2)
- MNC-6930 Practicum Implementation (1)

Leadership & Self Development - 3 credits

- MND-5500 Leadership, Ethics & Change (3)

Finance & Economics - 9 credits

- MNFE-5021 Financial Management Fundamentals (3)
- MNFE-5041 Sustainable Finance for Positive Impact (3)
- MNFE-5071 Ecological Economics, Public Policy & Social Change (3)

Collaboration & Group Dynamics - 3 credits

- MNG-5450 Teamwork and Diversity (3)

Management & Decision-Making - 6 credits

- MNMD-5000 Developing People & Performance (3)
- MNMD-5030 Operations & Value Chain Management (3)

Natural Systems - 6 credits

- ESS-5780 Principles of Sustainable Systems (3)
- ESC-5720 Earth Systems & Climate Change (3)

Systems & Strategic Thinking - 6 credits

- MNS-5220 Marketing and Communication Strategy (3)
- MNS-5250 Strategy, Innovation & Resilience (3)

Total Credits for the MBA in Sustainability - 36 credits

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 (four weekends per semester). The certificate program can be completed in two to three semesters.

Required Courses - 9 credits

- ESS-5780 Principles of Sustainable Systems (3)
- MNFE-5021 Financial Management Fundamentals (3)
- MNG-5450 Teamwork & Diversity (3) **or**
- MNMD-5000 Developing People & Performance (3)

Elective Options - 3 credits

- ESC-5720 Earth Systems & Climate Change (3)
- MNFE-5071 Ecological Economics, Public Policy & Social Change (3)
- MNFE-5041 Sustainable Finance for Positive Impact (3)
- MNS-5220 Marketing and Communication Strategy (3)
- MNMD-5030 Operations & Value Chain Management (3)
- MND-5500 Leadership, Ethics & Change (3)

Total Credits for the Sustainable Business Certificate - 12 credits

Department of Management Course Descriptions

MNC-6920	Practicum Strategy & Research	2	The Practicum fall and spring semesters serve as an integrating and capstone experience for students. Second year MBA students strategize, research, and design their Practicum project work in the fall semester and continue with the project application in the spring semester. Students work with the guidance of a faculty advisor and a small group of peer consultants from their cohort.
MNC-6930	Practicum Implementation	1	Second year MBA students work to implement the practicum projects they designed during the fall semester. Faculty advisors and student peers will provide guidance and support throughout the implementation process. The semester will culminate with a daylong practicum seminar where students will share their practicum experiences.
MND-5500	Leadership, Ethics & Change	3	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.
MNFE-5021	Financial Management Fundamentals	3	The overall goal of the course is to introduce students to the principles of financial management as applied to the management of for-profit businesses, non-profit organizations, or governmental agencies. In this course, students will become familiar with the language and system of finance, understand the framework of Generally Accepted Accounting Principles (GAAP), develop skills in the creation, interpretation, and analysis of financial information, develop skills in preparing annual and capital budgets, understand the key components of internal control systems and financial audit, and become familiar with the concept of time value of money. In this course, students will develop the financial skills needed to effectively manage at the project, program, business unit, or organizational level. In addition, exploring best practices in managing and measuring within the context of the triple bottom line will include an examination of emerging standards developed by the CDP, the Global Reporting Initiative, and the Sustainability Accounting Standards Board, among others. Students will build proficiency with spreadsheets through practice sets, interactive exercises, case studies, and team activities. For their final project, students will develop and present a Business Case.

MNFE-5041	Sustainable Finance for Positive Impact	3	Expanding the foundations established in Financial Management Fundamentals, this course pushes the boundaries of managerial and financial accounting, analysis, and reporting to examine emerging measurement systems of sustainability accounting and the emerging concept of Integrated Reporting. In addition, this course focuses on the evolving paradigm of corporate social responsibility (CSR) and investigates the growing number and type of mission-centric organizations (also called “hybrid” organizations), including, but not limited to, nonprofits, cooperatives, ESOPs, L3Cs, benefit corporations, and B Corps. Discussion includes the increasingly important role of business as a “force for good” and of entrepreneurial ventures that are created not only to generate a favorable return but also to solve social or environmental challenges. Finally, this course explores the role of capital, its creation, management, and use to drive strategic triple bottom line results; the power of divestment and impact investing to influence large-scale change; and the complexities social return on investment (SROI). For their final project, students will develop and present a comprehensive Business Plan.
MNFE-5071	Ecological Economics, Public Policy & Social Change	3	Ecological economics addresses the complexity inherent in the process of determining how we decide, utilize, and prioritize resources in a way that does not jeopardize the future well being of natural and human systems. This course will focus on how economic and political systems interact to generate varied outcomes in relation to the goals of sustainability, justice, and economic well-being. Alternative measurement systems will be compared to neoclassical tools for their ability to measure progress and students will consider private and public sector approaches for creating a transition toward a more sustainable and just society. Throughout the course, we will focus on what “works” and place significant emphasis on relating the material to students personal and career goals.
MNG-5450	Teamwork and Diversity	3	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.

MNMD-5000	Developing People & Performance	3	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.
MNMD-5030	Operations & Value Chain Management	3	Managing operations is a highly underrated business activity. This course 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.
ESC-5720	Earth Systems & Climate Change	3	This course employs a systems approach to understanding earth's physical and biological environment by examining the large-scale components and processes of the earth system. Understanding the interaction of these elements and their natural variability in space and time is critical for assessing the rates, drivers, and consequences of environmental change. Content will emphasize climate change dynamics, biogeochemical cycles, and land use patterns and their feedback relationships with the atmosphere, hydrosphere, lithosphere, pedosphere and biosphere.
ESS 5780	Principles of Sustainable Systems	3	This course will introduce foundational scientific laws that govern sustainability in all complex systems and then take students through a process to investigate how such paradigmatic principles apply to any business organizational structure and operation. Specific laws to be examined will include the law of limits to growth, the second law of thermodynamics, and the law of self-organization. An aspect of complexity will be the treatment of the emergence of limits as one increases both temporal and spatial scales of inquiry. The students will be asked to consider efficacy of current approaches to organizational sustainability within this context.

MNS-5220	Marketing & Communication Strategy	3	This course explores marketing as an essential component of an organization's broader communication strategy in the context of organizational sustainability - defined through the triple bottom line. Specifically, sustainability marketing initiatives will be addressed through the lens of authenticity, driven by an organization's mission and purpose. The course combines both theoretical and practical elements and is intended to facilitate students' understanding of specific marketing strategies and tactics as nested within a broader organizational marketing strategy and communication strategy. Students will read a variety of literature and will work with an organization in a consulting capacity, while simultaneously developing a marketing plan.
MNS-5250	Strategy, Innovation & Resilience	3	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.

MA in Interdisciplinary Studies 2017-2018 Degree Requirements

The Interdisciplinary Master of Arts (IMA) is designed to provide students with the opportunity to individualize their graduate program to reflect their unique interests through study in two or more academic disciplines tailored to their particular interests and career goals. Each IMA student may select a faculty advisor, typically from their primary concentration area.

IMA students create a self-designed curriculum typically drawn from two departments. They choose a topic that is more focused than the concentration offerings of a particular department, but which requires the perspectives of other disciplines. For example, students have created programs such as: Advocacy and Management of Psychological Services; Forest Health and Ecology; and Gender, Race, Sexuality and Social Justice.

Students develop their Academic Program Plans with guidance from the IMA program director and AUNE core faculty. Students are accepted to the program only if the campus can serve their academic and professional interests. An assessment is made in the application process about which departmental courses are projected to be available to IMA students (e.g., courses without program prerequisites) and the term in which the course is offered.

Students design their program around a primary and secondary concentration. For example, a student interested in the Advocacy and Management of Psychological Services may identify Psychology as the major concentration and advocacy and management as the secondary area. This program plan would prepare a student to manage a Psychological Services organization, rather than be a counselor in one. Another option for students is to choose an existing AUNE certificate for their primary or minor concentration (e.g., Sustainable Agriculture in Environmental Studies). This program does not offer professional certification or licensure (e.g., Teacher Certification).

Program Learning Objectives

At the end of the program, an IMA graduate should be able to:

1. Understand at least two different ways of knowing, and communicate how knowledge from different disciplines and professions can be integrated to enhance a particular subject of study.
2. Employ approaches to promote diversity in your field or profession.
3. Become a reflective practitioner who combines theory and practice.
4. Express how your work contributes to social justice, and the mission, vision, and values of the institution.
5. Articulate the current discourse in your field/s of study, and how that discourse broadens knowledge and deepens practice.
6. Employ best practices in your field, and develop the professional skills needed to apply those skills in practice.

Program Length

IMA students take courses at a pace that suits their needs. Students may complete the degree in as few as three semesters if they are enrolled in up to 12 credits, 4 terms if they take 9 credits a term. However, to be considered full time, students must take at least one course a semester, and enrolment cannot extend beyond 11 terms.

MA in Interdisciplinary Studies - 33 credits

To earn the MA degree in Interdisciplinary Studies, students must earn 33 credits, distributed as follows:

Core Course - Required - 3 credits

Students must take one course in:

Human Development (3)

or

Diversity (3)

or

Introduction to Sustainability (3)

Internship or Practicum - 3 credits

- IDS 6910 IDS Internship / Independent Project (3)

Primary Concentration - 15-21 credits**Minor Concentration - 6-12 credits****Total Credits for the MA in Interdisciplinary Studies - 33 credits**

MA in Interdisciplinary Studies Course Descriptions

To find courses for potential inclusion in their IMA Academic Plan, students review courses and course descriptions listed in the academic department sections of the current AUNE Academic Catalog. Students should review the listings before discussing course options with the IMA program director.

IDS-6910	IDS Internship / Independent Project	3	The internship provides students with an opportunity apply their academic expertise in an organizational setting, and to develop professional contacts in their field of interest. Students are responsible for locating internships, but faculty members are available to provide support and information. Students are expected to work 225 hours, to write a synopsis of their learning, and to make a presentation upon their return.
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