

ANTIOCH UNIVERSITY

NEW ENGLAND

Academic Catalog 2019-2020

This document includes:

- I. The AUNE Student Handbook with all attendant policies and procedures
and**
- II. Academic Degree Requirements and Course Descriptions by Department**

8/7/19 - Amended to correct Degree Requirements for the MEd in Elementary Education with Elementary and Special Education Teaching Certification - 42 credits

9/5/19 - Amended to correct Degree Requirements for Certificate in Waldorf Education, Elementary Focus - Summer Sequence Regular Program - 28 credits; Amended to change course number and credits for Research Seminar - ES-5500 (3) to ES-5582 (2)

10/10/19 - Amended to correct the number of credits to be a full-time student in the MA degree in Interdisciplinary Studies

11/7/19 - Amended to add Humane Education degree requirements and course descriptions to the catalog

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I. AUNE STUDENT HANDBOOK

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, trustees, 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, 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 AUNE reserves the right to change, without notice, statements in the catalog concerning policies, fees, curricula, course offerings and other matters. 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 New England 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 New England is an integral part of Antioch University, which is accredited by the [Higher Learning Commission \(HLC\)](#), 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1411, Phone: 800-621-7440 or 312-263-0456. Fax: 312-263-7462. Website: www.hlcommission.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.

If you have questions or comments regarding this publication, please direct them to **Antioch University New England, Provost's Office**.

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The AUNE Academic Catalog 2019-2020 is comprised of the following information:

- I. The AUNE Student Handbook with all attendant policies and procedures.
- II. AUNE Academic Degree Requirements and Course Descriptions by department.

For questions or comments regarding this publication, please contact 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 2019 term. This Student Catalog is provided, in part, to summarize current tuition rates, fees, curricula, course offerings, and the major university policies affecting rights and responsibilities as a student. The actual policies may be found on the University website at www.antioch.edu/policies. (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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Antioch University New England Faculty

The members of our faculty are seasoned academicians and practicing professionals, doing applied work in their fields while teaching. They are scholars, activists, instructors, community leaders, practitioners, and researchers - all committed to integrating work and study to prepare students for leadership roles in their professions and communities. Our faculty members have a unique and invaluable perspective on the topics they teach, because as professionals, all are involved in and help shape cutting-edge practices and methods in their fields. Learn more about our faculty: [Faculty Directory](#)

ACADEMIC CALENDAR INFORMATION

Below please find the dates for the term start and end dates of Antioch's various academic calendars and University Holidays. 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 in 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.

2019-2020

Summer Semester: 5/4/19 – 8/23/19
Summer-Fall (MFA): 6/1/19 – 11/30/19
Summer Quarter: 7/1/19 – 9/22/19
Annual Term (PhDLC): 7/1/19 – 6/30/20

*** **

Fall Semester: 8/24/19 – 12/18/19
Fall Quarter: 9/23/19 – 12/19/19
Fall-Winter (USMA): 10/15/19 – 3/31/20

*** **

Winter Quarter: 1/2/20 – 3/29/20
Winter-Spring (MFA) 12/1/19 – 5/31/20

*** **

Spring Semester: 1/2/20 – 5/1/20
Spring-Summer (USMA): 4/1/20 – 10/14/20
Spring Quarter: 3/30/20 – 6/30/20

University Holidays

Thursday, July 4	Independence Day
Monday, September 2	Labor Day
Monday, November 11	Veterans' Day
Thursday, November 28-Friday, November 29	Thanksgiving
Monday - Friday December 23-27 and Monday - Tuesday, December 30-31	Winter Break
Wednesday, January 1	New Year's Day
Monday, January 20	Martin Luther King Jr. Day
Monday, February 17	Presidents' Day
Monday, May 25	Memorial Day

See the following campus academic calendars for campus-specific dates and deadlines:

[AU Los Angeles](#)
[AU Midwest](#)
[AU New England](#)
[AU Santa Barbara](#)
[AU Seattle](#)
[AU PhD Leadership & Change](#)
[AU Online](#)

ANTIOCH UNIVERSITY 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. Below are some policies of central importance to Antioch students. Please see https://aura.antioch.edu/au_policies/ for a complete listing of all Antioch policies.

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' rights, 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.

Attendance Policy

[See Antioch University Attendance policy 5.615](#)

This policy outlines initial attendance requirements applicable to all Antioch students in all delivery modes, and defines the consequences of failure to meet these requirements.

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.

Degree and Certificate Conferral Policy

[See Antioch University Degree and Academic Certificate Conferral Policy 5.705](#)

Although degree and certificate requirements vary from program to program, all students must meet certain criteria and deadlines to have their academic degree or certificate conferred and to receive official documentation (transcript and diploma/certificate).

Disability Support Services Policy

[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.

International Study and Domestic Field Study Travel Policy

[See Antioch University policy 5.223](#)

This policy outlines the steps that Antioch takes in approving international and other travel courses to ensure student safety, security, and learning opportunities.

Military Deployment Policy

[See Antioch University Military and Reserve Military Deployment Policy 6.121](#)

Antioch University honors the sacrifices made by our active military and active reserve military students. In recognition of the disruption that deployment can create, the university has established policies and procedures to ensure that students are not disadvantaged while meeting their military obligations.

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 ensure 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 students' 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 Registrar's Office in writing.

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; electronic mail 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.*

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.

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.

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 students have any questions about policies and their application, please contact the campus Chief Student Services Officer in the Provost's Office, 603-283-2150.

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

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/student-forms/>.

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. Books on resume writing and interviewing for jobs are available in the library. Resume and Cover Letter writing support is available through the [AUNE Writing Center](#). 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 \(PSC\)](#) 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 at 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.

DISABILITY SUPPORT SERVICES

Antioch University ensures, in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and all amendments, and other disability non-discrimination laws, that no student shall, on the basis of a 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 disabilities 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. We are also committed to providing reasonable accommodation to qualified students with disabilities in order to ensure that all students have an equal opportunity to benefit from and have access to programs and services.

Disability support services across the University

Antioch University maintains a Disability Support Services (DSS) Office on each campus and for university-wide programs to coordinate services for students with disabilities. All students requesting reasonable accommodations must register with the DSS Office and may be required to submit documentation of disability from a healthcare professional. All accommodations are determined on a case-by-case basis since functional limitations can vary uniquely.

For students with disabilities who believe that any reasonable accommodation(s) may be required, please contact the disability support services coordinator listed below at the earliest opportunity. Those with documented disabilities, diagnosed by a qualified professional, and disclosed to the coordinator for student disability services, may request and be accorded reasonable accommodations that will allow them to participate in the institution’s programs and services.

Students should understand that the university can provide reasonable accommodation for students with disabilities only upon arrangement through the DSS Office. Faculty and staff members should not attempt to arrange reasonable accommodation of disability independent of the DSS Office.

Please click the link to read [Antioch University policy 6.101 Disability Support Services](#) for more detail.

New England Disability Support Services Contact

Francine Zipperstein

603-283-2438

fzipperstein@antioch.edu

FAX MACHINE

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

LIBRARY

The library's services and collections support our low-residency graduate students, wherever their learning takes them. Professional and personal research support is available in person or via email, phone, or Zoom. Course-specific sessions and workshops on topics of interest are offered 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 may be obtained through Interlibrary Loan at no cost to students. The library also offers basic training and support on a collection of circulating audio-visual equipment.

Antioch University students are welcome to study, browse, or borrow materials at any of our five campus locations (Keene, NH; Yellow Springs, OH; Seattle, WA; Santa Barbara, CA; Los Angeles, CA).

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 hours and staff contact information can be found on the library's website.

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. 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.

MAILBOXES

Individual student mailboxes may be maintained within each department; however, administrative offices will forward mail to students' address of record. Mailboxes for chairpersons, faculty, and administrators are located on the first floor in the north wing by the Student Services counter. Adjunct faculty at Antioch University New England have mailboxes arranged by their home department. There is an "after hours" drop box available on the first floor at the Student Services Counter. This may be used 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. Also, the City of Keene has a parking ordinance that requires all vehicles to park on the paved surfaces and not on the grass on the edges of the parking lots.

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, number 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 CRR next to the library, provides free peer feedback 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 helps with Power Points, Prezis, Resumes, Cover Letters, and CVs.

- Students can talk with peers in the AUNE Writing Center face-to-face, via phone, or by Skype. Check the center's hours, make appointments, and access resources via the Writing Center guide at: <http://libguides.antioch.edu/writing>.
- For written feedback on their work, students can submit their writing to the Virtual Writing Center, which is available to all AU students. Students can find directions for uploading papers to the VWC at <https://www.antioch.edu/resources/students/virtual-writing-center/>. Peer consultants respond to papers in the order they are received, and students will typically receive a response in 24-48 hours.

SUPPORT FOR RESEARCH & AUDIOVISUAL SERVICES

The AUNE Library's services and collections support our low-residency graduate students, wherever their learning takes them. Professional and personal research support is available in person or via email, phone, or Zoom. Course-specific sessions and workshops on topics of interest are offered throughout the semester. For more information about the AUNE Library, [visit the website](#).

The library's curriculum-focused collection includes print and electronic books and journals, and online research databases. Items not held in the local collection may be obtained through [Interlibrary Loan](#) at no cost to students. The library also offers basic training and support on a collection of circulating [audio-visual equipment](#).

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 Office of the 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

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 10 recommended
- Mac - OS 10.12 or higher
- Older operating systems and computers with less memory (RAM) and processing power may function and meet basic needs for computing. However, the student 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 is recommended (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 the '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 home computing systems is critical. Antioch recommends using a modern browser such as Chrome or Firefox that is kept up to date.

Note: The best browser for student needs may change over time. It is recommended, therefore, that there be two different browsers installed on student systems.

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 antispyware, 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 and 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 5:30 pm. 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. [View AUNE's Campus Crime & Safety Report](#).

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, the Keene Police Department should be called at 603-352-2222, 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/campussafety/#/>.

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 603-283-2150. Do not 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. When calling 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. Use arms to protect neck and head. When quaking stops, evacuate and help others to evacuate by the nearest outside opening. If it is necessary to 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 employees 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, which can be provided by the Human Resource Specialist must be completed even if the injury does not require medical attention. This will protect the employee in the event that the injury causes a delayed reaction.

STUDENT FINANCIAL SERVICES AND POLICIES

FINANCIAL AID

Antioch University students receive institutional, federal, state and private financial aid in the form of grants, scholarships, loans and student employment.

Institutional Aid

AU campuses offer limited scholarships and grants. Students are encouraged to explore the specific campus and program websites for information on what is available and how to apply.

Federal Aid

AU participates in all the Title IV federal financial aid programs: Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Direct Student Loans (both subsidized and unsubsidized), Parent PLUS and Graduate PLUS Loans, and Work-Study. The Free Application for Federal Student Aid (FAFSA) is the application that must be completed annually to be considered for federal aid. The awarding is done according to federal rules and regulations that are determined by Congress and interpreted and regulated by the Department of Education.

Pell Grants and Federal Direct Subsidized and Unsubsidized Loans are entitlement programs – if the student applies for and meets the eligibility criteria, they will receive the aid. SEOG and Federal Work-Study are called “campus-based aid”. AU receives an annual allocation of funds in each of these programs and it is divided among our campuses and programs based on enrollment. Students are offered campus-based aid according to specific rules, and on a first-come, first-served basis. Additional information about aid eligibility and awarding can be found on each campus and program website.

State Aid

Antioch campuses in the states of California, Ohio and Washington participate in their respective state grant programs. Applications processes vary by state, as do amounts and eligibility criteria. Washington also offers state work-study.

Private Aid

Private organizations and companies offer aid opportunities including loans and grants and scholarships. Our websites offer information about sources that require special applications. One word of caution: do not pay for scholarship searches: companies and organizations that require a fee to identify aid should be avoided.

Please visit the following links to campus offices of financial aid for more specific information on financial aid for your academic program:

<https://www.antioch.edu/los-angeles/admissions-aid/financial-aid>

<https://www.antioch.edu/midwest/admissions-aid/financial-aid/>

<https://www.antioch.edu/new-england/admissions-aid/financial-aid>

<https://www.antioch.edu/seattle/admissions-aid/financial-aid>

<http://www.antioch.edu/student-services/antioch-university-financial-information/>

<https://www.antioch.edu/auonline/admissions-aid/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. Students must also be enrolled full or half time in eligible course credits and paying full tuition and fees. 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.

Due to budget constraints, funds are not awarded to students registered only for master's project/thesis continuation, dissertation, internship or candidacy continuation.

Students with Federal Work Study or Non-Work Study positions may work a maximum of 25 hours per week when classes are in session and 30 hours per week when classes are not in session.

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 the 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: 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 students' accounts. 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 students borrow each term prior to being credited to their 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 students are not enrolled in direct deposit, checks 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 students 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) / Academic Standing (ACST)

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 students being placed on program-based academic probation. If students are 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), students 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 students go on leave, students are responsible for refunding that money to the lender (the federal government). Note: If students are 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 students cease to be registered at least half time.

Suspension of Financial Aid

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

1. If students have 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 students do 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 students' files) must be fulfilled before students 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 students are 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, students do 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. 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 starts on the next page of this catalog.

Students are expected to be registered in any term in which they are engaged with any learning activity. All learning activities are evaluated regardless of the period of time needed to complete. Students completing practicum, internships or continuation early in a term must register and pay for the term.

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 2019

Department/Program Name	Tuition Cost per Credit	Total Program Credits	Total Program Cost
Applied Behavior Analysis, MS	\$977	33 - 39	\$37,526 - \$43,880
Clinical Mental Health Counseling, MA	\$977	60	\$64,660
Post-Master's Certificate in Clinical Mental Health Counseling	\$684	Variable	Variable
Dance/Movement Therapy and Marriage and Family Therapy, MA	\$977	64	\$67,813
Post-Master's Certificate in Dance Movement Therapy	\$684	29	\$25,121
Marriage and Family Therapy, MA	\$977	61	\$65,637
Marriage and Family Therapy, PhD	Program charged on semester basis	86	\$108,694
Post-Master's Certificate in Marriage and Family Therapy	\$684	30	\$25,050
Post-Master's Certificate in Counseling Military Personnel & Their Families	\$684	9	\$6,771
Post-Master's Certificate in Addictions Counseling	\$684	12	\$11,228

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

Education Department - Program Tuition - Summer 2019

Department/Program Name	Tuition Cost per Credit	Total Program Credits	Total Program Cost
Elementary Education with State Certification, MEd	\$977	40	\$41,800
Elementary / Early Childhood Education with State Certification, MEd	\$977	40	\$41,800
Elementary / Special Education with State Certification, MEd	\$977	42	\$43,754
Waldorf Teacher Education - Year Round delivery, with State Certification, MEd	\$772	43	\$38,026
Waldorf Teacher Education - Year Round delivery, without State Certification, MEd	\$772	32	\$28,729
Waldorf Teacher Education - Year Round delivery, Certificate	\$772	28	\$24,836
Waldorf Teacher Education - Summer Sequence delivery/regular track, MEd	\$772	32	\$29,534
Waldorf Teacher Education - Summer Sequence delivery/regular track, Certificate	\$772	28	\$25,641
Transdisciplinary Healing Education, MEd	\$772	32	\$28,729
Transdisciplinary Healing Education, Certificate	\$772	28	\$24,836
Experienced Educators / Problem-Based Learning/Critical Skills, MEd	\$684	33	\$25,972
Experienced Educators / Self-designed Concentration, MEd	\$684	33	\$25,972
Experienced Educators / Educating for Sustainability, MEd	\$684	33	\$25,972
Experienced Educators / Place-based Education, MEd	\$684	33	\$25,972
Experienced Educators / Nature-based Early Childhood Education, MEd	\$684	33	\$25,972
Experienced Educators / Certificate in Nature-based Early Childhood Education	\$684	12	\$8,728
Experienced Educators / Principal Certification, MEd	\$684	33	\$25,972
Experienced Educators / Post-Master's Certificate in Principal Certification	\$684	21	\$17,084
Experienced Educators / Mindfulness for Educators, MEd	\$684	33	\$25,972
Experienced Educators / Certificate in Mindfulness for Educators	\$684	9	\$6,531

Experienced Educators / Integrated STEAM Education, MEd	\$684	33	\$25,972
Experienced Educators / Certificate in Integrated STEAM Education	\$684	15	\$13,660
Experienced Educators / Library Media Specialist, MEd	\$684	33	\$25,972
Experienced Educators / Certificate in Library Media Specialist	\$684	21	\$17,764
Experienced Educators / Digital Learning Specialist, MEd	\$684	34	\$26,656
Experienced Educators / Certificate in Digital Learning Specialist	\$684	19	\$16,396

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 - Summer 2019

Department/Program Name	Tuition Cost per Credit	Total Program Credits	Total Program Cost
Resource Management & Administration, MS	\$977	30	\$32,330
Environmental Studies, MS	\$977	36	\$38,947
Environmental Studies, PhD	\$1,308	69	\$99,312
Environmental Studies, Certificate	\$684	9	\$8,421

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.

Clinical Psychology Department - Program Tuition - Summer 2019

Department/Program Name	Tuition Cost per Credit	Total Program Credits	Total Program Cost
Clinical Psychology, PsyD	Program charged on semester basis	120	\$151,945

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

Interdisciplinary Department - Program Tuition - Summer 2019

Department/Program Name	Tuition Cost per Credit	Total Program Credits	Total Program Cost
Interdisciplinary Studies, MA	\$684	33	\$25,292

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

Applied Psychology Department - Program Tuition - Fall 2019 through Spring 2020

Department/Program Name	Tuition Cost per Credit	Total Program Credits	Total Program Cost
Applied Behavior Analysis, MS	\$1,016	33-39	\$38,813 - \$45,401
Clinical Mental Health Counseling, MA	\$1,016	60	\$67,000
Post-Master's Certificate in Clinical Mental Health Counseling	\$711	Variable	Variable
Dance/Movement Therapy and Marriage and Family Therapy, MA	\$1,016	64	\$70,309
Post-Master's Certificate in Dance Movement Therapy	\$711	29	\$25,904
Marriage and Family Therapy, MA	\$1,016	61	\$68,016
Marriage and Family Therapy, PhD	Program charged on semester basis	86	\$120,907
Post-Master's Certificate in Marriage and Family Therapy	\$711	30	\$25,860
Post-Master's Certificate in Counseling Military Personnel & Their Families	\$711	9	\$7,014
Post-Master's Certificate in Addictions	\$711	12	\$11,552

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

Education Department - Program Tuition - Fall 2019 through Spring 2020

Department/Program Name	Tuition Cost per Credit	Total Program Credits	Total Program Cost
Elementary Education with State Certification, MEd	\$1,016	40	\$43,860
Elementary / Early Childhood Education with State Certification, MEd	\$1,016	40	\$43,860
Elementary / Special Education with State Certification, MEd	\$1,016	42	\$45,392
Waldorf Teacher Education - Year Round delivery, with State Certification, MEd	\$802	43	\$39,316
Waldorf Teacher Education - Year Round delivery, without State Certification, MEd	\$802	32	\$29,689
Waldorf Teacher Education - Year Round delivery, Certificate	\$802	28	\$25,676
Waldorf Teacher Education - Summer Sequence delivery/regular track, MEd	\$802	32	\$30,494
Waldorf Teacher Education - Summer Sequence delivery/regular track, Certificate	\$802	28	\$26,481
Transdisciplinary Healing Education, MEd	\$802	32	\$29,689
Transdisciplinary Healing Education, Certificate	\$802	28	\$25,676
Experienced Educators / Problem-Based Learning/Critical Skills, MEd	\$711	33	\$26,863
Experienced Educators / Self-designed Concentration, MEd	\$711	33	\$26,863
Experienced Educators / Educating for Sustainability, MEd	\$711	33	\$26,863
Experienced Educators / Place-based Education, MEd	\$711	33	\$26,863
Experienced Educators / Nature-based Early Childhood Education, MEd	\$711	33	\$26,863
Experienced Educators / Certificate in Nature-based Early Childhood Education	\$711	12	\$9,052
Experienced Educators / Principal Certification, MEd	\$711	33	\$26,863
Experienced Educators / Post-Master's Certificate in Principal Certification	\$711	21	\$17,651
Experienced Educators / Mindfulness for Educators, MEd	\$711	33	\$26,863
Experienced Educators / Certificate in Mindfulness for Educators	\$711	9	\$6,774

Experienced Educators / Integrated STEAM Education, MEd	\$711	33	\$26,863		
Experienced Educators / Certificate in Integrated STEAM Education	\$711	15	\$14,065		
Experienced Educators / Library Media Specialist, MEd	\$711	33	\$26,863		
Experienced Educators / Certificate in Library Media Specialist	\$711	21	\$18,331		
Experienced Educators / Digital Learning Specialist, MEd	\$711	34	\$27,574		
Experienced Educators / Certificate in Digital Learning Specialist	\$711	19	\$16,909		
	Fall 2019	Spring 2020		Fall 2019	Spring 2020
Experienced Educators / Dyslexia Certificate	\$468	\$711	17	\$8,181	\$14,127
Experienced Educators / Reggio Emilia Certificate	\$468	\$711	18	\$8,724	\$14,838
Experienced Educators / Trauma Informed Education Certificate	\$468	\$711	12	\$5,841	\$10,572
Experienced Educators / Humane Education, MEd	n/a	\$711	33	n/a	\$26,863
Experienced Educators / Humane Education, MA	n/a	\$711	33	n/a	\$26,863
Experienced Educators / Graduate Certificate in Humane Education	n/a	\$711	15	n/a	\$11,290

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 - Fall 2019 through Spring 2020

Department/Program Name	Tuition Cost per Credit	Total Program Credits	Total Program Cost
Resource Management & Administration, MS	\$1,016	30	\$33,500
Environmental Studies, MS	\$1,016	36	\$40,351
Environmental Studies, PhD	\$1,360	69	\$101,184
Environmental Studies, Certificate	\$711	9	\$8,664

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.

**Clinical Psychology Department - Program
Fall 2019 through Spring 2020**

Department/Program Name	Tuition Cost per Credit	Total Program Credits	Total Program Cost
Clinical Psychology, PsyD	Program charged on semester basis	120	\$151,945

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

**Interdisciplinary Department - Program
Fall 2019 through Spring 2020**

Department/Program Name	Tuition Cost per Credit	Total Program Credits	Total Program Cost
Interdisciplinary Studies, MA	\$711	33	\$26,183

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) 2019-2020

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	
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 credit status rate	
Non-Matriculated Enrollment - Audit Status: Per Credit Fee	\$330	
	Summer 2019	Fall 2019 and Spring 2020
Non-Matriculated Enrollment - Credit Status / Doctoral Programs: Per Credit Fee	\$658	\$684
Non-Matriculated Enrollment - Credit Status / Master's Programs: Per Credit Fee	\$527	\$548
Per Credit Fee (Certificate programs)	\$684	\$711
Per Credit Fee (ES PhD)	\$1,308	\$1360
Per Credit Fee (Online Clinical Mental Health Program)	\$625	\$656
Per Credit Fee (Experienced Educator Program)	\$684	\$711
Per Credit Fee (Waldorf Educator program)	\$772	\$802
Per Credit Fee (all other Master's level programs)	\$977	\$1,016
Per Credit Fee (PsyD and PhD V+ additional credits)	\$1,308	\$1360
Practicum Fee (PsyD V+)	\$700	
Practicum / Internship Continuation Fee (per semester)	\$500	

Payment Plan Application Fee	\$40
Official Transcript with Narratives	\$15 via National Student Clearinghouse
Official Transcript (no Narratives)	\$10 via National Student Clearinghouse
Returned Check Fee	\$50
Student Activity Fee (per semester)	\$5
Technology Fee (per semester)	\$125

**Course and material fees are noted in course 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 diplomas. It does not include books, which are purchased by students.

Dissertation Advising Fee

All Doctoral students must register for Dissertation / Dissertation Continuation until and including the semester of ETD (Electronic Transfer and Deposit) and release. Students must register and pay for the entire term. There are no partial term refunds after ETD.

Doctoral Internship Fee

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

Laboratory Fee

All Environmental Studies students will be required to pay a Laboratory Fee each semester when tuition is due. This fee covers the costs associated with the purchase, repair, and replacement of supplies and equipment needed to conduct field, science, and selected communications courses. A partial list includes a variety of test kits, microscopes and related supplies, chemicals, maps, measuring and surveying devices, and specialized computer equipment. These resources are used in more than 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. Students must be registered for Practicum or Internship for any term in which they are engaged at a site.

Master's Internship Continuation Fee

All students continuing a previously registered Practicum or Internship must register for a continuation and pay the associated fee for each term following their last scheduled semester of coursework, until the internship is credited by faculty. Students must register and pay for the entire term. There are no partial term refunds

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 faculty. Students must register and pay for the entire term. There are no partial term refunds.

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 Provost's Office.

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 notify AUNE in one of the following ways:

- Fill out the Withdrawal section of the [Change of Status form](#) and submit it to Student Services in person, via email at [Student Services](#), or by mail at:

Student Services
Antioch University New England
40 Avon Street
Keene, NH 03431

To protect 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 Student Services 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 Student Services and are subject to the following tuition refund schedule:

Date Change of Status Form is received by Student Services Office	Amount of Tuition and Fees Refunded
Prior to first day of the semester (as defined by the academic calendar)	100%
After the first day of the semester in accordance with the following schedule:	
Week 1	100%
Week 2	93%
Week 3	87%
Week 4	82%
Week 5	76%
Week 6	70%
Week 7	65%
Week 8	59%
Week 9	53%
Week 10	47%
Week 11	0%

NOTE: Calculation of tuition and fees to be refunded is based on the registration of students 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, students may owe a balance to the school. Students 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 Student Services 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. Students 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.

Additional Information for Veterans

Satisfactory Academic Progress Standards

Students who receive VA benefits must maintain satisfactory academic progress in their chosen program of study. Students should familiarize themselves with these requirements. Veteran students will be ineligible for VA benefits for one term if they do not meet these standards. That means they will not receive benefits for the term following such a determination. [See 34 CFR §668.34](#). Read the full [Satisfactory Academic Progress](#) policy to learn more.

Qualitative Standard

- **CR (credit)** - As a minimum standard, academic credit may be awarded toward a degree only if student performance is at least "satisfactory." Antioch University defines "satisfactory" to mean the following: For graduate credit, the student has performed at a level which would be considered "B" or better in a graded system. Read the full [Grade Equivalency Policy](#) to learn more.
- **Educational Program Exceeding Two Academic Years** - Students must complete degrees within the limits established by the [Satisfactory Academic Progress Policy](#) expectations.

Expected study sequences are described in detail on the academic departments' web pages. Students with special circumstances requiring them to alter the expected study sequence should follow the steps outlined in the [Extended and Modified Programs of Study - Program Plans section](#) of this catalog.

Incompletes, Withdrawals, and Transfer Credits

- **Incomplete Grades** - A grade of incomplete 'INC' indicates that students have 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 No Credit. Details of all grades are listed in the [Grade Scheme Descriptors](#) section of this catalog.
- **Withdrawals** - Students who wish to withdraw from a course should read the [Withdrawing from Courses section](#) of this catalog. Students who wish to withdraw from Antioch University New England should read the [Withdrawal and Tuition Refund Policy](#). Student enrollment may be terminated by Antioch University New England as explained in the [Administrative Withdrawal section](#) of this catalog.
- **Retaking a Course** - In general, courses for which students receive no credit may be retaken once without prior authorization. Some courses may not allow a retake opportunity, as specified in the program handbook. For courses that do allow a retake, 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 retaken. Student graduation dates will be adjusted accordingly.
- **Transfer Credits** - 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. Details are explained in the [Advanced Standing section](#) of this catalog.
- **Grade Changes** - [Antioch University's Academic Appeal Policy](#) governs the conditions under which students may appeal an academic evaluation, and outlines the procedures for doing so.

Quantitative Standards

- **Maximum Timeframe Standard** - Students must complete degrees within the limits established by the [Satisfactory Academic Progress Policy](#) expectations.
- **Pace of Completion Standard** - Students must complete degrees within the limits established by the [Satisfactory Academic Progress Policy](#) expectations. Expected study sequences are described in detail on the academic departments' web pages.
- **Credit Earned Defined** - As a minimum standard, academic credit may be awarded toward a degree only if student performance is at least "satisfactory." Antioch University defines "satisfactory" to mean the following: For graduate credit, the student has performed at a level which would be considered "B" or better in a graded system. Read the full [Grade Equivalency Policy](#) to learn more.

Attendance Policy

Students can read about the [Attendance & Residence policy](#) and the [Attendance Requirements for Online Courses policy](#) in this catalog by clicking on the links included here.

Academic Discipline Policy

Antioch University New England's policy concerning incompletes, warnings, probation, suspension and termination are detailed in the [Satisfactory Academic Progress Policy](#). Antioch University's SAP guidelines and procedures are in compliance with all associated federal regulations.

Contact Information - For any questions please contact [Student Services](#) at 603-283-2490.

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 each 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 eight 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 students initiate 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 student 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. Students are responsible to initiate a conversation with faculty regarding a planned absence. Additional work may be assigned to make up for lost class 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 students receive no credit may be retaken once without prior authorization. Some courses may not allow a retake opportunity, as specified in the program handbook. For courses that do allow a retake, 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 retaken. Student graduation dates will be adjusted accordingly.

AUDIT

In order to successfully audit a course, students must meet all course requirements except for the submission of the documentation that is required for credit. Therefore, students registered as an auditing student must meet the attendance and participation requirements of the course. Since Audit courses appear on transcripts with a credit award of AU, students who do not satisfy the attendance and participation requirements according to faculty will be dropped from the course.

Requests for Audit must be made in writing to studentservices.ane@antioch.edu before the drop deadline as indicated on the course. Students will be charged the appropriate [Audit per credit fee](#). Students registering for credit have priority over students registering for audits, and academic departments may require permission for audit requests. The standard drop deadlines specified in the [Academic Calendar](#) apply for consideration of a tuition refund associated with this change.

FREE AUDIT COURSE

The purpose of the free audit course is to encourage broad learning experiences and to expose students to academic offerings in different disciplines outside their departments. Each semester, we publicize a list of courses that are eligible for this offer on the AUNE website. All doctoral-level courses require instructor permission.

- Students must be **currently enrolled** in the term that the free course is requested, and must be in **good financial standing** with AUNE.
- A **maximum of 1 free audit course** may be taken during students' time at AUNE.
- The free audit course must be offered **outside of students' academic department** and **cannot be used to meet degree requirements** in a program. The free audit course will appear on student

transcripts as 0 credit with a grade of AU.

- The free audit course is **not eligible for financial aid, including work study**.
- Students are liable for any additional fees associated with the course (lab, field study, materials, or residency fees.)

Please visit <https://www.antioch.edu/new-england/resources/students/student-forms/> for the Free Audit Course registration and further information.

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 the Program Change section of a [Change of Status form](#), obtain departmental signatures, and email this via Antioch email to studentservices.ane@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 the Program Change section of a [Change of Status form](#), obtain departmental signatures, and email this via Antioch email to studentservices.ane@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](#) with the Program Change section completed to studentservices.ane@antioch.edu 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 students' transcripts, 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](#).

CONTINUOUS ENROLLMENT POLICY

This policy codifies and clarifies the expectation that Antioch students will be continuously enrolled. This expectation assures the ability of students to register for courses in a timely manner, facilitates adequate advising and retention strategies, and enables more accurate registration and revenue projection.

Students therefore should always fall into one of three categories: Enrolled, on Hiatus, or Withdrawn.

Enrolled

If Enrolled, the following categories or registrations are possible:

- Registered for credit-bearing coursework
- Registered for Thesis / Dissertation continuation, Candidacy Continuation or Field Work continuation (credit-bearing or 0-credit, as established by program faculty and approved by the Provost)
- Registered for other 0-credit courses that carry at least half-time enrollment (established by program faculty and approved by the Provost)
- Registered for 0-credit continuation course for completion of INP (only if students are not registered in other courses/learning activities. Less than half-time enrollment status; ineligible for financial aid)

Following conditions apply to students who are enrolled:

- Evaluated for Academic Standing (unless non-matriculated)
- May be financial aid eligible (if tuition or fees are charged)
- Enrollment status (FT/HT/PT) reported to National Student Clearinghouse
- Registration appears on transcript
- Tuition and fees may be charged by program
- Charged Student Services fee
- Able to access all instructional services

Hiatus

If on Hiatus, following categories are possible:

- **Student LOA:** Students notify Antioch of intention to interrupt studies. May be requested

for current or future term. Types of Student LOA include: Financial, Medical, Military, Personal, Work, or Environmental.

- If requested during term for current term
 - Courses will be dropped, refunded and graded per standard university policy.
 - No hiatus declared for that term if 1) all courses will be graded and 2) students are already registered for upcoming term.
- **Completion LOA** (to allow students to complete outstanding course- or non course-work from past term with no new registration: e.g. Incomplete, psychotherapy hours, etc.) Students must specify this as the reason for the leave, to avoid being placed on administrative leave.
- **Administrative LOA** (applied when students are expected to register, does not register, and does not request leave or withdrawal). Students are reported as withdrawn to National Student Clearinghouse, but may follow university registration procedures for return from leave of absence.
- **Curriculum plan LOA** (aka vacation term - term when no courses are offered in students' program). Eligible students must be identified in writing from the program office. May be determined on a program basis or an individual basis.
- **Interim LOA**: Reserved for disciplinary action to place students on leave pending investigation / student conduct review. Must be requested by campus provost or designee. Class participation and campus presence suspended. Current registration is preserved pending outcome of review.
- **Extended LOA**: Any leave of absence that extends past 180 consecutive days but approved by the academic program converts to an Extended LOA. Extended LOA is reported as Withdrawn to National Student Clearinghouse, but Antioch will handle this as on Hiatus regarding electronic services, transcript notation and re-enrollment.

Following conditions apply to students on Hiatus:

- Student LOA and Completion LOA and any requested extensions must be reviewed by advisor.
- Leave is for one term. Students may request to be placed on leave for more than one consecutive term. Per federal guidelines, if leave exceeds 180 days in any 12-month period, students must be reported to National Student Clearinghouse as withdrawn. Therefore, leaves which extend into a second semester or a third quarter will be reported as withdrawn on the 180th day, with notification to students of the reporting date.
- Academic programs may establish a maximum limit to the total number of leaves allowed for the duration of the program. Academic programs may also establish practices regarding when students are and are not eligible for leaves.
- Students' existing academic standing status carries over to next term of enrollment. Time on approved leave does not count toward graduate students' calculated time to completion for academic standing. (Leaves of absence do not affect academic standing for undergraduates.)
- No Financial Aid eligibility
- Reported as on-leave to National Student Clearinghouse, except for Administrative LOA (reported as withdrawn) or leave extensions that exceed 180 consecutive days.
- No status and no registration appear on transcript for hiatus term
- No charge, including no Student Services fee

- Limited contact with instructors and advisors
- Electronic services (Gmail, AUDirect, Sakai) maintained

If not Enrolled or on Hiatus, students are Withdrawn

The following categories of Withdrawal are possible:

- **Student Withdrawal:** Students notify Antioch of decision to withdraw. Withdrawals may take place during the term or at the end of a term. Withdrawals requested to be effective during a term will be processed according to standard refunding and grading policies.
- **Administrative Withdrawal:** Students are withdrawn after failure to register following the maximum number of student leaves of absence. Students are withdrawn after failure to register following one term on Administrative LOA.
- **Withdrawal - Failure to Start:** Students who are enrolled and registered for their first term but who do not attend/participate, or are moved to student but not registered, are withdrawn before the end of the add/drop period and all registration and financial aid cancelled (no transcript notation).
- **Withdrawal - SAP:** Students are withdrawn after failure to meet SAP after a warning period, if no appeal is filed or if appeals are exhausted or denied.
- **Withdrawal - Student Conduct Violation:** Students are withdrawn in accordance with Student Conduct Policy. Withdrawn students may be eligible for admission to another Antioch program or readmission to their original program.
- **Dismissal:** Students are withdrawn and are ineligible to request readmission to current program or to seek admission to any other Antioch program.

The following conditions apply to Withdrawn students:

- Electronic Services terminated (may be reactivated if readmitted)
- Any outstanding grades (INC, INP, missing grades) from previous terms updated to No Credit upon withdrawal
- Withdrawal status appears on the transcript as “Withdrawn”, regardless of type of withdrawal (e.g. Student Conduct Withdrawal, Student Withdrawal, Administrative Withdrawal, and Dismissal all appear on transcript as “Withdrawn”). Exception for Withdrawal-Failure to Start (no notation)
- Students are reported to the National Student Clearinghouse as Withdrawn
- No substantive contact with Antioch faculty or staff
- Re-enrollment requires application (may be expedited) and approval from academic program, and is not guaranteed

Two exceptions to withdrawal:

- Deferral: Students who indicate an intention to start in a subsequent term are dropped with no transcript notation, and moved to the identified term.
- Non-matriculated students: Status of Inactive once no longer enrolled, to avoid a Withdrawal notation on transcript.

Readmission: Students who have been withdrawn must re-apply. Students who have been withdrawn for less than 5 years complete an expedited readmission process. Students who have been withdrawn for 5 years or more must complete the full application process. Readmission is not automatic. Students may be required to meet current degree requirements upon readmission.

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 of this catalog for details.

PETITIONS FOR EXCEPTIONS TO REGISTRATION POLICIES

Petitions for exceptions to registrarial policies or procedures must be submitted to studentservices.ane@antioch.edu in writing with supporting documentation using the [Petition for Exception form](#) available on the website. Students must demonstrate the extenuating circumstances surrounding the request for an exception. 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 students' master's degree programs 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. Students seeking entry to a certificate program may use 25% of non-matriculated course work toward their certificate. There is otherwise no limit on how many courses students can take as non-matriculated students if they have 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 non-matriculated students 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 instructions for explicit registration timelines and instructions. In Fall 2019, Antioch University will implement a new online registration system for non-matriculated students. For more information, contact the Office of Continuing Education at continuing-education.au@antioch.edu.

SATISFACTORY ACADEMIC PROGRESS (SAP) / ACADEMIC STANDING (ACST)

SAP is calculated each semester to determine student 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 departmental handbooks for more information.

VOUCHERS

The following policies apply to supervisors of Antioch interns in regard to taking courses as voucher students 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](#). (In Fall 2019, Antioch University will implement a new online registration system for non-matriculated students. For more information, contact the Office of Continuing Education at continuing-education.au@antioch.edu.)
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. It is advisable to list alternate choices. Forms and payments should be submitted at least two weeks prior the start of the requested courses. In Fall 2019, Antioch University will implement a new online registration system for non-matriculated students. For more information, contact the Office of Continuing Education at continuing-education.au@antioch.edu.

FEES/PAYMENT

Non-matriculated students must pay tuition upon registration. Checks should be made payable to Antioch University New England. Credit card payments, PayPal, and payments via our online portal are also acceptable. Non-matriculated students are not eligible for financial aid.

ADMINISTRATIVE WITHDRAWAL

Student 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 Administrative Withdrawals will be processed through the University Registrar. Administrative Withdrawals may be appealed by following the [Academic Appeals Policy](#). For further information regarding the taking of Leaves of Absence or Administrative Withdrawals, see the Leave of Absence Policy in 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, dissertation, or continuation.

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 of ETD (Electronic Transfer and Deposit) and release.

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. Students are expected to be registered in any term in which they are engaged with any learning activity. All learning activities are evaluated regardless of the period of time needed to complete. Students completing practicum, internships, or continuation early in a term must register and pay for the term, and do not drop these courses or receive refunds.

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 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 AUVView. 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. If a course is added after a refund has been given, a charge will be added to the student account which should be paid online in AUVView.

How to Drop a Course

Courses, workshops, internships, practica, and independent studies may all be dropped through web registration on AUVView 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 AUVView. 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. If all courses are to be dropped, this constitutes a withdrawal from the term and will then be subject to the Withdrawal policy.

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 student academic records 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 [Student Services](#) for a Withdrawal by the end of a semester for a course or workshop a student did not attend will result in a grade of No Credit assigned by faculty, and will remain on the student 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 who wish to withdraw from their academic program or from Antioch University should first seek advising from their faculty advisor or program chair. Requests to withdraw must be submitted in writing to studentservices.ane@antioch.edu via the Withdrawal section of a [Change of Status form](#). Withdrawal will be effective upon receipt of the completed form.

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 pages. Students with special circumstances requiring them to alter the expected study sequence must complete the [Notification of Modified or Extended Program of Study form](#), which lays out their proposal. The form should be submitted to studentservices.ane@antioch.edu.

There are a variety of circumstances under which students 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.
- 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. Degrees are conferred on the last day of the term for students who have completed their requirements by

the last day of the term. Students will receive information regarding Graduation Applications prior to conferral, all students must submit a Graduation Application for each program that confers a degree or certificate. Degrees are considered earned when all level credits have been earned and recorded, and required paperwork such as substitution and/or waiver forms, practicum/internship paperwork, dissertation cover sheet (with required signatures), have been submitted to Student Services for the official student files, Dissertations have been released, etc. The University Registrar cannot confirm students' degrees have been earned until all requirements are documented, evaluations are posted, student Degree Audits read complete, and 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 and Degree Audit 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 (last day of the term) and need an extension, their records will be moved 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 credits, 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 graduate students' 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 Stafford Loans should see Return of Federal Funds Policy section 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 the Leave of Absence section of a [Change of Status form](#) to studentservices.ane@antioch.edu by the registration deadline for the semester. Students 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, students 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, students must submit a letter from their physician certifying the incapacity for academic work, along with a [Change of Status form](#) to studentservices.ane@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 in AUVIEW 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 AUView.

Students are expected to be enrolled full-time, following the course curriculum outline for their program. Once the registration has been submitted in AUView, 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](#) to studentservices.ane@antioch.edu 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 students are 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 Student Services Office about audit requests since AUView has no option for “Audits.”

Students will be registered for a Supervised Independent Study (SIS) if the Student Services 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.

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 folders 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 the Update My Contact Information link in their student profile in AUVIEW.

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 after being absent for more than one year 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. Readmission applications should be submitted at least 30 days in advance of the term in which applicants wish to register.

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). In addition, students must be enrolled in a program or certificate that leads to the certification area they desire. Please contact [Stephanie Tickner, 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, middle science, and special education must also satisfactorily demonstrate general education competencies in the liberal arts. Specifically, competence in the area of general education has been defined by the State of New Hampshire as having the ability to:

The general education core competencies shall include:

Content competencies in the following areas necessary for college and workforce success:

Language arts; Reasoning; Information literacy; Mathematics; Sciences; Social sciences; and The arts.

Creative competencies in the following areas:

Creative expression; Critical thinking; Innovative and collaborative problem-solving; and Resourcefulness.

Communication competencies in the following areas:

Languages; Digital media; Networking; and Content creation technologies.

Cultural competencies in the following areas:

Cultural understanding; Taking responsibility for self and others; Adaptability and resilience; Ability to engage in productive teamwork; and Social and civic engagement.

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

1. Credited undergraduate and/or graduate work. It is expected that students' 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, publications, 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. Approval of submitted materials is also required by the Provost's office. See the Advanced Standing/Life Experience policy for complete details.
 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. *As of 5/31/19, all licenses will be delivered electronically (emailed as a PDF to educators and uploaded into the educators' EIS accounts). Certification documents will no longer be mailed directly to educators by the state.* More information is available here: <https://www.education.nh.gov/certification/>.

Multiple Certifications

It is possible to earn certification in more than one field (e.g., life science and elementary education.) Multiple certifications may be complex to achieve, and require 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 [Program Addition Form](#), with the approval of the program director of the additional certification program, must be completed and returned to the [Student Services office](#). Students are eligible for certification recommendations only if officially enrolled in a program leading to New Hampshire certification for each area they wish to be certified in. Please contact [Stephanie Tickner, AUNE Certification Officer](#) 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 previously earned degrees, 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:
 - 8 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 of fewer than 32 credits may not include any Advanced Standing. 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 taken as a non-matriculated student that can be applied to a degree program. Students seeking entry to a certificate program may use 25% of non-matriculated course work toward their certificate.
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.
8. Students should allow up to 120 days for approval, routing and processing before expecting to see Advanced Standing appear on their academic record.

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. Students 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. Students 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 a student's 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 via [email](#) or mail to the Student Services from the

institution - we will not accept copies from students. Courses not documented in semester units will be translated to semester credits.

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 Provost 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 submit academic department-approved written waivers to Student Services. [Waiver forms can be obtained from the website.](#)

*Certificate programs of 32 credits or fewer must be completed in their entirety - no substitutions or waivers are permitted without an exception to policy approved by the Provost's Office.

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. Waiving a course or competency requirement does not reduce the student credit

requirement.

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
- 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 may be provided to students on or attached to final papers or projects 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" 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 student 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 students have 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 two 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 students 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 students drop 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 students drop 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.

DEADLINE FOR FACULTY SUBMISSION OF STUDENT EVALUATIONS

Student learning evaluations/narrative evaluations are due no later than 10 business days after the end of instruction, regardless of when the instruction occurs.

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, tablet, or smart phone. Completed course evaluations are archived in department Sakai sites, and can be accessed by the Provost, Associate Provost, 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 practicum/internship requirement may not be waived without express approval from the Chief Academic Officer.

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.
9. All objectives and work goals, including contract period, must be complete in order for the final evaluation to be posted.

The department is responsible for the distribution and collection of these materials and for the electronic posting of the student Credit Award and Narrative Evaluations in Antioch's official evaluation tool

(currently AUDirect / Self Service).

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. Students must be registered for Practicum/Internship (or the relevant continuation course) for any term in which they are engaged at their site, regardless of the period of time they are engaged. Once students complete their hours, or the contract period of the course is evaluated, it cannot be dropped from the student record, regardless of when completion occurs.

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" 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 and submitted to the Provost's office via the [Petition for Exception form](#).

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. Students must register for the Practicum/Internship and SIS separately in order to be credited accordingly.

Contents of the SIS Contract

The Supervised Independent Study Contract must address all of the following:

1. The title of the independent study.
2. The specific learning goals for the 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 Student Services Office by the deadline specified on the [Academic Calendar](#) (currently the semester 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. Student Services 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 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 made in writing to studentservices.ane@antioch.edu using the [Petition for Exception form](#) and 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 Records Office
Antioch University 900 Dayton Street
Yellow Springs OH 45387
records@antioch.edu

Change of Name

If students change their names 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 [Student Services 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 until electronically archived. If not electronically archived during the admissions process, each student file may contain 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 manually-created internship/practicum verification sheets (V-sheets) or Narrative Evaluations (if provided) with faculty evaluations of student learning.
3. SIS contracts.
4. Waivers of course requirements.

5. 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 [Student Services](#) to make an appointment. 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 AUVIEW. 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 student records.

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 student education records within forty-five days of the day the University receives a request for access.
- The right to request the amendment of student education records that students believe are factually inaccurate, misleading, or otherwise in violation of student privacy rights under FERPA.
- The right to provide written consent before the University discloses personally identifiable information from student 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 ordered through the [National Student Clearinghouse](#) and issued by the Antioch University Office of Records in Yellow Springs, OH. In conjunction with the Registrar's Office the Records Office 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 AUVIEW. A credit history and/or Narrative Evaluation can be printed by students on AUVIEW. Please visit the [Student Records webpage](#) for further information on ordering official transcripts.

Official transcripts are issued with the seal of the University. Licensing agencies, school certification offices and other universities almost always require official transcripts.

Please Note: Requests for substantive changes to student transcripts 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 AUIView). 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.

As of the Summer 2016 term all Antioch University campuses moved to a new database. Courses registered prior to that time will appear on a separate transcript. Credit History and Narrative Evaluations may not be available for students to print from AUIView. Students and alumni should contact the [Records office](#) for assistance in obtaining these records.

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, 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 New Hampshire college or university are detailed at www.education.NH.gov.

The transferability of credits earned at Antioch University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Antioch University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Antioch University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Antioch University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

II. ACADEMIC DEGREE REQUIREMENTS AND COURSE DESCRIPTIONS

DEPARTMENT OF APPLIED PSYCHOLOGY 2019-2020 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 [Student Services](#) office.

Department of Applied Psychology Degree Requirements

- MA in Clinical Mental Health Counseling
- MA in Clinical Mental Health Counseling with a Concentration in Addictions Counseling
- MA in Marriage & Family Therapy
- PhD in Marriage & Family Therapy
- MA in Dance/Movement Therapy with a Concentration in Marriage and Family Therapy - ON CAMPUS
- MA in Dance/Movement Therapy with a Concentration in Marriage and Family Therapy - LOW RESIDENCY
- Post-Master's Certificate of Respecialization in Dance/Movement Therapy
- Post-Master's Certificate of Respecialization in Marriage and Family Therapy
- 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 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, 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 students 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 SIS's). 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 fosters the development of professional identity by encouraging an active and continuous examination of the development of one's self as an individual, one's self as a professional counselor, and one's self as a social justice advocate. The program prepares professional counselors to work in a multicultural global community with individuals, groups, and social systems to promote mental health and well-being. Students and faculty of the CMHC Program are devoted to social justice through educational exploration of various forms of injustice and cultural oppression and through intentional efforts to be social change agents.

The Clinical Mental Health Counseling (CMHC) program is a CACREP-accredited program preparing students to become licensed clinical mental health counselors. The program is offered on two campuses: (1) the AUNE Keene campus and (2) the Online campus. The CMHC Program is designed to be a full-time program, with students entering in the fall, spring, or summer semesters. The CMHC Program typically takes students three years to complete, if attending full time. Students who desire to attend part-time can anticipate approximately four to five years to complete the program. Students can expect to commit 6-9 hours per class per week to readings, viewings, assignments, and class preparation. Students will meet with their academic advisor to determine the best plan of study to meet their individual needs.

Degree requirements are the same for all entry points and within both campuses. The program begins with courses introducing the student to the counseling profession while also learning and practicing basic counseling skills and techniques. During the second year of the program, students continue to develop knowledge through more advanced coursework and practice counseling skills through a variety of experiential learning opportunities. The program concludes with clinical field experience totaling 1,000 hours.

The CMHC curriculum plan also provides students with the option to choose from several specialty 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. Some specialty areas require students to earn related counseling experience during their internship.

The program includes three to four semesters of practicum and internship experience in a clinical placement at approved sites. Practicum and internship placements may require criminal background checks as well as verification of up-to-date vaccinations. Following successful completion of the 100 hour practicum experience, students advance and deepen their clinical training through supervised internship experiences. Over two to three semesters of Internship, students accrue a minimum total of 900 supervised clinical hours. The Internship commitment averages to approximately 20 hours per week over the course of each of the semester enrolled. Once students complete the required prerequisites, they begin the search for a practicum/internship site. Students are responsible for finding their own site and receive support from the Office of Field Experience.

The Keene-based campus typically holds in-person courses one day per week, one to two weekend hybrid courses, and may include some online courses, specifically in the summer semesters. Classes consist of lectures, small group activities, discussions, and a variety of experiential activities.

The Online campus typically holds asynchronous classes with some required synchronous class sessions via Zoom. Online students can expect a variety of educational methods such as recorded lectures, small group activities, written discussions, and assignments that are experiential in nature. The Online campus includes

two required residencies. The first residency occurs in the semester following successful completion of the Fundamentals of Therapeutic Interaction course. This residency focuses on students' basic counseling skills demonstration within small groups. The second residency occurs in the semester following successful completion of the Group Approaches to Mental Health Counseling course, providing an opportunity to lead and/or co-facilitate a group.

All students will have the opportunity to participate in a process group provided by the program, where they will gain experience being a group member from a licensed professional counselor. Students will complete this requirement prior to graduation.

MA in Clinical Mental Health Counseling - 60 credits

- PY-5101 Introduction to the Program and Profession (0)
- PYD-6010.NE Professional Orientation & Ethics (3)
- PY-5900 Fundamentals of Therapeutic Interaction (3)
- PY-5000 CMHC Residency (0) [CMHC ONLINE STUDENTS ONLY]
- PYI-5540 Counseling Theories - Models & Approaches I (3)
- PYG-6030 Group Approaches to Mental Health Counseling (3)
- PY-5000 CMHC Residency (0) [CMHC ONLINE STUDENTS ONLY]
- PYB-6060.NE Social & Cultural Diversity (3)
- PYB-5500 Psychopathology (3)
- PYI-5140 Assessment - Principles & Methods (3)
- PY-6120 Issues in Addiction Recovery (3)
- PYC-6751 Crisis Counseling Interventions (3)
- PYB-5260.NE Human Development: Lifespan & Systems Perspectives (3)
- PYI-5520 Career & Lifestyle Counseling (3)
- PYB-5900 Research & Evaluation in Counseling & Therapy (3)
- PY-6420 Foundational Theories in Marriage & Family Therapy (3)
- PYP-6960A CMHC Practicum (3)
- PY-6990 CMHC Internship (3)
- PY-6990 CMHC Internship (3)
- PY-6990 CMHC Internship (3)

Plus Choice of Three Electives - 9 credits (Students may select 3 courses from different focus areas, or all 3 in one focus area)

Electives to Fulfill Addiction Concentration Include [*Addiction Concentration fully described below]:

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

Electives to Fulfill Trauma Focus Include:

- PYC-6101 Creative Approaches to Trauma-Informed Practice (3)
- PY-5321 Counseling Approaches to Trauma, Grief & Loss (3)
- PY-5330 Trauma & Resiliency: Body, Mind & Brain (3)

Electives to Fulfill Military Family Focus Include:

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

Electives - General Include:

- PYI-5180 Human Sexuality & Sex Therapy (3)

- PY-5800 Expressive Arts Therapy (3) (campus only)
- PY-5750 Special Topics (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 Addictions Counseling - 60 credits

The CMHC concentration in Addictions Counseling is designed for students who want to specialize in the addiction field and are interested in pursuing addiction certifications and licensures post-graduation, in addition to mental health licensure. Students will understand specialized issues related to addictions counseling, current treatment trends, advocacy efforts, enhance communication with, and effectively support, persons presenting with substance use treatment needs and more effectively support their recovery efforts. The academic and experiential requirements for the master's degree in Clinical Mental Health Counseling with an Addictions concentration are:

- PY-5101 Introduction to the Program and Profession (0)
- PYD-6010.NE Professional Orientation & Ethics (3)
- PY-5900 Fundamentals of Therapeutic Interaction (3)
- PY-5000 CMHC Residency (0) [CMHC ONLINE STUDENTS ONLY]
- PYI-5540 Counseling Theories - Models & Approaches I (3)
- PYG-6030 Group Approaches to Mental Health Counseling (3)
- PY-5000 CMHC Residency (0) [CMHC ONLINE STUDENTS ONLY]
- PYB-6060.NE Social & Cultural Diversity (3)
- PYB-5500 Psychopathology (3)
- PYI-5140 Assessment - Principles & Methods (3)
- PY-6120 Issues in Addiction Recovery (3)
- PYC-6751 Crisis Counseling Interventions (3)
- PYB-5260.NE Human Development: Lifespan & Systems Perspectives (3)
- PYI-5520 Career & Lifestyle Counseling (3)
- PYB-5900 Research & Evaluation in Counseling & Therapy (3)
- PY-6420 Foundational Theories in Marriage & Family Therapy (3)
- PYP-6960A CMHC Practicum (3)
- PY-6990 CMHC Internship (3)
- PY-6990 CMHC Internship (3)
- PY-6990 CMHC Internship (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 Addiction concentration must also complete an Internship, approximately 450 hours, in an addiction treatment setting or in a general setting with an identified population facing addiction.

Not all courses are available every semester.

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

MA in Marriage & Family Therapy - 61 credits

AUNE's MA in Marriage and Family Therapy (MFT) program utilizes a low-residency format, designed to be completed in just under three years (33 months) of full-time enrollment. Students have one full year of course work before beginning their practicum and internship experiences in years two and three.

Face-to-face learning experiences, i.e. residencies, are what distinguish a low-residency format from a traditional online program. The program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

The residencies are intense learning opportunities combining seminars, workshops, guest lectures, advising sessions, peer discussions, and student presentations. They take place a total of six times throughout the three year program (three during the first year, two in the second, and one during the third). The first residency in the fall is a four-day residency (plus travel days) that takes place on the Keene, NH campus, while the other two residencies, in early January and June, take place over four days in different locations around the country. Residencies are designed to build life-long learning communities and professional relationships.

Between residencies, students will work on course material both synchronously and asynchronously; i.e. "live" classes via video software, and they will also have assignments that are completed at their own pace (readings, forum postings, papers, etc.). During the practicum and internship experience, students will be required to attend weekly supervision meetings via video and/or voice conferencing software, in addition to attending on-site supervision at their practicum and/or internship site. Students get the best of both worlds: convenient connection to professors and classmates via online and video learning, and face-to-face training during the residencies.

Required courses are completed in the following order:

- PYD-6000 MFT Identity, Law, and Ethics (3)
- PY-6420 Foundational Theories in Marriage and Family Therapy (3)
- PYB-5501 Systemic Assessment and Treatment Planning(3)
- PY-5760 Postmodern Approaches to Family Therapy (3)
- PYB-6061 Diverse Families and Communities (3)
- PYB-5260.NE Human Development: Lifespan & Systems Perspectives (3)
- PY-6480 Couples Therapy from a Systemic Perspective (3)
- PYI-5180 Human Sexuality and Sex Therapy (3)
- PYC-6661 Families and Addiction (3)
- PY-6781 MFT Seminar: Special Topics (3)
- PYB-5190 Family Studies Seminar (3)
- PYB-5901 Research & Evaluation in MFT (3)

Additional Courses - 16 credits

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

- PYP-6871 Pre-Practicum (1)
- PYP-6972 MFT Practicum I (3)
- PYP-6973 MFT Practicum II (3)

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

- PY-6981 MFT Internship I (3)
- PY-6982 MFT Internship II (3)
- PY-6983 MFT Internship III (3)

Plus Choice of Three Electives - 9 credits (Students may select 3 courses from different focus areas, or all 3 in one focus area)

Electives to Fulfill Addictions Concentration Include:

- PYC-6260 Integrative Approaches to Addictions Counseling (3)
- PY-5630 Psychopharmacology (3)
- PY-6130 Process Addictions (3)
- PY-6140 Social Justice & Advocacy in Addictions Counseling (3)

Electives to Fulfill Trauma Focus Include:

- PYC-6101 Creative Approaches to Trauma-Informed Practice (3)
- PY-5321 Counseling Approaches to Trauma, Grief & Loss (3)
- PY-5330 Trauma & Resiliency: Body, Mind & Brain (3)

Electives to Fulfill Military Family Focus Include:

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

Beginning in Summer 2020, Electives to Fulfill Trans Affirmative Therapy Include:

- PY-6210 Trans Experiences: An Introduction (3)
- PY-6220 Working with TGNC Families (3)
- PY-6230 Gender in Context: An Intersectional Approach (3)
- PY-6420 Trans-Affirmative Clinical Practice (3)

Not all courses are available every semester.

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 approved waivers must be submitted in writing to Student Services to be processed by the University Registrar's office.

PhD in Marriage & Family Therapy - 86 credits

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

Additional degree requirements:

- Satisfactory completion of a doctoral dissertation which demonstrates doctoral level scholarship.
- Satisfactory performance on the Qualifying Examinations after the end of the second academic year.
- Students must attend residencies in each year of the program.
 - Three-Year Delivery Model:
 - First Year: 2 total in Fall and Spring
 - Second Year: 3 total in Summer, Fall and Spring
 - Third Year: 2 total, first in Summer, second in Fall, Spring or Summer
 - Four-Year Delivery Model:
 - First Year: 2 total in Fall and Spring
 - Second Year: 3 total in Summer, Fall and Spring
 - Third Year: 3 total in Summer, Fall and Spring
 - Fourth Year: 2 total, first in Summer, second in Fall, Spring or Summer
- The minimum length of time for program completion is three years, the advertised length of the program is four 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.

Core Courses - 50 credits

- MFTR-7020 Introduction to Research and Research Ethics (3)
- MFTT-7011 Social Justice Theory and Application (3)
- MFTT-7021 Relational Systemic Theory and Applications (3)
- MFTR-7110 Introduction to Quantitative Methods (3)
- MFTR-7191 Introduction to Qualitative Methods (3)
- MFTR-7050 Introduction to Statistics (3)
- MFTI-7040 Family Policy and Advocacy (3)
- MFT-7091 Introduction to Teaching/Consultation/Leadership (T/C/L) in MFT (2)
- MFTS-7090 Supervision in MFT I (3)
- MFTR-7931 Advanced Statistics (1)
- MFT-7191 Teaching/Consultation/Leadership (T/C/L) Applications (2)
- MFT-7500 Advanced Clinical Skills and Clinical Ethics (3)
- MFTS-7291 Advanced Supervision (3)
- MFT-7300 Clinical Innovations with Diverse Populations (3)
- MFT-7120 Grant & Professional Writing in MFT (3)
- MFTR-7921 Advanced Research Methods: Program Evaluation and Applications (3)
- MFTR-7941 Advanced Research Seminar (2)
- MFTR-8000 MFT Dissertation Seminar (2)
- MFT-8100 Qualifying Examinations (2)

Clinical Practice - 9 credits

- MFTC-7401 Doctoral Professional Seminar I (3)
- MFTC-7421 Doctoral Professional Seminar II (3)
- MFTC-7441 Doctoral Professional Seminar III (3)

Optional Elective Credits - 3 credits

- MFTC-7460 Doctoral Professional Seminar IV (1)
- MFTC-7480 Doctoral Professional Seminar V (1)
- MFTC-7500 Doctoral Professional Seminar VI (1)

Clinical Supervision - 9 credits

- MFTS-7201 T/C/L/S Professional Seminar I (3)
- MFTS-7211 T/C/L/S Professional Seminar II (3)
- MFTS-7411 T/C/L/S Professional Seminar III (3)

Candidacy and Dissertation - 18 credits

- MFT-7990 MFT Doctoral Candidacy Continuation (0) (if applicable)
- 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

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 at least 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 may 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-5501 Systemic Assessment and Treatment Planning (may be waived if taken in prior degree) (3)
- PY-5760 Postmodern Approaches to Family Therapy (3)
- PYD-6000 MFT Identity, Law and Ethics (3)
- PY-6420 Foundational Theories in MFT (3)
- PYB-6061 Diverse Families and Communities (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-6781 MFT Seminar: Special Topics (3)
- PYB-5901 Research and Evaluation in MFT (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 and Advocacy (3)

Total Credits for the 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 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 with a Concentration in Marriage and Family Therapy (ON CAMPUS) - 63 - 64 credits

The AUNE MA in Dance/Movement Therapy (DMT) with a Concentration in Marriage and Family Therapy (MFT) is a three-year on-campus and low residency hybrid program. The students take two years of DMT courses on-campus and three years of low residency MFT courses through a face-to-face and online hybrid model. In addition, students engage in DMT and MFT practica and internship fieldwork in a clinical placement in the New England area during the first two years, and at a location of the students' choice in their 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. Practicum and internship placements may require criminal background checks as well as verification of up-to-date vaccinations.

The program design is as follows:

1st year

- Core courses in DMT (on-campus in Keene)
- Core courses in MFT (Two residencies)
- Two (optionally three) semesters of practica at:
 - Infants and their caregivers
and/or
 - Adults with intellectual disabilities
and/or
 - Older adults with neurocognitive disorders

2nd year

- Core courses in DMT (on campus in Keene)
- Core courses in MFT (Two residencies)
- MFT Practicum and Internship (in Keene and greater New England area)

3rd year

- DMT Internship (location of student's choice)
- Online and LR DMT supervision (in Keene)

Graduates of the program are eligible for the R-DMT (registered dance/movement therapist) credential awarded by the American Dance Therapy Association (ADTA). Graduates must apply directly to the ADTA. Graduates are also eligible to apply to be licensed as Marriage and Family Therapists (MFT) or Couple and Family Therapists (CFT) upon completion of postgraduate clinical and supervision hour requirements commensurate with state licensing regulations.

To earn the MA degree in Dance/Movement Therapy with a Concentration in Marriage and Family Therapy, students must successfully complete a minimum of 63 credits, in the following order:

FALL I (13)

- | | |
|------------|---|
| • PYD-6000 | MFT Identity, Law, & Ethics (3) [Fall I MFT Residency] |
| • PY-6420 | Foundational Theories of MFT (3) [Fall I MFT Residency] |
| • PYB-5020 | Psychomotor Assessment of Children (3) |
| • PY-6806 | Theory & Practice of DMT I: Theoretical Origins (3) |
| • PYP-6911 | Practicum in DMT I: Theoretical Applications (1) |

SPRING I (10)

- PY-5760 Postmodern Approaches to Family Therapy (3) [Spring I MFT Residency]
- PYB-6061 Diverse Families and Communities (3)
- PYB-5140 Psychomotor Assessment of Adults (3)
- PYP-6921 Practicum in DMT II: Theoretical Applications (1)

SUMMER I (6-7)

- PY-6480 Couples Therapy from a Systemic Perspective (3) [Summer I MFT Residency]
- PYI-5180 Human Sexuality and Sex Therapy (3) [Summer I MFT Residency]
- PYP-6971 Pre-Practicum (1) [Summer I MFT Residency]
- PYP-6930 Practicum in DMT III Theoretical Applications (1) (OPTIONAL)

FALL II (12)

- PYC-6661 Families and Addiction (3) [Fall II MFT Residency]
- PYP-6972 MFT Practicum I (3) [Fall II MFT Residency]
- PYB-5502 Psychopathology and Treatment Planning: DMT Perspectives (3)
- PYG-6040 Group Work in DMT and Counseling (3)

SPRING II (12)

- PYB-5260.NE Human Development: Lifespan and Systems (3) [Spring II MFT Residency]
- PYP-6973 MFT Practicum II (3) [Spring II MFT Residency]
- PY-6181 DMT & Systemic Approaches to Crisis & Trauma (3)
- PYB-5901 Research and Evaluation for Counseling & Therapy (3)

SUMMER II (3)

- PY-5800 Expressive Arts Therapy (3)

FALL III (3)

- PY-6932 Internship in DMT I (3)

SPRING III (3)

- PY-6932A Internship in DMT II (3)

Total Credits for the MA in Dance/Movement Therapy with a Concentration in Marriage and Family Therapy - 63 to 64 credits

MA in Dance/Movement Therapy with a Concentration in Marriage and Family Therapy - LOW RESIDENCY (63 credits)

The MA in Dance/Movement Therapy (DMT) with a Concentration in Marriage and Family Therapy (MFT) - low residency (LR) is a three-year program. The students take the DMT and MFT courses through a face-to-face and online hybrid model. The students will take DMT specific courses shared with the students in the Post-Master's Certificate of Respecialization in DMT; and share the MFT courses with the students in the DMT on-campus program. The students also engage in DMT and MFT practica and internship fieldwork in a clinical placement their chosen location and sites. International sites are also a possibility when *supervision is available. *The DMT internship must be supervised by a BC-DMT. Practicum and internship placements may require criminal background checks as well as verification of up-to-date vaccinations.

The program design for the low residency delivery option is as follows:

1st year

- Core courses in DMT (Two residencies)
- Core courses in MFT (Two residencies)

2nd year

- Core courses in DMT (Two residencies)
- Core courses in MFT (Two residencies)
- MFT Practicum and Internship (location of student's choice)

3rd year

- DMT Internship (location of student's choice)
- Online and LR DMT supervision (Two LR: (1) Seattle TBD and (2) Keene TBD)

Graduates of the program are eligible for the R-DMT (registered dance/movement therapist) credential awarded by the American Dance Therapy Association (ADTA). Graduates must apply directly to the ADTA. Graduates are also eligible to apply to be licensed as Marriage and Family Therapists (MFT) or Couple and Family Therapists (CFT) upon completion of postgraduate clinical and supervision hour requirements commensurate with state licensing regulations.

To earn the MA degree in Dance/Movement Therapy with a Concentration in Marriage and Family Therapy, students must successfully complete 63 credits, in the following order:

SUMMER I (3)

- PY-6806 Theory & Practice of DMT I: Theoretical Origins (3) [Summer I DMT Residency]

FALL I (12)

- PYD-6000 MFT Identity, Law, & Ethics (3) [Fall I MFT Residency]
- PY-6420 Foundational Theories of MFT (3) [Fall I MFT Residency]
- PYB-5020 Psychomotor Assessment of Children (3) [Fall I DMT Residency]
- PY-5581 Theory and Practice of DMT II: Special Populations (includes direct observations) (3) [Fall I DMT Residency]

SPRING I (6)

- PY-5760 Postmodern Approaches to Family Therapy (3) [Spring I MFT Residency]
- PYB-5500 Psychopathology (3) [Online]

SUMMER II (7)

- PY-6480 Couples Therapy from a Systemic Perspective (3) [Summer I MFT Residency]

- PYI-5180 Human Sexuality and Sex Therapy (3) [Summer I MFT Residency]
- PYP-6971 Pre-Practicum (1) [Summer I MFT Residency]

FALL II (12)

- PYC-6661 Families and Addiction (3) [Fall II MFT Residency]
- PYP-6972 MFT Practicum I (3) [Fall II MFT Residency]
- PYB-6011 Diverse Families and Communities (3) [Fall II DMT Residency]
- PYB-5140 Psychomotor Assessment of Adults (3) [Fall II DMT Residency]

SPRING II (9)

- PYB-5260.NE Human Development: Lifespan and Systems (3) [Spring II MFT Residency]
- PYP-6973 MFT Practicum II (3) [Spring II MFT Residency]
- PYB-5901 Research and Evaluation in MFT (3) [Spring II MFT Residency]

SUMMER III (6)

- PY-5800 Expressive Arts Therapy (3) [Summer III DMT Residency]
- PYG-6040 Group Work in DMT and Counseling (3) [Summer III DMT Residency]

FALL III (4)

- PY-6181 DMT & Systemic Approaches to Crisis & Trauma (3) [Fall III DMT Residency]
- PY-6931 Internship in DMT I (1) [Fall III DMT Residency]

SPRING III (4)

- PY-6822B Advanced DMT Seminar: Professional Identity (3) [Spring III DMT Residency]
- PY-6931A Internship in DMT II (1) [Spring III DMT Residency]

Total Credits for the MA in Dance/Movement Therapy with a Concentration in Marriage and Family Therapy (LOW RESIDENCY) - 63 Credits

Post-Master's Certificate of Respecialization in Dance/Movement Therapy - 29 credits

The low-residency Certificate Program is completed over three years and includes 6 residencies, either in Seattle, WA or Keene, NH and 9 credits online. Those who complete the program apply through the Alternate Route pathway for the R-DMT (registered dance/movement therapist) credential awarded by the American Dance Therapy Association (ADTA). Courses are completed in the following order:

- PY-6806 Theory & Practice of DMT I: Theoretical Origins (3)
- PYB-5020 Psychomotor Assessment of Children (3)
- PY-5581 Theory & Practice of DMT II: Special Populations (3)
- PY-TBD Developmental Perspectives in Dance/Movement Therapy (3)
- PYB-5140 Psychomotor Assessment of Adults (3)
- PYB-6060 Social and Cultural Diversity (3)
- PY-6820A Internship in DMT I (1)
- PYG-6040 Group Work in Dance Movement Therapy and Counseling (3)
- PY-6181 DMT & Counseling Approaches to Crisis & Trauma (3)
- PY-6820B Internship in DMT II (1)
- PY-6822B Advanced Seminar in DMT: Professional Identity (3)

Total Credits for the Post-Master's Certificate of Respecialization in Dance/Movement Therapy - 29 Credits

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 (CMHC) 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 or licensed professional counselor in their state. This certificate allows counselors with specializations in other areas (e.g., school or career counseling) to gain the additional specialized academic courses currently required for professional counseling licensure. There are a few possible ways in which this certificate can meet student educational needs.

For those who need core content classes only, the following courses are permitted in this certificate composed of a minimum of three courses (9 credits):

- PYI-5520 Career and Lifestyle Counseling (3)
- PYB-6060.NE Social and Cultural Diversity (3)
- PYB-5900 Research & Evaluation in Counseling & Therapy (3)
- PYB-5500 Psychopathology (3)
- PY-6120 Issues in Addiction Recovery (3)
- PY-6420 Foundational Theories in Marriage & Family Therapy (3)
- PYB-5260.NE Human Development: Lifespan & Systems Perspectives (3)
- PYI-5140 Assessment - Principles & Methods (3)

This certificate can also assist those who received their degrees several years ago to meet current educational requirements for licensure eligibility. For anyone who graduated prior to 2013, two courses will be required, in addition to other courses in the certificate (ranging from 9-24 credits). This will ensure knowledge of the current *ACA Code of Ethics* (2014) and the *DSM-5* (2013). Those classes included:

- PYD-6010.NE Professional Orientation and Ethics (3)
- PYB-5500 Psychopathology (3)

For those in need of clinical courses or practicum and internship hours, this certificate can be used to obtain the requirements needed; however, it is expected that all clinical courses are completed through AUNE (in addition to other courses ranging from 9-24 credits). These clinical courses include:

- PY-5900 Fundamentals of Therapeutic Interaction (3)
- PYG-6030 Group Approaches to Mental Health Counseling (3)
- 1-2 Face to Face Residencies (0 credits each)
*Residencies occur at the end of the Fall and Spring semesters. Students are responsible for the residency fee, transportation, and room and board.
- PYP-6960A CMHC Practicum (3)
- PY-6990 CMHC Internships (3 - 9 credits, depending on state requirements) (3 credits each)

Enrollment in this certificate program begins with a review of prior graduate transcripts and professional goals outlined in the essay. As required in the essay, students must demonstrate knowledge about their state's licensing board requirements and have an idea of the courses needed, as the CMHC program cannot offer specific advice on licensure requirements for any state due to the ever-changing licensure laws. Depending on professional, educational, and clinical backgrounds, credit requirements will vary for enrolled certificate students (e.g., certificate may be anywhere from 9-24 credits). Students will work with the Program Director to develop an individualized program plan prior to admission.

Those admitted to the Post-Master's Certificate in CMHC are eligible to take any electives offered by the CMHC Program at AUNE. Those needing more than 24 credits are encouraged to apply to the CMHC's 60 credit hour CACREP accredited master's program.

While this certificate may provide the academic requirements for licensure, we cannot guarantee licensure. Graduates of this certificate program may still need to meet additional state requirements that include passing a licensure exam, background checks, completion of post-master's clinical supervision requirements, etc. Students will work with their academic advisor to best prepare for licensure eligibility.

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

Post-Master's Certificate in 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 addictions counseling, current treatment trends, advocacy efforts, enhance communication with, and effectively support, persons presenting with addictions 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. 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 Addictions Counseling Certificate - 12 credits

DEPARTMENT OF APPLIED PSYCHOLOGY 2019-2020 COURSE DESCRIPTIONS

MFT-7091	Introduction to Teaching/ Consultation/ Leadership (T/C/L) in MFT	2	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	3	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-7191	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 and Clinical Ethics	3	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. 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-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 Examinations	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-7421	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-7441	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 and Advocacy	3	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 Ethics	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. Students will learn about various ethical issues in research, especially those related to community-based and clinical research and work with underserved or high-risk populations. Students will learn about the IRB process.
MFTR-7050	Introduction to Statistics	3	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-7191	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-7921	Advanced Research Methods: Program Evaluation and Applications	3	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 and on program evaluation methods. 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-7931	Advanced Statistics	1	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-7941	Advanced Research Seminar	2	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-8000	MFT 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-7211	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-7411	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-7021	Relational Systemic Theory and Applications	3	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. In addition, 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.
PY-5000	CMHC Residency	0	Residency provides students an opportunity to practice and apply individual and group counseling skills learned from clinical courses. For practice sessions students are divided into small groups with one faculty member per group. Using real-life experiences students participate being in the counselor role, the client role, and the observer role. Students receive direct and consistent feedback from their instructors and peers during each small group experience. The Residency fee is \$1,495 for each residency (2 total) and includes 35 hours of instructional time at residency, plus breakfast and lunch. Travel and overnight accommodations, as well as dinner, are the financial and logistical responsibility of the student.
PY-5101	Introduction to the CMHC Program and Profession	0	This course will orient new students to the Clinical Mental Health Counseling (CMHC) Program and the counseling profession. During this course students will become familiar with resources such as the <i>AUNE Academic Catalog</i> , the <i>CMHC Program Handbook</i> , the <i>CMHC Program Field Experience Handbook</i> , and the <i>APA Manual</i> . Further, students will gain insight on academic, professional, and interpersonal expectations. At the end of this course, students will have a better understanding of the program and the profession.
PY-5321	Counseling Approaches to Trauma, 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-5330	Trauma & Resiliency: Body, Mind & Brain	3	This course is designed to explore trauma treatment through the lens of resiliency. This course is based in the strengths-based and resiliency research in conceptualizing trauma, as opposed to a deficit model. This course also explores the connections between the neurobiological and somatic impacts of trauma and recovery.
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: an overview of neurochemistry, pharmacokinetics, pharmacodynamics, as well as commonly prescribed psychotropic medication for various disorders and conditions and untoward and clinical effects of such medications. This course also briefly addresses special topics such as medication assisted treatment (MAT) for substance abuse, use of herbaceuticals, and medication with children and the elderly.
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	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 acquisition and practice of fundamental counseling skills. The course includes both didactic and experiential formats and is designed to be a first opportunity to try out new skills. Methods will include dyadic role plays, in which students take turns assuming roles of both "counselor" and "client," and self-reflective exercises. Students will explore the interpersonal dynamics of the helping relationship and develop self-in-role skills, such as self-reflection and meaning-making.
PY-6120	Issues in Addictions Recovery	3	This course serves as a basic introduction to the dynamics of substance use, abuse and addiction. The class will examine the personal, social and cultural attitudes and stereotypes that are often associated with substance abuse and addictive disorders, including

			the current models of treatment. Students will explore theories of etiology of addiction and the continuum from substance use through abuse to addiction and finally recovery. Assessment, intervention, treatment planning and continuing care planning will be discussed. A discussion of the role of “self-help” programs will be included. The connection between substance use disorders and other physical and mental health issues will be explored.
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, LGBTQ+, 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 & Systemic 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-6210	Trans Experiences: An Introduction	3	This course will give students the opportunity to develop awareness of identities related to sex, gender, gender identity, and gender expression. Utilizing research and theory, there will be a focus on the bio-social-cultural-psychological factors that shape gender experiences and influence self-understanding throughout the life span. Trans-affirmative therapists will know the history of the transgender and queer movements, be able to trace the development of the oppressive relationship between the medical and

			trans communities, and be well versed in the justice movements to reform.
PY-6220	Working with TGNC Families	3	This course will examine the broader social contexts affecting many transgender family constellations. Culturally responsive strategies to address more common family clinical issues can include (but are not limited to): family's adjustment to coming out at any age, mixed orientation or gender identity in romantic relationships, relational ambiguity, family planning, and parenting transgender children. This course has a two-day residency component. For those who are local to the residency location, no overnight travel is required; for those coming from a distance, overnight travel may be required.
PY-6230	Gender in Context: An Intersectional Approach	3	This course will explore the intersectionality of trans-identity within larger community systems, and how that relates to mental health. Systems of privilege and oppression that have resulted in transphobia and cissexism will be explored. Students will also develop skills to build safe communities and develop trans-affirmative resources. 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.
PY-6240	Trans-Affirmative Clinical Practice	3	Utilizing trans-affirmative models of clinical practice, students will learn about foundational practices and principles of providing therapy to transgender individuals and their families. We will critically examine the cultural context, including systems of power and privilege, within which these practices have been discovered and constructed. A central focus will also be on self-of-the-therapist, ethical practice, and client advocacy.
PY-6420	Foundational Theories Marriage & Family Therapy	3	This course will examine the historical development, theoretical underpinnings, clinical foundation, and applied theory of marriage and family therapy. Communications and systems theory will be introduced as the foundation for family and couples therapy. This course includes a brief survey of the following theories of marriage and family therapy: Bowen Family Systems, Structural Family Therapy, Strategic Family Therapy, Experiential, Gottman, Psychoanalytic, and Cognitive Behavioral approaches to family and couples therapy. Students will examine clinical approaches to working with couples and families from a systemic perspective, with attention to social justice opportunities and multicultural considerations.
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-6781	MFT Seminar: Special Topics	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-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-6820A	Internship in DMT I	1	This course provides students with a forum for the integration of practicum experiences, theoretical material and personal learning related to professional development. It will offer a supportive environment to discuss the interface of ethical, personal and professional issues. Developing an identity as a mental health counselor and a Dance/movement therapist, and understanding the issues relevant to these roles in relation to the larger professional organizations and associations will be included. Attention will also be drawn to group process and dynamics as evidenced in the ongoing development of the peer group. The application of core DMT skills and competencies will be an ongoing aspect of the course.
PY-6820B	Internship in DMT II	1	This course provides students with a forum for the integration of practicum experiences, theoretical material and personal learning related to professional development. It will offer a supportive environment to discuss the interface of ethical, personal and professional issues. Developing an identity as a mental health counselor and a Dance/movement therapist, and understanding the issues relevant to these roles in relation to the larger professional organizations and associations will be included. Attention will also be drawn to group process and dynamics as evidenced in the ongoing development of the peer group. The application of core DMT skills and competencies will be an ongoing aspect of the course.
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-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-6911	Practicum in ABA I	3	The goal of this course is to provide students with an applied application of the principles of behavior analysis. Students will be provided the opportunity to apply the content they have learned in the classroom and implement it in an applied setting across various populations and contexts. The content of practicum will provide students with the opportunity to apply their knowledge of assessment, evaluation, and implementation of behavior analytic principles. It is expected that students will be able to implement and interpret the effectiveness of behavioral interventions in an applied setting after the completion of the course.
PY-6921	Practicum in ABA II	3	The goal of this course is to provide students with an applied application of the principles of behavior analysis. Students will be provided the opportunity to apply the content they have learned in the classroom and implement it in an applied setting across various populations and contexts. The content of practicum will provide students with the opportunity to apply their knowledge of assessment, evaluation, and implementation of behavior analytic principles. It is expected that students will be able to implement and interpret the effectiveness of behavioral interventions in an applied setting after completion of this course.
PY-6930X	Practicum/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-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-6932	Internship in DMT I	3	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-6932A	Internship in DMT II	3	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-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-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-6981	MFT Internship I	3	Faculty internship supervisors continue to monitor and supervise students' off-site clinical work.
PY-6982	MFT Internship II	3	Restricted to continuing MFT II students. Faculty internship supervisors continue to monitor and supervise students' off-site clinical work.
PY-6983	MFT Internship III	3	Restricted to continuing MFT III students. Faculty internship supervisors continue to monitor and supervise students' off-site clinical work.
PY-6990	CMHC Internship	3	This course is designed for students to meet the CACREP standards requirements for the completion of a supervised internship experience. The CMHC internship is the continuation of the student's field experience in the counseling profession. This course is comprised of both field work with clinical supervision at an approved site, as well as weekly group supervision with a member of the CMHC faculty. The CMHC 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 Field Experience Manual.
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 provides a critical overview of human development throughout the lifespan. The dominant Eurocentric and global perspectives are explicated with consideration to family and sociocultural contexts. The individual and family life cycles will be viewed as mutually interactive processes that are also affected by such factors as neurobiology, genetics, gender, race, class, ethnicity, sexuality, disability, acculturation, religion, as well as addiction, trauma, resiliency and wellness. The development of the individual through a systems perspective will be traced chronologically through major theoretical approaches and concepts as well as from a counseling lens. Emphasis on intersectionality and a critical analysis of application of theory will be applied and inform how development is viewed ethically when serving diverse groups, including minority and cultural groups.
PYB-5500	Psychopathology	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-5, 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-5.

PYB-5501	Systemic Assessment and Treatment Planning	3	This course addresses assessment and treatment planning from a variety of perspectives: biological, developmental, cultural and systemic. 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-5, 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-5.
PYB-5502	Psychopathology and Treatment Planning: DMT Perspectives	3	This course explores mental health diagnosis from a variety of perspectives: biological, developmental, cultural, and interactional. It will give students a broad theoretical foundation for understanding psychopathology from contextual and socio-cultural perspectives as well as a descriptive and categorical perspectives as presented in the Diagnostic and Statistical Manual of Mental Disorders (DSM). Attention will be given to theoretical and experiential exploration of a variety of population specific foci in dance/movement therapy intervention. The course will examine how each area is interrelated and interdependent in relation to the following: (a) needs of specific populations, (b) socio-cultural-historical considerations, (c) public policies, and (d) systems of health care.
PYB-5670	Radical Behaviorism: Philosophical Underpinnings	3	This course will familiarize students with the philosophy of behavioral science known as Radical Behaviorism and its role in the science of human behavior. Students will learn about the foundations of Radical Behaviorism and its impact, or potential impact, on society, verbal behavior, and private events.
PYB-5680	Applied Behavior Analysis: Extended Applications	3	This course will familiarize students with advanced topics in the behavior analytic field that go beyond the traditional behavior analytic content presented in previous courses. Students will learn about topics ranging from functional contextualism, metacontingencies, group design, among other advanced topics in behavior analysis and their practical implications in the field.
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 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. Students will present research or research designs supporting their approach to treatment and client outcome within a selected client population
PYB-5901	Research and Evaluation in MFT	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. 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. 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 identity, socioeconomic status, culture, sexual orientation, physical/psychological ability, size, religion, age, etc. as these relate to their multicultural competence development as counselors. Students will explore their own attitudes and beliefs through reflective exercises. Through discussions of readings, videos, 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. Finally, students will engage in a cultural immersion activity to demonstrate knowledge, awareness, skills, and advocacy; all important aspects of a counselor's cultural competence.
PYB-6061	Diverse Families and Communities	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 therapists. 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 families and communities. In order to provide a foundation for competent and ethical practice, students will examine strategies for working professionally as individual, group, and family therapists with diverse populations.
PYC-6101	Creative Approaches to Trauma-Informed Practice	3	The course is designed to expand the theoretical foundation courses to explore trauma-informed practice with an emphasis on the importance of expressive therapies, creative arts modalities, mindfulness-based practices and body-mind approaches to trauma integration, resolution and recovery. The readings, assignments and discussions will include a thorough exploration of symptomatology, evaluation, and treatment processes that are viewed as essential in working with clients that have experienced trauma. Students will review current literature on trauma and experiential treatment in order to understand and practice evidenced-based treatment models. Students will learn to incorporate a strength-based approach, with a focus on integrating multimodal approaches in counseling practice. During the course, students will apply theory to co-construct and implement trauma-informed experiences with the goal of facilitating resilience and supporting positive growth. Students will learn to engage their creative processes to support their work with clients and strengthen professional identity and growth.
PYC-6260	Integrated Approaches to Addiction Counseling	3	This course is designed to prepare students to work with clients who present with addictive disorders. Students will examine the process of change that occurs in recovery from these disorders and focus on skill development in the Transtheoretical Model of change, Motivational Interviewing, cognitive/behavioral, attachment theory,

			group techniques, solution-focused techniques, management of co-occurring disorders, and techniques in a harm reduction framework. The efficacy of these approaches with a variety of populations and ethnic groups will be examined. The course will be geared to students who have prior knowledge, experience and/or training in addictions counseling.
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 related to working with persons experiencing addictions. Special attention will be given to understanding various family/systems therapies interventions to address addiction as it relates to couples, families, and children. Special topics include domestic/intimate partner violence and other family problems which require broad-based, dynamic systems intervention.
PYC-6661	Families and Addiction	3	This course will provide an understanding of the structure and dynamics of marriage and other committed relationship, and families affected by addiction. The course will review theoretical perspectives of families and addiction through a systemic lens. Students will explore assessments and interventions through various family therapy approaches including behavioral, structural, strategic, and Bowenian therapy.
PYC-6751	Crisis Counseling Interventions	3	This course will provide an overview to the theory and practice of crisis intervention. A variety of crisis situations and appropriate responses will be examined as well as the roles and responsibilities of clinical mental health counselors in providing appropriate interventions. Students will be exposed to a variety of crisis models and techniques with the objective of helping them to develop a holistic approach to a wide range of crisis situations.
PYC-6800	Military Deployment Cycles: Mental Health Issues	3	The psychological effects of military deployment to a hostile area begin to occur well before deployment takes place and can extend well after the deployment has occurred. While not all deploying individuals will suffer mental health problems, unfortunately many do find their resiliency overwhelmed. Posttraumatic stress disorder, traumatic brain injury, substance abuse, depression, and problems at work and within the family are some of the mental health problems most likely to be faced by deploying service members. Mental health treatment by professionals who understand some of the problems confronted by service members is a valuable community resource. This course will help prepare mental health counselors and therapists to understand some of the primary mental health problems faced before, during and after military deployment.
PYC-6810	Military Culture and Language	3	Mental health providers working with military clients and their families need to understand their clients' backgrounds including the military social system and the language that creates and sustains that background. This course will provide clinicians with a rich variety of information on how to talk with military families, using the same language used by those families to describe themselves and their lives.
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-6000	MFT Identity, Law, and Ethics	3	This course focuses on professional orientation and ethical practice in marriage and family therapy. Students will be introduced to the MFT profession through the examination of licensure and credentialing standards, and professional organizations. Additionally, students will understand ethical practice using the American Association for Marriage and Family Therapy's Code of Ethics. Legal issues in MFT and the role of advocacy and social justice as they apply to ethics and the law will be understood.
PYD-6010.NE	Professional Orientation & Ethics	3	This course focuses on professional orientation and ethical practice in counseling. Students will be introduced to the counseling profession through extensive review of the American Counseling Association's (ACA) Code of Ethics and licensure laws for the state in which they plan to practice. Students will understand the benefits of professional membership in counseling organizations (e.g., ACA and its divisions). Legal issues in counseling and the role of social justice and advocacy as they apply to ethics and the law will be introduced. Additionally, this course will cover professional writing and APA format.
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 begin 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, with a focus on therapeutic process groups. The course will include presentations, discussions, practice and experiential learning in a group culture.
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	Counselors engage in assessment practices every day and these practices affect relationships, treatment decisions, and culturally responsive counseling. This course will provide information about the various assessment procedures that are specifically relevant for practicing counselors. There will be an emphasis on selection, interpretation, and communication of psychological test results. Further, this course highlights the basic principles of psychological assessment. Students will learn how to complete a Comprehensive Psychosocial Assessment through both didactic and experiential activities infused throughout the course.

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, with a focus on how this might influence their therapeutic work with individuals, couples, and families. 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.
PYI-5381	Behavior Analytic Procedures and Interventions	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/lifestyle development in diverse individual and group counseling settings. Course content will provide students with an overview of how to effectively apply career counseling theories as well as how to administer and interpret career-related assessment instruments across populations. Students will develop an understanding of how individuals create their roles within the world of work and how they might integrate social justice theory to advocate for individual clients and their community from a career perspective.
PYI-5540	Counseling Theories-Models & Approach I	3	Counseling Theories, Models, and Approaches is designed as an overview of major counseling theories and approaches, including post-modern theories/approaches. Students will have the opportunity to learn theoretical foundations in both didactic and experiential classroom formats. The course includes simulated counseling sessions in order to allow students the opportunity to practice skills and techniques associated with major counseling theories. Students are encouraged not only to explore all the major theoretical orientations, but also to examine their personal beliefs and values in an effort to develop their own understanding and/or approach to counseling.
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-6871	Pre-Practicum	1	This course is designed to prepare students for success in PYP 6972 (MFT Practicum I) and will cover what beginning therapists need to

			<p>know with a strong emphasis on skills acquisition and application. The purpose of the course is to assist students in the transition between academics and clinical work and to introduce the process of examining oneself in the role of a marriage and family therapist. This course will consist of a combination of lecture, discussion, class activities, review of video-taped family therapy sessions, and demonstration with role-play. There will also be an opportunity to observe advanced family therapists; work with families in the Antioch Couples and Family Therapy Institute.</p>
PYP-6911	Practicum in DMT I: Theoretical Applications	1	<p>This course is an extension of the DMT Theory and Practice I where students apply their learning through experiential exploration of individual and group dance/movement therapy interventions with a distinct population in a clinical and/or educational setting. On-site supervision is provided by a DMT practitioner. 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.</p>
PYP-6921	Practicum in DMT II: Theoretical Applications	1	<p>This course builds on Dance/Movement Therapy Theory and Practice I and Practicum in DMT I: Theoretical Applications courses. Students apply their learning through experiential exploration of individual and group dance/movement therapy interventions with a distinct population in a clinical and/or educational setting. On-site supervision is provided by a DMT-practitioner. 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.</p>
PYP-6930	Practicum in DMT III: Theoretical Applications	1	<p>This course provides students with continuing opportunities to apply their theoretical learning through experiential exploration of individual and group dance/movement therapy interventions with a distinct population in a clinical and/or educational setting. On-site supervision is provided by a DMT-practitioner. 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.</p>
PYP-6951	Practicum in Counseling	1	<p>Practicum in Dance/Movement Therapy provides students with an opportunity to observe various clinical and educational settings and populations and to participate in, co-lead, and lead DMT sessions. On site supervision is provided by a DMT (BC-DMT) practitioner. Learning to identify group and individual interventions, understanding the role and function of the dance/movement therapists within the system, and applying theoretical learning from concurrent courses are prime goals of the course.</p>
PYP-6960A	CMHC Practicum	3	<p>This course is designed for students to meet the CACREP Standards requirements for the completion of a supervised practicum experience. 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 weekly group supervision with a member of the CMHC faculty. Students must complete a minimum of 100 hours at their approved site, with a</p>

			minimum of 40 hours of that time spent providing direct service to clients. The CMHC 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 Field Experience Manual.
PYP-6971	MFT Pre-Practicum	1	This course is designed to prepare students for success in PYP 6972 (MFT Practicum 1) and will cover what beginning therapists need to know with a strong emphasis on skills acquisition and application. The purpose of the course is to assist students in the transition between academics and clinical work and to introduce the process of examining oneself in the role of a marriage and family therapist. This course will consist of a combination of lecture, discussion, class activities, review of video-taped family therapy sessions, and demonstration with role play. There will also be an opportunity to observe advanced family therapists' work with families in the Antioch Couples and Family Therapy Institute.
PYP-6972	MFT Practicum I	3	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-6973	MFT Practicum II	3	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.

DEPARTMENT OF CLINICAL PSYCHOLOGY 2019-2020 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.

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.

Elective studies - *minimum of 2 credits*

In addition to 28 to 30 semester hours of required classes and practicum, students pursue elective studies through one or more of the following three options: (1) elective weekend workshops; (2) elective practica; and (3) supervised independent studies. Although the minimum required elective studies credits is 2, most students pursue 1-2 credits per semester, yielding more than the required 120 credits by the conclusion of their doctoral studies.

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 and Advanced Integration (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) - 3 credits

- 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 (2 in summer; 3 in fall or spring)
- 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-7110 Integrated Care (3)
- PYI-7120 Attachment and Complex Trauma in Development and Psychotherapy (3)
- PYI-7125 Advanced Seminar: Interpersonal Psychotherapy (3)

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-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)
- PY-8170 Introduction to Risk Assessment (1)

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

- PY-8670 Supervised Experience in the Teaching 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)

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.

Total Credits for the Doctor of Psychology in Clinical Psychology (PsyD) - 120 Credits

DEPARTMENT OF CLINICAL PSYCHOLOGY 2019-2020 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	This is a doctoral level course dedicated to Discipline-Specific Knowledge in the scientific psychology foundation of biological aspects of behavior. This goal is achieved through the critical examination of the structure and function of the nervous system and related systems; the role of the nervous system in sensory transduction, movement, sleeping, memory, learning, cognition, and emotion; and finally, through a critical examination of the role of the nervous system in selected psychopathologies (e.g., seasonal affective disorder, depression, anxiety, chronic stress reactions, and so forth). A particular emphasis is placed on learning the scientific language of physiological psychology, the methods of study and analysis, as well as learning basic central nervous system neuroanatomy. The course topic sections are all anchored by primary source materials from peer-reviewed empirical American Psychological Association (APA) journal articles in biological science, representing the current state of original empirical work in this area.
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 and Advanced Integration	3	This course critically examines current cognitive and affective psychological science, as well as the integration of cognitive and affective research. Topics in cognitive psychology include history of the cognitive position, the current status of learning theory, memory (implicit, explicit, procedural, episodic and script), thought processes and organizations, representational formats and structures, mental imagery, and decision making. From Affect science, topics include affect, emotion and emotional regulation, and mood. Advanced integrative knowledge of scientific psychology involving critical thinking and interacting with primary source materials is a requirement of this course. This course is in the Discipline Specific Knowledge areas of the foundational psychological science of Cognitive and Affective basis of behavior, and Integrative Knowledge. The readings are from primary source materials drawn from original empirical research in recent published psychology journals. Issues of culture and diverse populations in cognitive, affective, and integrative

			empirical research will be examined.
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	Introduction to Interprofessional 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-7740	Adv Sem- Psychodynamic Psychology and Family System Perspectives on Violence	3	This course will focus on exploring the underpinnings and clinical, research, and theoretical explanations for violence and human aggression, primarily using psychodynamic and family system theories as modes of inquiry. Incorporating some research from psychology and neighboring disciplines of psychiatry, public health, neuroscience, and related behavioral and social science literature, this course seeks to deepen students' understanding and analysis of the causes of violence within a psychological framework, cover research and identify interventions in the areas of family (which includes all manner of domestic, elder, and intimate partner violence), school, community, and socially-sanctioned violence. The primary learning objectives are to examine the root causes of interpersonal violence, to analyze the impact of violence on psychological and social functioning, and to stimulate critical, psychologically-informed thinking about prevention and building resiliences among individuals and communities.
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 & the 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.
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-IV/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-8170	Introduction to Risk Assessment	1	Assessing and managing violence risk is an expanding area of forensic psychology. Over the past 20 years, research has led to the identification of empirically derived risk factors associated with violence and sexual offense recidivism and the development of specialized risk assessment tools. These tools have increased the predictive ability above that of clinical judgment, as well as influenced public discourse and policies related to the management of violent

			and sexual offenders. Empirically-validated risk assessments have applications in a wide array of mental health and criminal justice proceedings including aiding fact-triers with regard to civil commitment (Sexually Dangerous Persons/Sexually Violent Predators), pre-trial mitigation, and sentencing; family courts in determining custody issues and safety planning; community supervising agencies (parole and probation) in offender classification and allocation of resources; and treatment providers in guiding interventions. Psychologists are best suited to conduct violence risk assessments and psychosexual evaluations. Our specialized education and training in behavioral sciences provides decision-makers with evidence-based tools aimed at violence prevention.
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 <i>* if offered in fall or spring; 2 if offered in summer</i>	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 Teaching 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. You must also concurrently register for PY-8920, Practicum.
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-8920	Practicum	3	A required practicum for second year students, coupled with PY-8820 and PY-8830 Professional Seminar III and IV.
PY-8925	Practicum Extension	0	This Practicum Extension course is for students whose contract period extends outside of the term of registration - either before or after the term of credited Practicum registration. Students should contact the department if the practicum extension period is expected to be beyond three weeks.
PY-8930	Practicum	3	A required practicum for third year students, coupled with PY-8840 and PY-8850 Case Conference I and II.
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. 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-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.
PYI-7125	Advanced Seminar - Interpersonal Psychotherapy	3	This course will focus on the theoretical underpinnings of interpersonal psychotherapy—based on cognitive, social, interpersonal, and constructionist theory. It is a general-purpose, evidence-based approach. Theoretical changes to the applications have been associated with the following theorists: (1) E. Frank & J. C. Levenson: introduction to interpersonal therapy--the APA position; (2) Harry Stack Sullivan: origins of interpersonal therapy I; (3) Timothy Leary: origins of interpersonal therapy II--the circumplex; (4) Robert C. Carson, origins of interpersonal therapy III--social psychology; (5) D. R. Peterson: functional analysis; (6) Jeremy Safran & Zindel Segal: cognitive interpersonal theory; (7) Myrna Weissman, John Markowitz, & Gerald Klerman: current interpersonal therapy; (8) Judith Jordan:

			relational-cultural therapy; (9) Jerome Bruner: cultural psychology and interpersonal psychotherapy. Case presentations on how interpersonal psychotherapy can be used for particular disorders will be included.
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, practices 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-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 2019-2020 DEGREE REQUIREMENTS

Elementary & Early Childhood Teacher Certification (Integrated Learning)

- MEd in Elementary Education with Elementary Teaching Certification
- MEd in Elementary Education with Elementary and Early Childhood Teaching Certification
- MEd in Elementary Education with Elementary and Special Education Teaching Certification

Waldorf Teacher Education Programs and Concentrations

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

Experienced Educators

- MEd in Foundations of Education with Problem-Based Learning / Critical Skills Concentration
- MEd in Foundations of Education with Self-designed Concentration
- MEd in Foundations of Education with Educating for Sustainability Concentration
- MEd in Foundations of Education with Place-based Education Concentration
- MEd in Foundations of Education with Nature-based Early Childhood Concentration
- Certificate in Nature Based Early Childhood Education
- MEd in Foundations of Education with Educational Leadership & Administration Concentration (Principal Certification Track)
- Post-Master's Certificate in Educational Leadership & Administration (NH Principal Certification)
- MEd in Foundations of Education with Mindfulness for Educators Concentration
- Graduate Certificate in Mindfulness for Educators
- MEd in Foundations of Education with Integrated STEAM Education Concentration
- Certificate in Integrated STEAM Education
- MEd in Foundations of Education with Library Media Specialist Concentration
- Post-Master's Certificate in Library Media Specialist (NH State Certification)
- MEd in Foundations of Education with Digital Learning Specialist Concentration
- Post-Master's Certificate in Digital Learning Specialist (NH State Certification)
- Dyslexia Certificate
- Reggio Emilia Certificate
- Trauma Informed Education Certificate
- MEd in Humane Education
- MA in Humane Education
- Graduate Certificate in Humane Education

MEd in Elementary Education with Elementary Teaching Certification (Integrated Learning) - 40 credits

To earn the MEd degree in Elementary Education and be recommended for New Hampshire Elementary 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 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)
- EDC-5291 Place-Based Social Studies (2)

Educational & Social Policy - 3 credits

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

Electives - 9 credits

Courses of relevance to students' professional goals from the 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**
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 K-6. 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 Education with Elementary Teaching Certification (Integrated Learning) - 40 credits

MEd in Elementary Education with Elementary and Early Childhood Teaching Certification (Integrated Learning) - 40 credits

To earn the MEd degree in Elementary Education and be recommended for New Hampshire Elementary and 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 - 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)
- EDC-5291 Place-Based Social Studies (2)
- EDC-6480 Early Childhood Education Pre-K to 3rd (2)
- EDC-6650 Movement and Storytelling in the Pre-K Classroom (1)

Educational & Social Policy - 3 credits

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

Electives - 6 credits

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

Internship and Professional Seminar - 8 credits

- ED-6910 Internship - Elementary Education (3)
- ED-6920 Internship - Early Childhood Education (3)

For Elementary and Early Childhood Certification students complete one internship in an approved, self-contained classroom where the intern assumes all the responsibilities of a teacher conducting integrated curriculum in an elementary school grades K-6. Students complete a second internship in an approved, self-contained classroom where the intern assumes all the responsibilities of a teacher conducting integrated curriculum in a pre-school, kindergarten, or first grade classroom. An Early Childhood internship may be conducted in an 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 Education with Elementary and Early Childhood Teaching Certification (Integrated Learning) - 40 credits

MEd in Elementary Education with Elementary and Special Education Teaching Certification (Integrated Learning) - 42 credits

To earn the MEd degree in Elementary Education and be recommended for New Hampshire Elementary and General Special 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 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-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)
- EDC-5291 Place Based Social Studies (2)
- EDC-6731 SpEd Assessment (1)
- EDC-6732 SpEd Instructional Strategies (1)

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 the 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)
For Elementary and Special Education Certification students complete one internship in an approved, self-contained classroom where the intern assumes all the responsibilities of a teacher conducting integrated curriculum in an elementary school grades K-6. Students complete a second internship with a special education teacher in an approved school or in an alternative special education setting as approved by the internship coordinator.
- ED-6970 Professional Practice Seminar (2)

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

MEd in Elementary Education - Waldorf Concentration with Elementary Teaching Certification Year-Round Program - 43 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 - 10 credits

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

Curriculum & Instruction - 22 credits

- EDC-5360 Science Curriculum (1)
- EDC-5380 Waldorf Math and Language Arts (1)
- EDC-5410 Speech I (1)
- EDC-5420 Painting (2)
- EDC-5430 Eurythmy I (1)
- EDC-5450 Speech II (1)
- EDC-5460 Visual Arts I (1)
- EDC-5510 Integrated Learning: Theory into Practice (3)
- EDC-5550 Reading/Literacy Elementary (3)
- EDC-5590 Waldorf Curriculum Preparation I (2)
- EDC-5592 Waldorf Curriculum Preparation II - Grades 5-8 (2)
- EDC-5630 Math Methods - Elementary (3)
- EDC-5710 Drawing (1)

Educational & Social Policy - 5 credits

- EDP-5900 Teaching Exceptional Children (2)
- EDP-5980 School Law (1)
- EDP-6040 Research and Self Development (2)

Plus non-credit required courses - 0 credits

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

Elementary Teaching Internships - 6 credits

- ED-6910 Internship - Elementary Education (3)
One semester of supervised teaching in an approved public Elementary school setting.
- ED-6915 Internship - Elementary Education (3) **or** ED-6975 Public Waldorf
Internship/Professional Seminar (3)
One semester of supervised teaching in a Waldorf school or a public Waldorf school under an

approved Waldorf teacher.

Note: ED-6931 Practicum for 3 credits may be substituted for ED-6915 Internship for 3 credits with prior advisor approval.

Note: ED-6935 Public Waldorf Practicum for 3 credits may be substituted for ED-6975 Public Waldorf Internship/Professional Seminar for 3 credits with prior advisor approval.

Total Credits for the MEd in Elementary Education - Waldorf Concentration with Elementary Teaching Certification Year-Round Program - 43 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 - 7 credits

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

Curriculum & Instruction - 14 credits

- EDC-5350 Music Curriculum (1)
- EDC-5360 Science Curriculum (1)
- EDC-5380 Waldorf Math and Language Arts (1)
- EDC-5410 Speech I (1)
- EDC-5420 Painting (2)
- EDC-5430 Eurythmy I (1)
- EDC-5450 Speech II (1)
- EDC-5460 Visual Arts I (1)
- EDC-5590 Waldorf Curriculum Preparation I (2)
- EDC-5592 Waldorf Curriculum Preparation II - Grade 5-8 (2)
- EDC-5710 Drawing (1)

Educational & Social Policy - 4 credits

- EDP-5920 The Adolescent (1)
- EDP-6040 Research and Self Development (2)
- EDP-6300 Waldorf School Administration (1)

Plus non-credit required courses - 0 credit

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

Master's Project - 4 credits

- ED-6990 Master's Project (4)

Internship - 3 credits

- ED-6915 Internship - Elementary Education (3) **or** ED-6931 Practicum (3)
One semester supervised teaching in Waldorf School under approved Waldorf teacher.

If pursuing the Public Waldorf School specialization choose one of the following:

- ED-6975 Public Waldorf Internship/Professional Seminar (3) **or** ED-6935 Public Waldorf Practicum/Professional Seminar (3)
One semester of supervised teaching in a public Waldorf School under an 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 want 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 - 7 credits

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

Curriculum & Instruction - 14 credits

- EDC-5350 Music Curriculum (1)
- EDC-5360 Science Curriculum (1)
- EDC-5380 Waldorf Math and Language Arts (1)
- EDC-5410 Speech I (1)
- EDC-5420 Painting (2)
- EDC-5430 Eurythmy I (1)
- EDC-5450 Speech II (1)
- EDC-5460 Visual Arts I (1)
- EDC-5590 Waldorf Curriculum Preparation I (2)
- EDC-5592 Waldorf Curriculum Preparation II - Grade 5-8 (2)
- EDC-5710 Drawing (1)

Educational and Social Policy - 4 credits

- EDP-5920 The Adolescent (1)
- EDP-6040 Research and Self Development (2)
- EDP-6300 Waldorf School Administration (1)

Plus non-credit required courses - 0 credits

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

Teaching Internship - 3 credits

- ED-6915 Internship - Elementary Education (3) **or** ED-6931 Practicum (3)
One semester supervised teaching in Waldorf School under approved Waldorf teacher.

If pursuing the Public Waldorf School specialization choose one of the following:

- ED-6975 Public Waldorf Internship/Professional Seminar (3) **or** ED-6935 Public Waldorf Practicum/Professional Seminar (3)

One semester of supervised teaching in a public Waldorf School under an approved Waldorf teacher.

Total Credits for the Certificate in Waldorf Elementary Education Year Round Program - 28 credits

MEd in Foundations of Education - Waldorf Concentration, Elementary Focus - Summer Sequence

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

Curriculum & Instruction - 11 credits

- EDC-5350 Music Curriculum (1)
- EDC-5360 Science Curriculum (1)
- EDC-5380 Waldorf Math and Language Arts (1)
- EDC-5410 Speech I (1)
- EDC-5430 Eurythmy I (1)
- EDC-5450 Speech II (1)
- EDC-5460 Visual Arts I (1)
- EDC-5465 Visual Arts II (1)
- EDC-5595 Waldorf Elementary Curriculum Seminar (2)
- EDC-5710 Drawing (1)

Educational & Social Policy - 3 credits

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

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-6915 Internship (4) **or** ED-6931 Practicum (4)
One semester of supervised teaching in an approved Waldorf Elementary School.

If pursuing the Public Waldorf School specialization choose one of the following:

- ED-6975 Public Waldorf Internship/Professional Seminar (4) **or** ED-6935 Public Waldorf Practicum/Professional Seminar (4)
One semester of supervised teaching in a public Waldorf School under an approved Waldorf teacher.

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

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

Curriculum & Instruction - 11 credits

- EDC-5350 Music Curriculum (1)
- EDC-5360 Science Curriculum (1)
- EDC-5380 Waldorf Math and Language Arts (1)
- EDC-5410 Speech I (1)
- EDC-5430 Eurythmy I (1)
- EDC-5450 Speech II (1)
- EDC-5460 Visual Arts I (1)
- EDC-5465 Visual Arts II (1)
- EDC-5595 Waldorf Elementary Curriculum Seminar (2)
- EDC-5710 Drawing (1)

Education & Social Policy - 3 credits

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

Plus non-credit required courses - 0 Credits

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

Teaching Internship or Practicum - 4 credits

- ED-6915 Internship (4) **or** ED-6931 Practicum (4)
One semester of supervised teaching in an approved Waldorf Elementary School.

If pursuing the Public Waldorf School specialization choose one of the following:

- ED-6975 Public Waldorf Internship/Professional Seminar (4) **or** ED-6935 Public Waldorf Practicum/Professional Seminar (4)
One semester of supervised teaching in a public Waldorf School under an approved Waldorf teacher.

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

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

Curriculum and Instruction - 7 credits

- EDC-5350 Music Curriculum (1)
- EDC-5560 Eurythmy III (1)
- EDC-5655 Healing Image in Story and Color (1)
- EDC-5820 Speech III (1)
- EDC-5845 Human Development II (1)
- EDC-5895 Transdisciplinary Learning (2)

Education and Social Policy - 8 credits

- EDP-5820 Leadership & Development (1)
- EDP-5840 Contemplative Inquiry I (1)
- EDP-5860 Research II (1)
- EDP-5920 The Adolescent (1)
- EDP-6510 Renewal Institute II (2)
- EDP-6670 Renewal Institute I (2)

Practicum - 4 credits

- ED-6915 Internship (4) **or** ED-6931 Practicum (4)

If pursuing the Public Waldorf School specialization choose one of the following:

- ED-6975 Public Waldorf Internship (4) **or** ED-6935 Public Waldorf Practicum (4)

Master's Project - 4 credits

- ED-6990 Master's Project (4)

Total Credits for the MEd in Transdisciplinary Healing Education - 32

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

Curriculum and Instruction - 7 credits

- EDC-5350 Music Curriculum (1)
- EDC-5560 Eurythmy III (1)
- EDC-5655 Healing Image in Story and Color (1)
- EDC-5820 Speech III (1)
- EDC-5845 Human Development II (1)
- EDC-5895 Transdisciplinary Learning (2)

Education and Social Policy - 8 credits

- EDP-5820 Leadership & Development (1)
- EDP-5840 Contemplative Inquiry I (1)
- EDP-5860 Research II (1)
- EDP-5920 The Adolescent (1)
- EDP-6510 Renewal Institute II (2)
- EDP-6670 Renewal Institute I (2)

Practicum - 4 credits

- ED-6915 Internship (4) **or** ED-6931 Practicum (4)

If pursuing the Public Waldorf School specialization choose one of the following:

- ED-6975 Public Waldorf Internship (4) **or** ED-6935 Public Waldorf Practicum (4)

Total Credits for the Certificate in Transdisciplinary Healing Education - 28 credits

MEd in Foundations of Education with Problem-Based Learning / Critical Skills 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:

- EDT-5500 Critical Skills Classroom Immersion (3)

Plus 15 credits among the following courses:

- EDC-6871 Principles of STEAM (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)
- EDU-5110 #CS4All: Computer Science for non-Computer Scientists (1)
- EDC-6555 Place-Based Teaching and Learning (3)
- EDP-6630 Educational Advocacy & Leadership (3)
- EDC-6885 Instructional Design & Assessment (3)
- EDC-6887 Introduction to the Critical Skills Classroom (3)
- EDP-6755 Research Topics in Education (1-3)

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

MEd in Foundations of Education with 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 advisors. 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 advisor.

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

- 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 Place-Based Education Concentration - 33 credits

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

- EDT-6260 Developing Mind (3) **or** EDT-5360 Childhood and Nature (3)
- EDT-5450 Philosophy of Education and Change (online or FTF) (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 3 courses - 9 credits

- EDC-6555 Place-Based Teaching & Learning (3)
- EDP-6160 Real World Sustainability (3)
- EDT-5500 Critical Skills Classroom Immersion (3)

Electives: 9 credits

Total Credits for the MEd in Foundations of Education with Place-based Education Concentration - 33 credits

MEd in Foundations of Education with Nature-Based Early Childhood Concentration - 33 credits

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

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

Concentration Courses: All Students must take the following 4 courses - 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 - 11 credits choose from list below or any other AU elective approved by your advisor

- ED-5610 Natural History for Early Childhood: Teaching in Winter (1)
- 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)
- EDC-5160 School Change Practicum in Nature Preschool or Forest Kindergarten (3)
(this option may substitute for a required practicum above, please consult with your advisor before registering for this course.)

Total Credits for the MEd in Foundations of Education with Nature-Based Early Childhood Concentration - 33 credits

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

This certificate can be added to the MEd in Elementary Education if students take all required courses and include nature-based early childhood electives in their course plan. Students should speak to their advisor regarding details.

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 list below or any other AU elective approved by your advisor:

- ED-5610 Natural History for Early Childhood: Teaching in Winter (1)
 - 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 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 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 Mindfulness for Educators Concentration - 33 credits

Graduate Certificate in Mindfulness for Educators - 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 Graduate Certificate in Mindfulness for Educators - 9 credits

MEd in Foundations of Education with Integrated STEAM Education 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)
- EDR-6920 Practicum: Child Study (3)
- EDR-6940 Practicum: Curriculum (3)
- EDR-6200 Practicum: Equity & Change (3)

Concentration Courses: Students must select 18 credits from the following courses:

- EDC-6871 Principles of STEAM (3)
- EDT-5470 Tech Tools in the Classroom for All Learners (3)
- EDC-6820 Building Inclusive Learning Communities (3)
- EDU-5110 #CS4All: Computer Science for the Non-Computer Scientist (1)
- EDT-5500 Critical Skills Classroom Immersion (3) **or** EDC-6887 Introduction to the Critical Skills Classroom (3)
- EDP-6630 Educational Advocacy & Leadership (3)
- EDC-6885 Instructional Design & Assessment (3)
- EDP-6755 Research Topics in Education (1-3)

Any AU course or SIS as approved by advisor.

Total Credits for the MEd in Foundations of Education with Integrated STEAM Education Concentration - 33 credits

Certificate in Integrated STEAM Education - 15 credits

This is a 15 credit graduate certificate program. Students are required to take the following courses:

Students must select 15 credits from the following courses:

- EDC-6871 Principles of STEAM (3)
- EDT-5470 Tech Tools in the Classroom for All Learners (3)
- EDC-6820 Building Inclusive Learning Communities (3)
- EDU-5110 #CS4All: Computer Science for the Non-Computer Scientist (1)
- EDT-5500 Critical Skills Classroom Immersion (3) **or** Introduction to the Critical Skills Classroom (3)
- EDP-6630 Educational Advocacy & Leadership (3)
- EDC-6885 Instructional Design & Assessment (3)
- EDP-6755 Research Topics in Education (1-3)

Total Credits for the Certificate in Integrated STEAM Education - 15 credits

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 STEAM (3)
- EDC-6885 Instructional Design & Assessment (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)
- EDR-6000 Internship in Library Media I: K-6 (1)
- EDR-6010 Internship in Library Media II: 7-12 (1)
- 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 STEAM (3)
- EDC-6885 Instructional Design & Assessment (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)
- EDR-6000 Internship in Library Media I: K-6 (1)
- EDR-6010 Internship in Library Media II: 7-12 (1)
- 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 Digital Learning Specialist Concentration - 34 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 STEAM (3)
- EDC-6885 Instructional Design & Assessment (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)
- EDU-5110 #CS4All: Computer Science for non-Computer Scientists (1)

Total Credits for the MEd in Foundations of Education with Educational Technology Integration Concentration - 34 Credits

Post-Master's Certificate in Digital Learning Specialist - 19 credits

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

- EDC-6871 Principles of STEAM (3)
- EDC-6885 Instructional Design & Assessment (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)
- EDU-5110 #CS4All: Computer Science for non-Computer Scientists (1)

Total Credits for Post-Master's Certificate in Digital Learning Specialist - 19 credits

Dyslexia Certificate Program - 17 credits

The Dyslexia Certificate program is built upon the latest research and best practices for working with students with dyslexia. Antioch University New England's Dyslexia Certificate program has met the International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teacher of Reading, and has been recognized with IDA accreditation.

The 17-credit graduate program is offered throughout the year, with entry during the spring and summer semesters. Coursework is offered in an online format to meet the needs of K-12 classroom educators and other interested individuals. Candidates receive the highest quality of instruction from faculty with a rich background of work in K-12 reading environments.

Certification Courses: Students are required to take the following courses - 17 credits

- RLE-5055 Foundations and Psychology of Reading (3)
- RLE-5155 Introduction to Dyslexia (2)
- RLE-5255 Advanced Phonics (3)
- RLE-5355 Diagnosis and Assessment of Students and Dyslexia (3)
- RLE-6155 Structured Language Teaching I (3)
- RLE-6255 Structured Language Teaching II (3)

Total Credits for Dyslexia Certificate Program - 17 credits

Reggio Emilia Certificate Program - 18 credits

Antioch University New England is proud to offer experienced education professionals the opportunity to obtain a Certificate in the Reggio Emilia Approach (REA). The Reggio Emilia Approach refers to the philosophy of early childhood education that originated in Reggio Emilia, Italy and was founded by Loris Malaguzzi. Many educators (e.g., Dewey, Piaget, Vygotsky, Gardner and Bruner) inspire and inform the Reggio Emilia Approach. REA is grounded in several key principles (e.g., children are active protagonists of their growth and development process; Learning is a process of individual and group construction and the environment is organized to provoke and support learning). This certificate program prepares teachers to interact with children in intentional, constructive, and creative ways that focus on children's capabilities, competencies, and interests. The program promotes the development of a learning environment that is based on relationships, reciprocal learning, and reflection. The Certificate in the Reggio Emilia Approach at Antioch University New England is a completely online program aimed at meeting the needs of currently employed teachers interested in integrating Reggio inspired principles in their respective classroom situations and practice. The sequence of courses begins once per year in the second summer session (usually early July). All courses are 7 lessons in 7 weeks except for Making Learning Visible (MLV). MLV consists of 7 lessons but spans 14 weeks because documentation of student work is a requirement of the course.

Certification Courses: Students are required to take the following courses - 17 credits

- ECE-5710 Introduction to Reggio Emilia Approach - A (3)
- ECE-5720 Introduction to Reggio Emilia Approach - B (3)
- ECE-6250 The Learning Environment as the Third Teacher (3)
- ECE-6350 Making Learning Visible through Observation and Documentation (3)
- ECE-6450 The Atelier and Learning - Arts Integration (3)
- ECE-6550 Comparative Approaches to Early Childhood Education (3)

Total Credits for Reggio Emilia Certificate Program - 18 credits

Trauma Informed Education Certificate - 12 credits

This certificate requires four - 3 semester credit classes that are offered in 7 week sessions. It is intended for classroom teachers, school administrators, school counselors, school psychologists, other associated school personnel who will come in contact with children affected by trauma. It is also appropriate for members of the larger community who also interact with these children and their families. It is offered at the graduate level and is completely online.

Certification Courses: Students are required to take the following courses - 12 credits

(Two entry points - Summer and Fall)

Summer Entry - 12credits**1st Summer Session - 6 credits**

- EDU-5010 Becoming a Trauma Informed Educator (3)
- EDU-5030 Connecting the Community with Those Affected by Childhood Trauma (3)

2nd Summer Session - 6 credits

- EDU-5020 Physiological, Psychological and Developmental Effects of Childhood Trauma (3)
 - EDU-5040 The Trauma Sensitive Learning Environment (3)
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Fall Entry - 12 credits**1st Fall Session - 3 credits**

- EDU-5010 Becoming a Trauma Informed Educator (3)

1st Spring Session - 3 credits

- EDU-5020 Physiological, Psychological and Developmental Effects of Childhood Trauma (3)

2nd Fall Session - 3 credits

- EDU-5030 Connecting the Community with Those Affected by Childhood Trauma (3)

2nd Spring Session - 3 credits

- EDU-5040 The Trauma Sensitive Learning Environment (3)

Total Credits for Trauma Informed Education Certificate - 12 credits

MEd in Humane Education - 33 credits

This 33-credit graduate program is delivered online, with an optional one-week, 3-credit summer residency (immersion course) held at the Institute for Humane Education in Surry, Maine. Please note this MEd degree does not lead to state licensure.

MEd students are required to take six foundational courses in humane education, plus practicum, two electives, and a capstone course. They are encouraged to attend the 3-credit Humane Education residency week at the Institute for Humane Education in Surry, Maine. If unable to attend, students must take a third elective instead.

Foundational Courses - Students must take the following 6 courses - 18 credits

- ED-5010 Introduction to Humane Education (3)
- ED-6100 Environmental Ethics (3)
- ED-6200 Animal Protection (3)
- ED-6300 Human Rights (3)
- ED-6400 Culture and Change (3)
- ED-6446 Solutionary Classroom: Pedagogy in Practice (3)

Practicum - 3 credits

- ED-6945 Practicum in Humane Education (3)

Capstone - 3 credits

- ED-6985 Humane Education Capstone (3)

Electives - Students must take 6 credits from the following courses - 6 credits

- ED-6506 Writing for Social Change (3)
- ED-6502 Creative Activism: Art and Artists for Social Change (3)
- ED-6504 Just Good Food (3)
- ED-6500 Race, Intersectionality, and Veganism (3)
- ED-6444 Building a Solutionary Practice (3)

Residency or additional elective - 3 credits

Students are encouraged to attend the 3-credit Humane Education residency week at the Institute for Humane Education in Surry, Maine. If unable to attend, students may take a third elective instead.

- ED-6442 Humane Education Residency (3) *Strongly Recommended, **or** additional elective (3)

Total Credits for the MEd in Humane Education - 33 credits

MA in Humane Education - 33 credits

This 33-credit graduate program is delivered online, with an optional one-week, 3-credit summer residency (immersion course) held at the Institute for Humane Education in Surry, Maine.

MA students are required to take six foundational courses in humane education, plus practicum, two electives, and a capstone course. They are encouraged to attend the 3-credit Humane Education residency week at the Institute for Humane Education in Surry, Maine. If unable to attend, students must take a third elective instead.

Foundational Courses - Students must take the following 6 courses - 18 credits

- ED-5010 Introduction to Humane Education (3)
- ED-6100 Environmental Ethics (3)
- ED-6200 Animal Protection (3)
- ED-6300 Human Rights (3)
- ED-6400 Culture and Change (3)
- ED-6444 Building a Solutionary Practice (3)

Practicum - 3 credits

- ED-6945 Practicum in Humane Education (3)

Capstone - 3 credits

- ED-6985 Humane Education Capstone (3)

Electives - Students must take 6 credits from the following courses - 6 credits

- ED-6506 Writing for Social Change (3)
- ED-6502 Creative Activism: Art and Artists for Social Change (3)
- ED-6504 Just Good Food (3)
- ED-6500 Race, Intersectionality, and Veganism (3)
- ED-6446 Solutionary Classroom: Pedagogy in Practice (3)

Residency or additional elective - 3 credits

Students are encouraged to attend the 3-credit Humane Education residency week at the Institute for Humane Education in Surry, Maine. If unable to attend, students may take a third elective instead.

- ED-6442 Humane Education Residency (3) *Strongly Recommended, **or** additional elective (3)

Total Credits for the MA in Humane Education - 33 credits

Graduate Certificate in Humane Education - 15 credits

This 15-credit Graduate Certificate program in Humane Education is delivered online and is comprised of the following foundational courses in humane education:

Foundational Courses - 15 credits

- ED-5010 Introduction to Humane Education (3)
- ED-6100 Environmental Ethics (3)
- ED-6200 Animal Protection (3)
- ED-6300 Human Rights (3)
- ED-6400 Culture and Change (3)

Total Credits for the Graduate Certificate in Humane Education - 15 credits_

DEPARTMENT OF EDUCATION 2019-2020 COURSE DESCRIPTIONS

ECE-5710	Introduction to the Reggio-Emilia Approach - A	3	This introductory course focuses on the theories, research and practical application of the Reggio Emilia Approach within the context of early learning and care settings. Key concepts discussed include: historical context of the REA, the image of the child, relationships, the role of teacher, parents, and community in the learning environment, reflection on and documentation of learning.
ECE-5720	Introduction to the Reggio-Emilia Approach - B	3	This course is the second of a two part introductory course that focuses on the theories, research and practical application of the Reggio Emilia Approach within the context of early learning and care settings. Key concepts discussed include: historical context of the REA, the image of the child, relationships, the role of the teacher, family, and community in the learning environment, reflection on and documentation of learning.
ECE-6250	The Learning Environment as the Third Teacher	3	The Learning Environment as the Third Teacher is a fundamental concept of the Reggio Emilia Approach (REA). It is through the use of the learning environment that children are prompted to explore new materials, problem-solve new situations, and maintain a sense of wonder. Students enrolled in this course are exposed to environments that model this capability and are expected to critique the environment in which they work with young children.
ECE-6350	Making Learning Visible through Observation and Documentation	3	Learning is made visible as teachers observe students at work and then document both the process and product of their learning. The emphasis in this course is documentation of the process of learning. How do children learn? What questions do they ask? And why do they think what they think? Answering these questions and others serve as a vehicle for making young children's learning visible.
ECE-6450	The Atelier and Learning - Arts Integration	3	The Reggio Emilia Approach is premised on the hundred languages of children. The hundred languages are a metaphor for the extraordinary potentials of children, their knowledge-building and creative processes, and the many ways that children come to know things as well as express what they know. This course explores some of the "languages" most often employed by young children. The course offers students an opportunity to examine verbal and non-verbal "languages" (e.g., art, music, drama, body movement, technology, storytelling) that inspire children's creative expression of their interests.
ECE-6550	Comparative Approaches to Early Childhood Education	3	There are several approaches to working with young children that adhere to Constructivist and/or Progressive positions. This course compares and contrasts the key principles from the Reggio Emilia Approach with other approaches to working with young children (e.g., Montessori, Waldorf). The history and philosophy of the approaches are an integral part of this course.
ED-5010	Introduction to Humane Education	3	Introduction to Humane Education explores the principle of doing the "most good and least harm" and applies this ethic with innovative thinking and action to the field of education. The course looks at humanity and the world through a historical lens and offers a vision for a better future that relies on reason, compassion,

			evidence-based optimism, and systems awareness to bring about positive long-term change.
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-5610	Natural History for Early Childhood: Teaching in Winter	1	The best nature-based early childhood teachers are knowledgeable about young children and local natural history. This course will focus on learning the natural history of northern New England that most directly relates to being outdoors with young children. Seasonal events of winter will be explored as a model for how to discover nature's surprises at any time of year. An additional focus will be on keeping children active and warm during cold and changing weather. This course can be taken independently of, or in addition to, the fall Natural History for Early Childhood course. We'll be outside whatever the weather, so dress accordingly.
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-6100	Environmental Ethics	3	Environmental Ethics addresses some of the most pressing environmental issues in the world. Topics include climate change, endangered species, pollution, habitat destruction, environmental racism, and resource depletion. The course offers a solutions-oriented approach that balances analyzing problems with identifying strategies to create sustainable and restorative systems. It also examines how we might learn and teach about environmental issues in a way that encourages people to focus on solutions that work for all people, animals, and the Earth.
ED-6200	Animal Protection	3	Animal Protection covers a wide range of issues including animal agriculture, experimentation, hunting and trapping, companion animals, and animals used in entertainment. The course explores different philosophies regarding the inherent rights of sentient animals to be free from exploitation and abuse and encourages students to grapple with and determine their own ethics regarding nonhuman animals. The course further examines ways in which we can protect humans, animals, and ecosystems for the good of all. Coursework helps students develop techniques for learning and teaching about complex issues in a manner that invites dialogue and solutions.

ED-6300	Human Rights	3	This course explores issues of human rights by analyzing critical challenges and envisioning possible solutions. Specific issues include modern slavery, child labor, human trafficking, racism, gender inequity, poverty, power, and privilege. The course also examines acts of human courage, collaboration, conscious consumerism, systemic change, and global citizenship. It invites students to find in themselves and others sources of deep humaneness and to develop models of compassion, integrity, and courage. Coursework helps students learn to educate in ways that address conflict effectively and eliminate oppression.
ED-6400	Culture and Change	3	Culture and Change explores the many ways in which cultural norms influence ideas, beliefs, and actions; and how change making happens. Covering social psychology, consumerism, media, economics, and politics, this course provides a foundational overview for understanding the ways in which people are shaped by their cultures. Coursework focuses on critical analysis of cultural systems, the role of cultural conditioning in our lives, and strategies for educating effectively and creatively about these issues. By recognizing the ways in which our thoughts and behaviors are molded by culture, students gain the ability to live and educate more mindfully, and to help bring about transformative cultural change.
ED-6442	Humane Education Residency	3	This one-week humane education immersion offers an experiential, hands-on opportunity for students to observe and practice foundational activities in humane education. Participants create and deliver solutions-focused presentations, apply critical, systems, strategic, and creative thinking to a variety of issues, and co-create an in-person community of learners that supports change-making through education. Held at IHE's campus in Maine, this course also offers the opportunity to build abiding in-person relationships with fellow students. No prerequisites. Attending Humane Education Residency early in your studies is strongly encouraged.
ED-6444	Building a Solutionary Practice	3	Building a Solutionary Practice is an exploration of information, tools, strategies, and skills necessary to reflect on the nature of knowledge and its power to affect positive change. This course helps students become confident researchers and presenters of information, two skills at the heart of being an effective humane educator. It also offers students an opportunity to deeply research and explore a problem of interest to them, then craft an article or essay weaving together strategies drawn from evidence-based optimism, elements of effective thinking, and appreciative inquiry that presents the problem and proposes a solution.
ED-6446	Solutionary Classroom: Pedagogy in Practice	3	In this course, students will apply what they've learned in the five core courses in Humane Education (Introduction to Humane Education, Environmental Ethics, Animal Protection, Human Rights, Culture and Change) to create a praxis for integrating humane education into their classroom and/or other educational settings. In this course, students are introduced to the Solutionary Process, a solution-focused framework that will guide their work.
ED-6500	Race, Intersectionality, and Veganism	3	In this course, students explore issues of intersectionality, racism, and racial justice within the specific context of veganism. Through structured conversation as well as research, reflection, and practical

			application, students learn how to educate effectively and seek solutions that address overlapping systems of racial injustice and animal exploitation.
ED-6502	Creative Activism: Art and Artists for Social Change	3	Creative Activism offers a study of literary, performance, and visual artists who focus their work on one or more facets of comprehensive humane education—human rights, animal protection, and environmental stewardship. In addition to studying solutions-focused art and artists, students will examine their own experience with the creative process, design original and collaborative work, and practice integrating art for social change into their own lives, teaching, and/or community outreach. Educators, activists, artists, writers, visionaries, and anyone curious about creative activism will discover ways to cross the bridge from despair to action with the support of a dynamic learning community.
ED-6504	Just Good Food	3	Just Good Food explores how contemporary food systems and individual food choices relate to human, animal, and environmental social justice issues. Just Good Food focuses on the connections between food systems and issues of hunger, poverty, animal protection, climate change, healthcare, sustainability, legislative policies, and corporate interests. The course surveys a broad range of food-related issues, with the opportunity for further study in a personal area of interest. The course also highlights solutions-focused organizations, practices, and policies. Students learn to think critically about how food choices affect all living beings and the planet and gain insight into food-related politics and policy.
ED-6506	Writing for Social Change and Personal Transformation	3	In this course participants live like writers, thinkers, and creators of wisdom, cultivating and contemplating questions that matter. Through the medium of transformative language arts, students discover what it means to be earth-inspired, animal-inspired, and human-inspired, positioning and empowering words for personal and social change. Through an online retreat design, writers are immersed in readings, music, short films, mindfulness meditation, and experiential writing activities as a source of inspiration and a springboard for independent and/or collaborative writing projects. All genres are open for exploration. Writing circles meet online to share progress, inspirational tips, and resources.
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	The purpose of the elementary education internship is to practice full leadership and management as a classroom teacher. Interns will apply integrated learning course work and gain intensive teaching and learning experience over an extended period of time. 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-6915	Internship- Elementary Education	1-4	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	The purpose of the early childhood education internship is to practice full leadership and management as a classroom teacher. Interns will apply integrated learning course work and gain intensive teaching and learning experience over an extended period of time. 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-6931	Practicum	1-4	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-6935	Public Waldorf Practicum/Professional Seminar	3-4	The purpose of the internship is to nurture the capacities needed for leadership in and management of an elementary classroom in a public Waldorf school. Interns will apply and integrate the theoretical knowledge gained through readings, seminars and ongoing self development with their practical experience as teachers. The emphasis in the internship is upon self-evaluation, reflection, and articulation of experience. Internship sites require the approval of the Program Director. In addition to individual advising by faculty, an online professional seminar will create a safe space for sharing and support within each learning cohort.
ED-6945	Practicum in Humane Education	3	The Humane Education Practicum is an individualized course with objectives specific to each student's goals. With the help of their faculty mentor, students develop a 150-hour project or program designed to help them practice the way in which they hope to manifest humane education in the world. The practicum can take the form of an internship, a creative project, a school or community-based program, the launching of a non-profit organization or social business, to name a few. Students are required to have taken at least 6 credits of coursework before enrolling in the practicum course.
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 - 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-6975	Public Waldorf Internship/Professional Seminar	3-4	The purpose of the internship is to nurture the capacities needed for leadership in and management of an elementary classroom in a public Waldorf school. Interns will apply and integrate the theoretical knowledge gained through readings, seminars and ongoing self development with their practical experience as teachers. The emphasis in the internship is upon self-evaluation, reflection, and articulation of experience. Internship sites require the approval of the Program Director. In addition to individual advising by faculty, an online professional seminar will create a safe space for sharing and support within each learning cohort.
ED-6980	Internship-Special Education	3	The purpose of the special education internship is to engage students in special education processes outlined in the Individuals with Disabilities Education Act and implemented in public schools and alternative education settings. Internships are available in a variety of public schools and alternative settings. Please see program requirements for how many semesters and credits each specific teaching certificate requires in order to complete its degree requirements.
ED-6985	Humane Education Capstone	3	This culminating course in humane education is a supported individualized course through which students develop and present in a public forum a synthesis of their learning.
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-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 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 Integrated 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 and nature-based preschool teachers are knowledgeable about young children and 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. Wildflowers, fungi, bugs and tadpoles are some of the topics considered, along with nature art, tracking, wild edibles, and using children's literature as a vehicle to nature exploration. Seasonal events of autumn will serve as a model for how to discover nature's surprises at any time of year. We'll be outside regardless of the weather, and discuss ways 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	Beyond Discipline, Beyond Management	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-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 unique approach to curriculum that differs from conventional indoor early childhood centers. This course will focus on the distinctive elements for outdoor programming for children aged three to six. 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, developing routines and seasonal rhythms, and connecting curriculum to the community.
EDC-5120	Starting with Community	1	Cultivating a spirit of community and responsibility in classrooms requires intentional and skillful planning and instructional strategies. In this course, these skills and instructional strategies will be demonstrated and facilitated by course instructors. Students will engage in and be responsible for the development of their learning community. Through reflective practices students will examine how groups form, their personal contributions to a group's culture, and how groups can become learning communities in which all members feel safe, able to be themselves, and able to take risks.
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-5291	Place-Based Social Studies	2	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 include field trips.
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 the 7th grade and organic chemistry in the 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-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-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-5460	Visual Arts I	1	In this course participants will focus on visual art as a foundation for future applications in the art of teaching and the Waldorf Curriculum method.
EDC-5465	Visual Arts 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-5490	Place-based Education	2	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 focuses on integrated learning. It emphasizes approaches to teaching, learning and curriculum design that encourage children to blend subject areas, ways of knowing, practices and skills to explore interesting situations, phenomena and themes. It also examines the basis for these approaches: philosophies that value each student and assume each can learn; ideas about inquiry, responsibility and choice; the belief that learning is an active, social process. This course will provide students with opportunities to acquire a historical perspective on schooling and holistic approaches to education.
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 eurhythm 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-5580	Music as Social History	1	People the world over make music, and songs are windows into human experience. Singing, and the study of musical texts, can help us understand what others have experienced and cared about. Music has also shaped history, serving to spread ideas, uphold values, sustain communities and galvanize social movements. This course focuses on music as social history. Song will enrich our understanding of particular people, places, and times as we explore curricular approaches that integrate music and social studies. No prior music experience is necessary, and solo singing is not required.
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
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 explores the content and pedagogy of elementary mathematics. It is based on the premise that everyone can learn, and that mathematics can be accessible and enjoyable if understanding is derived from experience and strong links are made between experience and abstract ideas and symbols. Beginning with a consideration of how children learn mathematics, the course will focus on providing children with opportunities to develop mathematical ideas over time. Using concrete materials and hands on experiences, students will become actively involved with problems from a range of mathematical strands (number sense, pattern, geometry, measurement, probability) to illustrate how children can explore mathematics through problem solving and inquiry.
EDC-5655	Healing Image in Story and Color	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-5770	Problem-Solving Science	2	Science in elementary school should be far more than reading the chapter and answering the questions. Observations, hands-on investigations, children's literature and experiences in nature can all provide starting points for developmentally appropriate curriculum. In this course we'll do what scientists do and experience problem-solving science first-hand. Bugs and slugs, materials and their properties, mirrors, shadows and toys are among the topics we might explore. We'll examine curriculum resources, look at ways to structure science experiences for children, and consider children's ideas and questions. In addition, we'll focus on the relationship between scientific inquiry and quantitative thinking, and reflect on current issues, theoretical debates and research in science education. This course will be most valuable for students who are engaged in internships or who otherwise have access to a group of children with whom to do science.
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 <i>Democratic Classrooms</i> and <i>The Responsive Classroom</i> .
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	In the early educational years, young children flourish in settings that encourage their development of a strong sense of self. Connecting with peers and caring adults as they engage in open-ended play-based learning opportunities sets the stage for positive experiences throughout schooling. In this course, participants will establish an understanding of developmentally appropriate practices in order to design play-based curriculum that attends to the unique needs of young children's academic, physical, social, and emotional development.
EDC-6555	Place-based Teaching & Learning	3	Students are naturally interested in exploring their world and participating as active citizens on projects relevant to them. Place-based teaching and learning (PBTl) in schools and educational organizations offers local culture, the built environment, and nature as an integrating context for learning. This course will explore practical strategies for the implementation of place-based learning in order to meet PreK-12 curriculum standards and organizational goals. Students who participate in place-based education are more likely to have stronger ties with their community. Additional course foci will include the integration of social justice and PBTl; approaches to developing an interdisciplinary place-based curriculum; designing place-based learning experiences to fulfill school and organizational mission statements; and strategies for taking full advantage of the school campus and community as learning sites. Students in this course will design a place-based unit or project that integrates student choice, uses place as a context for learning, and develops school - community ties.
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-6731	SpEd Assessment	1	Assessment is a crucial element of education, as it enables educators to discover whether their strategies are meeting the

			needs of students. In this way, formative, summative, and formal assessments can inform teaching practice and support creative and multi-tiered instructional strategies and implementation. In this course students will develop knowledge of assessment requirements, accommodations, and modifications, especially as they relate to the development of Individual Education Plans (IEPs). Students will work with IEP development and implementation, Least Restrictive Environment (LRE) placement, and transitions as related to grade levels and IEP goals.
EDC-6732	SpEd Instructional Strategies	1	In this course, emphasis will be placed on the relationships between assessments, responsive instructional practices, and special learning needs. Special attention will be paid to the development of creative instructional strategies that meet a wide range of learners. When well orchestrated, the integration of meaningful assessment, differentiated classroom practices, and attention to the development of social and emotional development can create positive and effective learning communities that support all learners. We will focus on the teacher's role in the dynamic nature of that integration.
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-6871	Principles of STEAM	3	What does it mean to teach and engage our students in our modern world? How might we use principles of STEAM to engage all students? How can we design and implement STEM education and design thinking strategies building on our professional priorities (ie. the Critical Skills Classroom, nature based education, arts integration, etc.) as well as developmentally appropriate pedagogy? How can we use technology to support student learning? What's the difference between STEM, STEAM, and STREAM? These questions will be explored in this online course designed to deepen understanding and inspire teachers to a new level of practice. Students will work both on their own and collaboratively to explore learn about these various topics for practical classroom implementation. Focus will also be given to modern tools to support STEAM and learning in both face-to-face and virtual environments. Participants will design powerful learning experiences for these classrooms as well as formative and summative assessments. Online Course.
EDC-6881	Instructional Design: Crafting Problem Based Challenges	2	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.

EDC-6885	Instructional Design & Assessment	3	The course will explore the intersections of instructional design and student assessment, focused on the construction of multiple types of classroom-based and curriculum-connected problems for students to solve in the form of Critical Skills Challenges. Essential to successful implementation of problem-based learning and the successful use of Critical Skills Challenges 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. The crafting of Challenges and their assessment instruments necessitates fluency in a comprehensive set of design and assessment tools, all examined and practiced in this course. This course provides educators with the capacities to utilize several different strategies for instructional design, feedback, and assessment.
EDC-6887	Introduction to the Critical Skills Classroom	3	The Critical Skills Classroom is a comprehensive model that creatively and effectively integrates four powerful teaching methodologies into a coherent strategy: collaborative learning, experiential learning, problem-based learning, standards-driven learning. Working together these methodologies provide teachers and students the means to simultaneously and intentionally build and sustain a strong, supportive classroom learning community, target the curriculum in ways that provide both a depth of understanding and meaningful learning, develop the critical skills and fundamental dispositions and meet or exceed the demands of district and state frameworks and standards. In this course, we will explore and apply both practical and theoretical aspects of the Critical Skills Classroom in a variety of contexts. 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 on line learning experiences in the fall and the spring.
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
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-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-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-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-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 preschools and forest kindergartens are special kinds of places, different from conventional early childhood programs. Parents, caretakers and community members, who may not be familiar with the aims and practices of nature-based programs, can benefit from education. Families may need to be prepared to provide appropriate outdoor clothing, do regular tick checks, and think about children's learning in new ways. They may also be called on to volunteer in the school and to help with promotion and fundraising. We'll consider how to partner with families and forge links to the wider community. Communication is central to our work: we'll hone our skills as we participate in mock parent conferences, examine and create materials that describe programs to families, and practice working with parents who have questions or concerns.
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 ideas, and will take a close look at existing models that have proven successful in the United States.
EDP-5620	Risk Management for Nature-based Early Childhood Education	2	Children enjoy learning that is challenging and adventurous, where they can reach beyond their abilities and test themselves. Nature readily provides such experiences. Being outdoors with children in all kinds of weather requires another level of risk management beyond fire drills and correct hand washing instructions, and teachers must prepare to provide it. Topics that will be considered in this course include: hazard identification, appropriate planning for risk, what kinds of risky play to allow and which to discourage, and research on the relationship between nature play and overall health and development. The course will include opportunities to observe a nature-based early childhood program in action.
EDP-5820	Leadership & Development	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, <i>Contemplative Inquiry</i> , in terms of fostering mindfulness and personal growth as educators. Students will be expected to read the book, practice some of the exercises and suggestions, incorporate them into their lives, and reflect on their progress in a final paper.

			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 individuals, families, teachers and classroom communities toward children with physical, cognitive, socio-emotional differences. Students will engage in an assimilated case study including in a variety of activities designed to develop empathy and skills for teaching in a classroom of diverse learners. Students will be introduced to concepts in special education while learning a variety of teaching techniques and classroom adaptations, including co-teaching techniques. Students will learn about the changing face of special education and about special education laws as they relate to the role of general education teachers and their classrooms. An emphasis will be placed on the classroom as a community of learners, and on methods for including all students and classroom staff in the development of that community. 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 management (i.e. design and maintenance) of institutional facilities and school-community partnerships. Integrated systems within a school which enable it to function and serve its community will be explored in the context of larger ecological, economic, and social systems. Resource use, energy flow, waste management, and green buildings will be investigated. Applying what they learn to their own organization's practices, students will formulate a collaborative community partnership to improve sustainable practice and meet desired learning outcomes. Cost-benefit analyses will be applied to facilities management and curriculum coordination. Learning from this course may be integrated with and applied to practica.
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-6300	Waldorf School Administration	1	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.
EDP-6510	Renewal Institute II	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-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.
EDP-6755	Research Topics in Education	1-3	This course will allow students to conduct independent research into topics of their own choosing, working independently or collaboratively. Instruction will focus on research methods, writing for publication, and strategies for presenting work to peers. Online course.

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, an 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 for Nature Play and Learning	1	The natural world both invites and supports play and learning. This course focuses on how outdoor spaces can contribute to early childhood education. It uses site assessment, analysis and schematic design as tools to reveal the potential of a location for a nature-based early childhood program. Students will engage in a hands-on sequence of exploration together, imagining how an actual outdoor space can be transformed by using and modifying the existing landscape. Each student will apply understanding through creating a schematic design. Learn how to use boundaries, pathways, and destinations to support play and learning, how experiences in nature can support early childhood learning standards, and deepen your understanding of your role as teacher.

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	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	Informed 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 curriculum choices. By examining the patterns that emerge in human growth, we find a basis upon which curriculum can be built. Without this perspective, schooling can become arbitrary and heartless. This course is designed to provide a philosophical and psychological orientation to human growth and development from a constructivist point of view. We will consider, in particular, the influence on developmental stage theory of various theorists including Piaget, Erikson, and Kohlberg as they are presented by Robert Kegan, Chip Wood, and others. Constructivism and developmental stage theory are the content for this course; the learning will occur as we make connections between these theories, our own lives, and the lives of the children we have known. As we make these connections we will also make connections into the future, considering the curricular and instructional approaches appropriate for children at different stages of development. This is a hybrid course that is part of the Integrated Learning program.
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-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 and Philosophy	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-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-5010	Becoming a Trauma Informed Educator	3	Designed for the classroom based or connected practitioner this course focuses on recognizing the behaviors associated with childhood trauma and seeks to teach the practitioner to prepare an environment that is sensitive to traumatized persons and to respond to young people that experience the psychological, physiological and social-emotional deficits associated with experiencing trauma during childhood. The practitioner will gain an overview of the services available for children and families experiencing trauma.
EDU-5020	Physiological, Psychological and Developmental Effects of Childhood Trauma	3	Designed for the classroom based or connected practitioner this course focuses on recognizing the behaviors associated with childhood trauma and seeks to teach the practitioner to prepare an environment that is sensitive to traumatized persons and to respond to young people that experience the psychological, physiological and social-emotional deficits associated with experiencing trauma during childhood. The practitioner will gain an overview of the services available for children and families experiencing trauma.
EDU-5030	Connecting the Community with Those Affected by Childhood Trauma	3	Designed for the classroom-based or connected practitioner this course focuses on the connections needed to foster the healing of a person that has experienced childhood trauma among families, educators and the community. The course includes information on how to communicate in a non-assuming way with family members to promote a collaborative effort on behalf of the student. Additionally, the course will focus on how to promote student advocacy and support while following school policies, legislation and working with other organizations such as juvenile justice system.

EDU-5040	The Trauma Sensitive Learning Environment	3	This course applies knowledge of the physical and psychological effects of trauma on children within the whole of the school community. Different school structures and policies will be examined for their possible positive and negative impact on children who have experienced trauma. A focus of this class will be on adapting existing school environments to maximize learning opportunities for affected children. Attention will be paid to understanding how teachers can structure their instruction and classrooms with those affected by trauma in mind.
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 goals.
RLE-5055	Foundations and Psychology of Reading	3	This course examines the historical development of English, and its relevance to language disabilities will be explored. The scientific basis of reading will be studied.
RLE-5155	Introduction to Dyslexia	2	This course focuses on the traits of typically and atypically developing readers. The three major disabilities and affecting factors will be discussed. The definition as accepted by the NICHD/IDA will be presented and discussed.
RLE-5255	Advanced Phonics and Applied Field Study	3	This course focuses on cognitive and advanced linguistic structures of the English language and phonetic concepts as they relate to reading and spelling. Focus is on accommodations, modifications, and teaching strategies, including multisensory structured language (MSSL) techniques that may be used for the dyslexic student in the regular classroom and intensive therapy. 20 focused field hours are required. Ten hours are spent observing MSSL instruction in phonics and ten hours are spent in implementing MSSL instruction in phonics. Candidates can work with more than 1 student during these hours.
RLE-5355	Diagnosis and Assessment of Students with Dyslexia	3	In this course students will develop a referral, assessment, and placement process for identifying a student with dyslexia or other reading problems. Systems of record keeping and progress reporting will be discussed. Psychometric properties of tests will be studied. 20 focused field hours are required. Ten hours are spent observing reading assessment administration and ten hours are spent administering reading assessments. Candidates can administer to more than 1 student during these hours.
RLE-6155	Structured Language Teaching I	3	This course focuses on explicit, systematic teaching strategies for struggling readers in the areas of phonology, phonics, and word recognition. Students will participate in clinical teaching and therapy practices while supervised by advisors in a clinical setting. 30 focused field hours are required. These hours are spent in one-on-one settings where candidates provide MSSL instruction focusing on phonology, phonics, and word recognition. The bulk of this work

			and feedback (lesson plans and instruction) is focused on these three areas of instruction. A mentor observes about ten of the thirty hours. Some students have chosen to work with more than one student (each in individual settings) because they are already working with these students as a reading specialist. RLE-6255 The requirement, however, is only that they work with one student.
RLE-6255	Structured Language Teaching II	3	This course focuses on explicit, systematic teaching strategies for struggling readers in the areas of fluency, vocabulary, and comprehension. Students will participate in clinical teaching and therapy practices while supervised by advisors in a clinical setting integrating both clinical and diagnostic knowledge and intervention knowledge across all five skills identified in the NRP Report (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension). 30 focused field hours are required. These hours are spent in one-on-one settings where candidates provide MSSL instruction focusing on fluency, vocabulary, and comprehension. The bulk of this work and feedback (lesson plans and instruction) is focused on these three areas of instruction. A mentor observes ten of the thirty hours. Like RLE-6155, some students have chosen to work with more than one student (each in individual settings) because they are already working with these students as a reading specialist. The requirement, however, is only that they work with one student.

DEPARTMENT OF ENVIRONMENTAL STUDIES 2019-2020 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 - 36 credits depending on course selection
- MS in Resource Management & Administration - 30 credits
- MS in Resource Management & Administration with Professional Science Master's Designation - 36 credits depending on course selection
- PhD in Environmental Studies
- Climate Resilience Certificate for Professionals
- 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

International Service Program (Peace Corps) degree requirements:

The Department of Environmental Studies at AUNE offers students the opportunity to combine Peace Corps service with master's study through the International Service Program (ISP). This program is available to students pursuing their 36 credit Master's of Science in Environmental Studies (excluding the Science Teacher Certification concentration) or their Master's of Science in Resource Management and Administration (36 credit track). Accepted students file program plans dependent on the timing of their Peace Corps Service.

Students in the ISP take a minimum of 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 6 credits, tuition-free, as Peace Corps volunteers. These credits are awarded as one 3 credit professional internship and one 3 credit research project. Tuition and fees are also waived for students while serving in the Peace Corps. Following their Peace Corps service, students return to AUNE as needed to complete any remaining coursework and additional academic requirements including a capstone or second internship. This is a specialized program and may not be combined with other specialized programs or partnerships.

Prior to 2017, students wishing to combine Peace Corps service with master's study did so through the Master's International Program. The opportunity to participate in the Master's International program was available to students pursuing their Master's of Science in Environmental Studies as part of the 42 credit degree program or the 42 credit track of the Master's of Science in Resource Management and

Conservation degree. In the Master's International programs, students took two semesters of on-campus coursework at AUNE, followed by volunteering in the Peace Corps for which they earn 12 credits, tuition-free for their service and research. After Peace Corps, students return to AUNE to complete their remaining coursework and additional academic requirements.

MS in Environmental Studies - 36 credits

The MS in Environmental Studies degree requires a minimum of three semesters and 36 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 3 credits of an appropriate professional internship is also required as well as a capstone requirement in the form of a master's project, thesis, collaborative service initiative, or a second internship. 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 concentration and skills courses 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 - 36 credits

To earn the MS degree in Environmental Studies, students must earn a minimum of 36 credits distributed as follows:

Core Areas - REQUIRED - 9 credits. Choose 3 out of 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 - Selection of a fourth Core course may be used to fulfill concentration or skills credits below.

Concentration Requirements - 6 credits

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

Selection from Concentration and Skills Courses - 15 credits

- Choose from any course designated as "concentration or skills."
* Selection of a fourth Core course may be used to fulfill concentration or skills credits.

Internship - 3 credits

- ES-6960 One 3-credit General Internship (3)

Capstone Project or 2nd Internship - 3 credits

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

Total Credits for the MS in Environmental Studies with a Concentration in Advocacy for Social Justice & Sustainability - 36 credits

MS in Environmental Studies with a Concentration in Conservation Biology - 36 credits

To earn the MS degree in Environmental Studies, students must earn a minimum of 36 credits distributed as follows:

Core Areas - REQUIRED - 9 credits. Choose 3 out of 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 - Selection of a fourth Core course may be used to fulfill concentration or skills credits below.

Concentration Requirements - 6 credits

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

Selection from Concentration and Skills courses - 15 credits

- Choose from any course designated as "concentration or skills."

*Optional selection of a 4th Core course may be used to fulfill concentration or skills credits.

Internship - 3 credits

- ES-6960 One 3-credit General Internship (3)

Capstone Project or 2nd Internship - 3 credits

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

Total Credits for MS in Environmental Studies with a Concentration in Conservation Biology - 36 credits

MS in Environmental Studies with a Concentration in Environmental Education - 36 credits To earn the MS degree in Environmental Studies, students must earn a minimum of 36 credits distributed as follows:

Core Areas - 9 credits - REQUIRED - Choose 3 out of 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 - Selection of a fourth Core course may be used to fulfill concentration or skills credits below.

Concentration Requirements - 6 credits

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

Selection from Concentration and Skills Courses - 15 credits

- Choose from any course designated as "concentration or skills"

*Optional Selection of a 4th Core course may be used to fulfill concentration or skills credits.

Internship - 3 credits

- ES-6960 One 3-credit General 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 General Internship (with permission of advisor) (3)

Total Credits for the MS in Environmental Studies with a Concentration in Environmental Education - 36 credits

MS in Environmental Studies with Science Teacher Certification - 36 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 36 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 not offered by ETS; "B" or better from [Excelsior College UExcel Examination in Physics](#) accepted).

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 not offered by ETS; "B" or better from [Excelsior College UExcel Examination in Physics](#) accepted).
- Course and Internship

Core Areas - 9 credits Required:

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

Choose Two (2) 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 - Selection of a third course may be used to fulfill concentration or skills credits below.

Concentration Requirements - 18 credits

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

Skills Requirement - 3 credits

- Choose from any course designated as "concentration or skills"
*Optional Core course may be selected to fulfill concentration or skills 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 - 36 credits

MS in Environmental Studies with a Concentration in Self-Designed Studies - 36 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 36 credits distributed as follows:

Core Areas - 9 credits - REQUIRED - Choose 3 out of 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 Core course may be used to fulfill concentration or skills credits below.

Concentration Requirements - 6 credits

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

Selection from Concentration and skills courses - 15 credits

- Choose from any course designated as "concentration or skill"

*Optional Selection of a 4th Core course may be used to fulfill concentration or skills credits.

Internship - 3 credits

- ES-6960 One 3-credit General Internship (3)

Capstone Project or 2nd Internship - 3 credits

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

Total Credits for the MS in Environmental Studies with a Concentration in Self-Designed Studies - 36 credits

MS in Environmental Studies with a Concentration in Sustainable Development and Climate Change - 36 credits

To earn an MS in Environmental Studies with a Concentration in Sustainable Development and Climate Change, students must earn a minimum of 36 credits distributed as follows:

Core Areas - 9 credits - REQUIRED - Choose 3 out of 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 - Selection of a fourth Core course may be used to fulfill concentration or skills credits below.

Concentration Requirements - 6 credits

- ESPE-5600 Energy and Materials Sustainability (3)
- ES-5700 Climate Change Resilience, Adaptation and Mitigation (3)

Selection from Concentration and skills courses - 15 credits

- Choose from any course designated as "concentration or skills"

*Optional selection of a 4th Core course may be used to fulfill concentration or skills credits.

Internship - 3 credits

- ES-6960 One 3-credit General Internship (3)

Capstone Project or 2nd Internship - 3 credits

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

Total Credits for the MS in Environmental Studies with a Concentration in Sustainable Development and Climate Change - 36 credits

Concentration and Skills courses - (Some courses are offered over a 2 year cycle and/or are based on enrollment and specific needs of MS Concentrations*)**

Concentration courses include:

- ES-5190 Biostatistics (3)
- ESM-5160 Building Sustainable Organizations (3)
- ESP-6050 Citizen Participation (3)
- ESE-5490 Civic Ecology and Community Resilience (2) FST
- ES-5700 Climate Change Resilience, Adaptation and Mitigation (3)
- ESE-5110 Community & School-based Food Systems (2)
- ESE-5350 Conceptual and Human Development (3)
- ESS-5630 Conservation Biology (3)
- ES-5080 Conservation Psychology Theory & Application (3)
- ESE-5440 Curriculum Design (3)

- ESPE-5600 Energy and Materials Sustainability (3)
- ES-5150 Environmental Advocacy: The Essentials (3)
- ES-5260 Environmental Advocacy: Applied Methods (3)
- ESE-5280 Exhibit Design and Interpretation (2)
- ESE-5020 Foundations of Environmental Education and Sustainability (3)
- ESE-5360 Foundations of Science and Environmental Education (3)
- ES-6030 Land Use and Protection Techniques (3)
- ESF-5140 New England Flora (3)
- ESE-5370 Place-Based Environmental Education (2)
- ESS-5780 Principles of Sustainable Systems (3)
- ESE-5210 Problem Solving and Inquiry-Based Science Teaching (3)
- ESE-5060 Environmental Education Methods-Program Evaluation (3)
- ESE-5140 Program Planning and Design (3)
- ES-5240 Proposal Writing and Project Management (3)
- ES-5582 Research Seminar (2)
- ES-5980 School Law (1)
- ESE-5200 Science Teaching Methods (3)
- ESS-5730 Soil Ecology (3)
- ES-5910 Teaching Exceptional Children (2)
- ESE-5230 Environmental Education Methods - Teaching in the Outdoors (2)
- ESE-5170 Urban Environmental Education (2)
- ESF-5110 Vertebrate Ecology: Herpetology (3)
- ESF-5120 Vertebrate Ecology: Mammalogy (3)
- ESF-5150 Vertebrate Ecology: Ornithology (3)
- ESPE-5700 Watershed Science and Management (3)
- ESF-5410 Wetlands Ecology (3)
- ESSE-5680 Wildlife and Forest Management (3)

Skills courses include:

- ES-5100 Geographic Information Systems (GIS) (3)
 - ES-6100 Geographic Info Systems (GIS) Advanced (3)
 - ES-6105 Geographic Info Systems (GIS) Applied (3)
 - ES-5900 Communication in the Digital Age (2)
 - ES-5030 Environmental Dispute Resolution (1)
 - ES-5170 Diversity, Justice & Inclusion (2)
 - Field Study Trips (2-3)
 - ES-5240 Proposal Writing and Project Management (3)
- *with permission of the academic advisor, students may substitute 2-3 credits of skills with a concentration course.*

Not all courses are available every semester.

MS in Environmental Studies (All Concentrations) with Professional Science Master's Designation - 36 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 36 credit Master's Candidacy requirement. Should students schedule their methods such that they have 36 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 Geographic Info Systems (GIS) Applied (3)
- ESPE-5700 Watershed Science and Management (3)
- ESS-5780 Principles of Sustainable Systems (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)
- ES-7270 Research Strategy I - Quantitative (3)
- ES-5582 Research Seminar (2)
- Any vertebrate ecology course (e.g. ornithology, mammalogy, herpetology, entomology)
- Any science-based Field Study Trip
- Supervised Independent Study at advisor 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)
- ES-5150 Environmental Advocacy: The Essentials (3)
- ES-5260 Environmental Advocacy: Applied Methods (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-5582 Research Seminar (2)
- ESC-5440 Leadership for Change (3)
- ESC-6010 Political Economy and Sustainability (3)
- ESE-5060 Environmental Education Methods-Program Evaluation (3)
- ES-6105 Geographic Info Systems (GIS) Applied (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 Natural Resource Inventory - Wildlife (3)
- Supervised Independent Study at advisor or Program Director discretion
- EE Field Techniques
- ES-5030 Environmental Dispute Resolution (1)
- ES-5040 Consulting Skills (1)

Internship (1 term) - 3 credits

Capstone - 3 credits

- CSI
- Master's Project
- Master's Thesis

Total Credits for the MS in Environmental Studies (All Concentrations) with Professional Science Master's Designation - 36 credits

MS in Resource Management & Administration

Students who wish to earn a Master of Science in Resource Management & Administration 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 & Administration - 30 credits (weekend-only classes)
- Master of Science in Resource Management & Administration with *Professional Science Master's Designation* - 36 credits (weekday and weekend classes)

MS in Resource Management & Administration - 30 credits

To earn the MS degree in Resource Management & Administration 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)
- ESAF-5000 Financial Administration (3)
- ESC-5440 Leadership for Change (3)
- ESC- 6010 Political Economy and Sustainability (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 General Internship (with permission of advisor) (3)

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

MS in Resource Management & Administration with Professional Science Master's Designation - 36 credits

Students in AUNE's Environmental Studies MS in Resource Management & Administration program can choose to follow the Professional Science Master's (PSM) study track. Students must earn 36 credits distributed as follows:

STEM/ Science - Take 18 credits from below

- ESPE-5700 Watershed Science and Management (required) (3)
- 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)
- ES-5700 Climate Change Resilience, Adaptation and Mitigation (required) (3)
- ESPE-5600 Energy and Materials Sustainability (required) (3)
- ES-5100 Geographic Information Systems (GIS) (3)
- ES-5190 Biostatistics (3)
- ES-5810 Climate Change: Science, Uncertainty, and Risk (1)
- ES-5820 Climate Impacts: Vulnerability and Adaptation Planning (1)
- ES-5830 Climate Impacts: Communication, Facilitation, and Stakeholder Capacity Building (1)
- ES-5840 Business Resilience and Continuity (1)
- ES-5850 Climate Response: Costs and Financing (1)
- ES-5860 Climate Justice and Equitable Adaptation (1)
- ES-6995 Climate Resilience Capstone (3)

PLUS/ Professional Skills - Take 12 credits from below

- ESC-6010 Political Economy and Sustainability (3)
- ES-6030 Land Use and Protection Techniques (3)
- ES-5240 Proposal Writing and Project Management (required) (3)
- ESC-5440 Leadership for Change (required) (3)
- ESM-5160 Building Sustainable Organizations (required) (3)
- ESAF-5000 Financial Administration (required) (3)
- ES-5810 Climate Change: Science, Uncertainty, and Risk (1)
- ES-5820 Climate Impacts: Vulnerability and Adaptation Planning (1)
- ES-5830 Climate Impacts: Communication, Facilitation, and Stakeholder Capacity Building (1)
- ES-5840 Business Resilience and Continuity (1)
- ES-5850 Climate Response: Costs and Financing (1)
- ES-5860 Climate Justice and Equitable Adaptation (1)
- ES-6995 Climate Resilience Capstone (3)

Internship and Seminar - 3 credits

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

Capstone Project - 3 credits

- ES-6990 Master's Project/Thesis (3) **or** ES-6000 Collaborative Service Initiative (3)

Total Credits for the MS in Resource Management & Administration with Professional Science Master's Designation - 36 credits

Certificates in Environmental Studies

Conservation Psychology - 9 credits

Students must complete a minimum of 9 credits from the following:

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 - a minimum of 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 (2)
-

Food Justice and Resilient Communities certificate - 9 credits

Students must complete a minimum of 9 credits from the following:

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 - a minimum of 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 Environmental Education Methods-Program Evaluation (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

Students must complete a minimum of 9 credits from the following:

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 - at Wolf Ridge Environmental Education Center**

- 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)

Climate Resilience Certificate - 9 credits

- ES-5810 Climate Change: Science, Uncertainty, and Risk (1)
- ES-5820 Climate Impacts: Vulnerability and Adaptation Planning (1)
- ES-5830 Climate Impacts: Communication, Facilitation, and Stakeholder Capacity Building (1)
- ES-5840 Business Resilience and Continuity (1)
- ES-5850 Climate Response: Costs and Financing (1)
- ES-5860 Climate Justice and Equitable Adaptation (1)
- ES-6995 Climate Resilience Capstone (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. 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 Qualifying 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 - Quantitative (3)
- ES-7280 Research Strategy II: Qualitative (3)
- ES-7260 Doctoral Learning Domain Seminar (3)
- ES-7360 Candidacy Preparation & Service Learning (3)
- ES Individualized Learning Domains (12)

Phase 3: Candidacy - 9 credits

- ES-7710 Doctoral Qualifying Exam (3)
- ES Method (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 Doctoral Service Learning Project *(3)
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*May be completed during Phase 3 or Phase 4 of the program.

Total Credits for the PhD in Environmental Studies - 69 credits

“En Passant” Master’s Degree for Environmental Studies Doctoral Students - 39 credits

The university will offer to award an “en passant” master degree to doctoral students during their course of study for an Environmental Studies PhD. The degree of **MS in Interdisciplinary Environmental Studies** will be awarded to Environmental Studies PhD students once they have successfully completed 39 credits in this PhD program that includes all of our Phase 1 and Phase 2 courses except one, 3 credit, Learning Domain. Students will need to apply for the conferral of this MS degree. To apply, students must be currently enrolled in the ES-PhD program. Students, if they wish, may attend the annual commencement event.

The course requirements are:

Phase 1 Foundation - 18 credits

- ES-7070 Introduction to Research Design (3) Summer 1
- ES-7000 Ecological Thought (3) Summer 1
- ES-7020 Comparative Ecological Analysis (3) Fall 1
- ES-7030 Global Environmental Change (3) Fall 1
- ES-7050 Political Economy and Sustainability (3) Spring 1
- ES-7040 Environmental History (3) Spring 1

Phase 2 Research Strategies and Learning Domains - 21 credits

- ES-7260 Doctoral Learning Domain Seminar (3) Summer 2
- ES-7310 Doctoral Learning Domain Project I (3) Summer 2
- ES-7270 Research Strategy I - Quantitative (3) Fall 2
- ES-7320 Doctoral Learning Domain Project II (3) Fall 2
- ES-7280 Research Strategy II: Qualitative (3) Spring 2
- ES-7330 Doctoral Learning Domain Project III (3) Spring 2

Either:

- ES-7560 Candidacy Prep & Service Learning Seminar (3) Spring - 2
- or**
- ES-7290 Doctoral Learning Domain Seminar II (3) Spring - 2

“En Passant” Master’s Degree for Environmental Studies Doctoral Students - 39 credits

DEPARTMENT OF ENVIRONMENTAL STUDIES 2019-2020 COURSE DESCRIPTIONS

ES-5030	Environmental Dispute Resolution	1	Dispute resolution is a skill that one continues to master throughout one's professional life. This course will introduce the basics of how to address multi-issue, multi-stakeholder environmental disputes. Students learn how to map the complexity of such disputes and the shared connections and values. Specific skills to be addressed include: identifying invested stakeholders, getting stakeholders to the table, setting ground rules, negotiating in good faith, facilitation vs. mediation, how to use caucuses (private discussions) to move an agenda forward and building consensus.
ES-5040	Consulting Skills	1	This course will address the spectrum from responding to a Request for Proposal (RFP), as well as a Request for Qualification (RFQ), to managing a project within budget and on time and producing a robust consultant's report/documentation. In addition, guidance will provide how to manage project staff and build relationships with potential sub-contractors. Students will learn how to establish a billing rate and bidding a price for services rendered. Tips will be given on how to best market one's service, which changes if the work is new to the consultant's portfolio versus if there is a track-record for a specific type of work product.
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	2	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	The skills in this course will build a foundation for applying and winning grants or successfully responding to <i>Requests for Proposals</i> to conduct studies or providing consultant services for either public or provide sector clients. The 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

			<p>elements of a proposal, and developing successful collaborative efforts will be emphasized. Students will also be coached on how to develop effective collaborative partnership and research teams to enhance the likelihood of winning grants or contracts. Once a grant or project is secure the skills to effectively manage a project in order to be prescribed timelines and budgets will be shared. This will include how to develop clear objectives, timelines, benchmarks and expectations for partners and subcontractors to the effort.</p> <p>*Additional contact hours will be met through online readings, discussions, and assignments</p>
ES-5260	Environmental Advocacy: Applied Methods	3	<p>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.</p>
ES-5582	Research Seminar	2	<p>This course will prepare students for their Master's thesis or project requirement by taking them through the steps of proposal conceptualization and development. Through reading, writing, discussions, and presentations, students will learn how to select and develop a research topic, improve their ability to successfully access and review relevant research and theory, understand the strengths of qualitative, quantitative, and mixed-methods research, develop reasonable and testable hypotheses where appropriate, design appropriate methods for conducting research, and establish the necessary professional and academic relationships to support their work. The emphasis in this course is on quantitative life sciences research.</p>
ES-5700	Climate Change Resilience, Adaptation and Mitigation	3	<p>Building upon the science presented in <i>Earth Systems and Climate Change</i> this course is to increase students' breadth and depth of understanding of, and discourse in, adaptation and mitigation strategies that span changes to technologies, management strategies and communication techniques that allow municipalities and organizations to effectively respond to a changing climate. The course will specifically build skills to recognize a community's vulnerability and to locate resources, tools, expertise and case studies to assist local decision-makers to take actions to build a community's resilience. Additional skill development includes operating under and communicating uncertainty and risk in a manner that still allows actions to be taken. Students are also introduced to framing an economic argument that supports any adaptation or mitigation effort that is being recommended for a community. Finally, components of</p>

			utilizing social media and development of a social marketing approach will be touched upon in the context of the psychological foundations of effectively communicating climate change to decision-makers and the general public.
ES-5750	Special Topics	1 to 3	The Special Topics courses change from term to term according to student and program interests.
ES-5810	Climate Change: Science, Uncertainty, and Risk	1	Human activity has exacerbated the shift in global climate and is resulting in impacts to natural systems and human-built infrastructure, which will influence future economic development and business decision-making. In the Fifth Assessment Report, the IPCC concluded: "Human influence on the climate system is clear, and recent anthropogenic emissions of greenhouse gases are the highest in history. Recent climate changes have had widespread impacts on human and natural systems" (IPCC, 2014a). These impacts include sea level rise, flooding, droughts, heat waves, and other extreme weather events. The concept of resilience associated with the ecological field has appeared in various discourses, and since Holling (1973), has had a substantial impact in the field. The term resilience has resulted in different interpretations by different fields of study. Since Holling (1973), there have been distinctions made between the uses in engineering, psychology, economics, disaster risk management, ecological, and socio-ecological resilience in the climate change discourse. Many municipal decision-makers tend to think of climate change preparedness as engineering resilience. They strive to return to or "bounce back" to what the community looked like and how it functioned prior to a disaster. However, this prior state may have included social injustice, inadequate public infrastructure and housing, other hazard vulnerability, and a weak local economy. Therefore it is important to define and recognize the aspects of resilience that involve "transformative socio-political change". In addition, resilience needs to incorporate both the spatial and temporal scales to be successful and not result in mal-adaptive solutions. The glossary of the ARS-WGII report defines maladaptation as: "Actions that may lead to increased risk of adverse climate-related outcomes, increased vulnerability to climate change, or diminished welfare, now or in the future". Unfortunately, there exists a myriad of climate responses that can increase resilience for one group, sector or geographic location while simultaneously increasing vulnerability for a different system, location or group of individuals. This module consists of foundational knowledge in the science of our changing climate, understanding the boundaries of "uncertainty" in future projections being posited by the scientific community, how to translate the "risk" being faced by a community, business, or sector, and finally, the different concepts of climate resilience and how they manifest as solutions.
ES-5820	Climate Impacts: Vulnerability and Adaptation Planning	1	Local and regional governments are leaders in climate change due to their unique position to make a wide range of decisions that can mitigate and adapt to our changing climate. Because they are on the frontline, many communities have conducted vulnerability assessments and engaged in adaptation planning. This module will enable participants to assess impacts to a business, community, or sector based on specific climate projections for a specific locale. This

			focuses on identifying what and who are most vulnerable to such impacts, which requires the ability to facilitate a stakeholder process to prioritize these identified vulnerabilities, including with respect to business supply chains, and actionable responses. This module will also provide you with the overview of planning for resiliency and adaptation at different scales. After this module, you should feel comfortable knowing what steps need to be taken to integrate resiliency recommendations and projects into community planning and policy processes.
ES-5830	Climate Impacts: Communication, Facilitation, and Stakeholder Capacity Building	1	There is broad scientific consensus that climate change is occurring and is caused by human actions. However, there is limited implementation of climate adaptation to help create resilient local communities. Local and regional governments have access to a wide range of resources that can help them become more resilient to climate impacts. Even with this information, communities still face significant barriers bridging the gap from planning to action. In fact, the US Third National Climate Assessment lists implementation as the number one significant gap in the success of adaptation. In order to overcome many of these barriers at the local level, civic engagement is needed to support municipal implementation of climate mitigation and adaptation actions. Engagement is a broad term that is often a precursor toward a specific action or behavior. In order to sufficiently engage the public on climate change, it is important to understand how people relate to this issue. In particular, what prompts individuals to take action or become involved in an issue. If we are looking for community members to collaboratively solve complex issues to achieve climate resilience, then we need to have a thorough understanding why people engage in an issue or specific behaviors. Collective actions at the societal level (civic or political action behaviors) include involvement and support of policies, plans, and funding for implementation of municipal projects that could increase local climate resilience. Community engagement with the issue of climate change typically is lacking at the local level. How individuals feel about climate change, how much they know about the issue, and how they act are all types of engagement that are needed for societal change. Research indicates a range of predictors that affect engagement, including emotions, feelings, attitudes, beliefs, identities, knowledge, worldviews and values, personal efficacy, response efficacy, mental models, meaningfulness, habits, routines, and social and cultural context. This module will provide guidance on how to effectively engage the general public in order to build the political will and public support needed for implementation. Learn how to identify and implement an effective communication and engagement strategy through evidence-based tactics, including a stakeholder process that can be used to develop place based responses. The course will also touch on the inequity of impact to populations due to climate change and build understanding of the social justice ramifications associated with climate change vulnerabilities.
ES-5840	Business Resilience and Continuity	1	Flooding, drought, wildfires and sea-level storm surges are threatening the sustainability of businesses and the safety of those organizations' personnel. US Former Secretary of the Treasury Henry

			Paulson and Former New York Mayor Michael Bloomberg published Risky Business to highlight the near term impact to businesses and the economy from a changing climate. One projection made from that report is that within the next 15 years, the Eastern Seaboard and the Gulf of Mexico could see a \$ 35 billion loss from hurricanes and other coastal storms combined with a rising sea level. The economic impact from 2017 wildfire season was more than 85 billion dollars, and the 2018 season is projected to exceed that. Our changing climate is fueling the frequency and severity of the impacts we are experiencing in the United States-and businesses need to plan and prepare-for the-possibility of extended closures, supply chain disruption and employees at risk. This module will address what businesses should do to reduce their vulnerability to climate mediate impacts and build resilience in their organization, and for their employees, so they can "bounce-back" quickly after any unforeseen disruption. Topics to be addressed will include: securing data, building resilience upstream in supply chains, having access to sources of credit, working downstream with clients, developing plans for staffing and reducing the vulnerability of employees.
ES-5850	Climate Response: Costs and Financing	1	Already communities are being impacted by a changing climate: the flooding of communities along the Eastern Seaboard and Gulf Coast due to sea-level rise, the long-term droughts in the South and Upper Midwest, the wildfires and subsequent landslides in the West and the hospitalization and associated deaths from extreme temperatures in cities due to extreme temperatures. In responding to such climate-mediated impacts there are three leading criteria in choosing a response strategy: effectiveness of any specific recommendation, ease of implementation and costs. This module focuses on the associated costs analyses that should accompany any on-the-ground response to projected climate impacts. Marginal cost analysis will be covered, as well as dollar-based valuation approaches, including avoided damage costs, replacement costs and substitution costs. The issue of financially discounting the future in light of inaction will be addressed. Finally, funding sources and financing strategies will be introduced.
ES-5860	Climate Justice and Equitable Adaptation	1	Climate change disproportionately affects communities of color and communities facing poverty. This module will focus on understanding how the intersections of social injustice and climate change can intensify the effect of climate impacts in communities that have been historically marginalized. This course will train current and future resilience professionals to work in a more inclusive manner with diverse constituencies and to advocate for and implement strategies that yield more equitable outcomes. Participants will have the opportunity to learn about equitable adaptation strategies and tools, as well as on-the ground case studies from a community-based perspective. Participants will learn process oriented methods and outcome oriented strategies for integrating equity considerations into climate resilience initiatives in various settings, as well as developing interpersonal and leadership skills that will allow them to effectively support equitable outcomes in their work.
ES-5900	Communications in the Digital Age	2	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 2 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	Whether your professional goal is to work for a land trust, a planning agency or working within an environmental consulting firm, or even for an NGO such as <i>The Nature Conservancy</i> or <i>Trust For Public Lands</i> , this course provides the necessary foundation of theory and skills on how to effectively approach land preservation, conservation, restoration or mitigation of the impacts of human development to natural ecosystems and the environment. This course builds off an understanding of the union of the landscape attributes of geology, soils, hydrology and the location of distinct natural communities which, inform decisions about appropriate land use and natural resource management policies to implement in any specific location. As part of this course, students will become familiar with existing planning and regulatory approaches that municipalities and regional planning agencies utilize to determine what land uses are most appropriate in what part of the community, with a specific emphasis upon planning techniques that avoid and mitigate impacts to the natural environment from land development decisions. The course will necessarily take into account projected impacts to the landscape exacerbated by a changing climate.
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-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-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 trouble- shoot problems, explore discipline issues, share curriculum ideas, muse about the value of homework, consider record keeping strategies, support your job search, and play with other issues as they emerge. You will need a high-speed connection, web-cam, and headset with microphone and headphones for the online video-conferencing component of this course.
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 trouble-shoot problems, explore discipline issues, share curriculum ideas, muse about the value of homework, consider record keeping strategies, support your job search, and play with other issues as they emerge. We will meet on most Thursday afternoons via Adobe Connect Pro, an online video-conferencing tool. You will be sent a link before the semester begins. You will need a high-speed connection, web-cam, and headset with microphone and headphones.
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 trouble-shoot problems, explore discipline issues, share curriculum ideas, muse about the value of homework, consider record keeping strategies, support your job search, and play with other issues as they emerge. We will meet on most Thursday afternoons via Adobe Connect Pro, an online video-conferencing tool. You will be sent a link before the semester begins. You will need a high-speed connection, web-cam, and headset with microphone and headphones.
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-6970 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 Master's	3	The Internship provides students with an opportunity to apply, in an organizational setting, what they are learning and to develop

	International - Peace Corps		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-6995	Climate Resilience Capstone	3	This Capstone represents the culmination of a student's work across the previous six, 1-credit courses required for the graduate certificate. The Capstone is an opportunity to take theory and skills presented in these courses and apply them to a real-world challenge identified by the student. The type of challenges identified is quite broad considering the multiplicity of potential impacts from a changing climate to the natural and human built infrastructure and institutions. But the Capstone necessarily must be framed so that specific identified objectives can be met within a 15 week period. Within the first weeks of the course, the goals, content, format and timeline of the Capstone must be framed and submitted to the instructor for approval, which requires students to review the Capstone guidelines document and develop a draft before the course formally begins.
ES-7000	Ecological Thought	3	Ecological Thought engages students in the work of cultural criticism through engagement with ecological worldviews. The course will include a focus on the content and context of seminal ecological texts and their influence on current ecological discourse. There will also readings from different disciplines, such as natural science, economics, politics, religion, sociology and psychology, and different forms of expression, such as the nature essay, poetry, art and photography. The students will discuss and reflect on the influence that class, race, culture, livelihood, and location may have on attitudes, understanding and approach towards environmental issues. As a result of this course, the student will also gain a wider understanding of different effective approaches to stewarding environmental change.
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-7260	Doctoral Learning Domain Seminar	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 - Quantitative	3	The Research Strategies course is divided into two parts, Research Strategies I and 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 Research Strategy I 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 class we focus on positivist research studies. Applications will come from both the social and natural sciences. Attention will be given to defining variables, designing experiments, and interpreting statistical analyses.
ES-7280	Research Strategy II - Qualitative	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 Seminar II	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	Doctoral 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	Doctoral 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	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.
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 *offered only at Wolf Ridge	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 (and 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-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.
ESE-5280	Exhibit Design & Environmental Interpretation	2 or 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-5370	Place-Based Environmental Education	2 or 3	In this course we will study the relationships between place-based environmental education, sense of place, and community. We will consider a variety of questions as we explore the value and challenges of place-based environmental education, using Keene and its neighborhoods as our place of study. For example: What do the phrases "place-based environmental education" and "sense of place" mean? What is the role of place in learning: Its histories, present-day realities, and futures? How can we, as environmental educators, work together with our students in developing sense of place? How do we develop sense of place in the face of globalization and homogenization of cultures? We will learn through individual self-reflection, collaboration with classmates, as well as experiencing a range of place-based learning experiences in the Keene community.
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	Ornithology explores the class Aves and the diversity, behavior, annual cycles, morphology, habitat relationships, conservation, speciation, and reproduction strategies of birds. We will also cover sampling techniques, identification, citizen science, and data management and analysis. Although we will examine birds throughout the world, we will emphasize species found in New England. We will investigate topics through a combination of lectures, class discussions and debates, student presentations, field trips, hands-on lab exercises, assignments, and readings in textbooks and in the scientific literature. Throughout the semester, students will plan, implement, write, and present an avian research or management project. We will have two full-day (including driving) Saturday field trips.
ESF-5160	Ecology of the White Mountains	2 or 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-5210	Wetlands Flora	2	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. An introduction to wetlands hydrology, soils and vegetation analysis will be introduced to allow the students to begin the process of building a foundation of knowledge skills in order conduct a jurisdictional wetlands delineation, which is a necessary skills to certified as a wetlands scientists. 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-5701	Continental Ecology: Mountains of Arizona	3	In northern Arizona where the San Francisco peaks tower above the Sonoran desert, Merriam first described the concept of the life zone: from the high elevation alpine and Hudsonian systems through the Ponderosa Pine and oak woodlands to the Sonoran desert grassland and shrub systems in the canyons below. South of the San Francisco Peaks, in southeastern Arizona, where the Sonoran, Chihuahuan, and Mojave deserts meet the Rocky Mountains to the north and the Sierra Madre to the south, the Madrean Sky Islands support an impressive variety of rare and endemic plants and animals, and they also 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. During this trip, 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 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.
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.
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-conventions, 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-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	This is a necessary course if you plan to serve as a sustainability coordinator for organization or a community resilience director for a community. This course is based on the premise that the material and energy flow throughout one's home, business or community is part of a greater life cycle which stretches from raw material extraction through the manufacturing stages and onto consumer and post-consumer stages. Each stage of the life-cycle consumes energy, releases carbon and other pollutants to the environment. Students will learn the specific quantification and assessment skills to model beneficial changes that leads to a more sustainable utilization of resource and reduction in pollutants, including learning how to map a

			system's process flow, conduct an energy and materials audit, and translate proposed beneficial changes into avoided-cost and reduced liability economic terms so that organizational and community leadership can support such recommendations. Students will be introduced to such formal assessments as completing a carbon and ecological footprint analysis. Course participants will produce a Capstone Project of an actual organization or community and document their application of the concepts discussed in class.
ESPE-5700	Watershed Science & Management	3	If your professional trajectory is to work with any landscape-scale oriented organization, such as a watershed, river or lake association, a regional planning agency, state or federal governmental organizations focused on water resources, or NGOs, such as <i>Trout Unlimited</i> or <i>Clean Water Action</i> , this is a <u>necessary</u> course to secure the job and effectively ensure watershed scale decisions maintain and restore the ecosystem services upon which society depends. You will be provided with specific skills to determine the impacts to the health of a watershed from land use decisions and natural resource utilization. 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 analysis. 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. Students will become familiar with mitigation approaches to avoid water resource degradation, including the use of green infrastructure, state-of-the-art water conservation approaches, implementation of low impact development design and restoration of natural ecosystem services on the landscape.
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 and 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	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.
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	<p>This is a necessary foundational course for anybody striving to work in the sustainability field. The focus introduces, and builds upon 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 organizational systems. This course is the necessary foundation from which the student can springboard into other ES courses that address sustainability and resilience, especially the <i>Energy and Materials Sustainability</i> and <i>Building Sustainable Organizations</i> courses.</p>
ESSE-5680	Wildlife and Forest Management	3	<p>This course will focus on management activities and their effects on forested ecosystems. In particular, habitat for wildlife populations, more specifically forest birds and mammals. The course will also address timber, water, aesthetics, carbon and forest certification. Topics covered include NRCS methodology for preparing a forest management/wildlife habitat management plan, wildlife habitat inventory techniques, habitat requirements of game, song, and other non-game birds, and upland and wetland game and fur-bearing mammals, and the integration of game and non-game species management with forest product harvesting.</p>

MA IN INTERDISCIPLINARY STUDIES 2019-2020 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 primary concentration and advocacy and management as the secondary concentration. 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., Conservation Psychology 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 a field or profession.
3. Become a reflective practitioner who combines theory and practice.
4. Express how the work contributes to social justice, and the mission, vision, and values of the institution.
5. Articulate the current discourse in a field/s of study, and how that discourse broadens knowledge and deepens practice.
6. Employ best practices in a 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 semesters if they take 9 credits a semester. However, to be considered full time, students must take at least 6 credits per semester, and enrollment 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

Sustainability (3)

Internship or Practicum - 3 credits

IDS-6910 IDS Internship (3) (or equivalent approved 3-credit internship or practicum)

Primary Concentration - 15-21 credits

Secondary Concentration - 6-12 credits

Total Credits for the MA in Interdisciplinary Studies - 33 credits

MA IN INTERDISCIPLINARY STUDIES 2019-2020 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-5000	Nature-Based Leadership		This interdisciplinary course provides an overview of and immersion in the emerging field of nature-based leadership. In a world in which people are increasingly disconnected from the healthy, generative and renewing ways of nature, this course offers a framework and strategies by which to apply nature's lessons to enhance one's life and career. Nature-based leadership is inherently collaborative. It differs significantly from current mechanistic and hierarchical leadership models and is a way forward to restore a healthy and dynamic balance between people and nature. The course recognizes and builds on contributions from ecology, indigenous wisdom, environmental studies, systems theory, complexity, biomimicry, ecopsychology, conservation psychology, and place-based education. Nature-based leadership draws on these and other disciplines to nurture leadership in all aspects of society, with the aim that people in all relationships - with themselves, others, and the Earth itself - contribute to a healthy, peaceful and regenerative present and future. The course takes a hybrid approach to instruction, including nature-based experiential activities in the outdoors, classroom discussions, online readings and commentary, and personalized projects. Participants will leave with strategies for incorporating principles of nature-based leadership in personal and professional settings, including, and not limited to, home and family environments as well as business, education, non-profit organization and health sectors.
IDS-6000	IDS Supervised Independent Study (SIS)	2 or 3	Students register for SIS to complete independent work. They may register for SIS more than once, with a different title and contract for each.
IDS-6010	Special Topics	1, 2, or 3	Special Topics are subtitled and defined by a faculty member. They can be used by faculty in any department.
IDS-6910	IDS Internship	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.