

Spring 2021



All College
Registration Instructions,
Course Schedule
&
Descriptions

Spring 2021
January 12 – May 7, 2021

REGISTRATION DEADLINE: December 4, 2020
TUITION DEADLINE: December 4, 2020

The courses in this publication are subject to change. Please check [MyAcademicServices](#) for the most current course listing.

Contents

General Information.....	1
How to Register On-line	3
Tuition and Fee Schedule	5
Annual Notification to Students of FERPA	6
(Family Educational Rights and Privacy Act)	6
Notice of Drug Violation Penalties.....	7
Spring 2021 Undergraduate Registration Information.....	8
Student Health Insurance Notice.....	9
Undergraduate Mentored Study, Senior Project/Student Teaching Placeholder Registration Courses.....	10

General Information

Spring 2021 Term Dates

Term Dates:

Tuesday, January 12 – May 7, 2021

Session C:

Tuesday, January 12 – March 8, 2021

Spring Block 1:

Tuesday January 12 - February 4, 2021

Spring Block 2:

Tuesday, February 9 – March 4, 2021

Spring Block 3:

Tuesday, March 16 – April 8, 2021

Spring Block 4:

Tuesday, April 13 – May 6, 2021

Semester:

Tuesday, February 16 – May 7, 2021

Undergraduate Spring Break:

Monday, March 8 – 12, 2021

Graduate Spring Break:

Tuesday, March 9 – 12, 2021

Session D:

Tuesday, March 16 – May 7, 2021

TERM

[-----16 weeks-----SB-----]

BLOCK/SEM

[---4 weeks---] [-----11 weeks--SB-----]

BLOCK 1, 2, 3, 4

[---4 weeks---] [---4 weeks---] SB [---4 weeks---] [---4 weeks---]

SESSIONS C & D

[-----8 weeks-----] SB [-----8 weeks-----]

Resident Orientation

- New Student Move-In Day
- Resident Undergraduate check in

Friday, January 8, 2021

Friday, January 8, 2021

All Faculty Meeting

Friday, May 11, 2021

Online Program Orientations

- Undergraduate
- MS Counseling
- All Other Graduate

Online TBD

Wednesday, January 6, 2021

Online TBD

Additional Residencies, Colloquia

- Education
- MS Counseling
- PhD Colloquium

TBD

Thursday, January 7-9, 2021

Wednesday - Saturday, May 5 – 8, 2021

Registration Opens	Monday, October 26, 2020 All Programs (undergraduate registration is opened by priority ranges – information sent out in October)		
Tuition Deadline	Friday, December 4, 2020*		
Course Session/Start Date	Last Day for Add/Drop	Tuition Refund	Last Day to request W
Term Course 01-12-2021	01-19-2021	100% until midnight 1/14/2021 75% 1/15/2021 through midnight 1/19/2021 0% 1/20/2021 and later	04-23-2021
Block 1 Course 01-12-2021	01-13-2021	100% until midnight 1/13/2021 0% 1/14/2021 and later	01-22-2021
Block 2 Course 02-09-2021	2-10-2021	100% until midnight 1/14/2021 75% 1/15/2021 through midnight 2/10/2021 0% 2/11/2021 and later	02-19-2021
Semester Course 02-16-2021	02-23-2021	100% until midnight 1/14/2021 75% 1/15/2021 through midnight 2/10/2021 50% 2/11/2021 through 2/23/2021 0% 2/24/2021 and later	04-23-2021
Session C Course 01-12- 2021	01-19-2021	100% until midnight 1/14/2021 75% 1/15/2021 through midnight 1/19/2021 0% 1/20/2021 and later	02-26-2021
Block 3 Course 03-16-2021	03-17-2021	100% until midnight 1/14/2021 75% 1/15/2021 through midnight 2/10/2021 50% 2/11/2021 through 3/10/2021 0% 3/11/2021 and later	03-26-2021
Session D Course 03-16-2021	03-23-2021	100% until midnight 1/14/2021 75% 1/15/2021 through midnight 2/10/2021 50% 2/11/2021 through 3/10/2021 0% 3/11/2021 and later	04-23-2021
Block 4 Course 04-13-2021	04-14-2021	100% until midnight 1/14/2021 75% 1/15/2021 through midnight 2/10/2021 50% 2/11/2021 through 3/10/2021 0% 3/11/2021 and later	04-24-2021

*Late Registration Fee assessed starting 5pm on Tuition Deadline. **Note:** Online Registration will close on Sunday one week (9 days) before term start at 11:59 PM. Add/drop can still be done via the Add/Drop form. No Shows for Block 1 or Session C will be dropped from ALL courses for the term.

Registration opens October 26, 2020 for Priority Registration.

See your EMAIL for your priority day and time.

New students will receive an email upon confirmation regarding registration.

Tuition and Enrollment Due Date - All Programs: Friday, December 4, 2020*

*\$75.00 Late Registration /Payment Fee will be charged after 5pm on the above date (*except in your first term*).

Continuing students are held to the Tuition and Enrollment Due date.

On-Line Enrollment and payment arrangements must be made before new students participate in Orientation and/or Colloquium

LAST DAY TO ADD/DROP On-line is January 2, 2021 at 11:59 PM

Please use the add/drop form for changes after this date.

FINANCIAL AID: Minimum enrollment for students to receive financial aid is 6 credits.

All programs/ all terms.

General Payment Information

Prescott College provides real-time account summaries via your Student Account Center at Prescott.afford.com (Tuition Management Systems 'TMS')

Please note: Financial Aid is updated once a week and will not immediately reflect changes made to credit levels.

You can view your student account summary, set up payment plans and make one-time payments by logging into your Student Account Center (SAC) at any time after you have registered. New students will receive an invitation in their Prescott College email to set up their SAC after they have completed their first registration.

For assistance logging in, please contact TMS at 800-208-5807.

How to Register On-line

Go to MyAcademicServices

Log in

To **ADD** courses:

Click on **FIND COURSES**

Search using the **BASIC SEARCH** tab or **ADVANCED SEARCH** tab

Click the **ADD** button to put the course in your **CART**

When you have all courses in your **CART** click **Proceed to REGISTER**

Use the **NEXT** buttons at the bottom of the page to complete the process

View your **SCHEDULE**

To **DROP** a course:

Click the **REGISTER** tab

Select the year/term you want

Click the **DROP** box on the left of the course to select

Use the **NEXT** buttons at the bottom of the page to complete the process

View your **SCHEDULE**

Tips to successfully complete enrollment for the term:

- **Enroll** online by the deadline. Refer to table at beginning of document for dates.
- **Talk** to your Faculty Advisor about the best courses to take.
- **Refer** to your Degree Plan to stay on track.
- **Read** course descriptions
- **Undergraduate** courses starting with a 2 are lower division
- **Undergraduate** courses starting with a 4 are upper division
- **Master's** level course numbers begin with a 5
- **PhD** level course numbers begin with a 7

What to look for as you Search-

Course code/course number	Method of delivery	Dates of course and enrollment period	Session	Credits
MA.PHD PLACEHOLDER	Mentored Placeholder Course Lecture/XX01	8/29/2017 - 12/15/2017	2017 Fall Full Term	1.00

Instructors:

Course code/course number – Our assigned number for a course.

Method of delivery- Lecture here with XXX's in section number will indicate that the course is mentored and you will need to submit Mentored Course contracts.

“Online” will be here for those that you enroll in and will take online. Section will be M001. No further contracts are needed.

Use the **ADVANCED SEARCH** to further refine. Select **SUBTYPE** of *On-line* to see only on-line courses.

Address changed???? If you think any information in your file is NOT accurate, please submit the Information Update per below:

Update your **ADDRESS** on-line: <https://academics.prescott.edu/Account/ChangeAddress.aspx>

Update your **PHONE** on-line: <https://academics.prescott.edu/Account/PhoneNumbers.aspx>

Submit Mentored Course Contracts (not required for Moodle or Classroom based courses.)

Dropping Courses/Credits after you have initially enrolled

In order to revise your credits/courses for the term, you will need to log back in to MyAcademicServices and REMOVE courses from your enrollment, ADDING any new that you want to now do.

Once Drop/Add deadline is passed, Online Enrollment will no longer be available to make these changes.

Course Start/End Dates

Prescott College has aligned calendars across programs. This now makes it possible to offer courses across programs and delivery models.

There are multiple time periods (**Sessions**) within, and including, the **Full Term**. Course schedule has a **Session** line which will let you know which **Session** course is in. Run **Dates** of the course are to the left.

Date	Session	Credits	Fees	Schedule
5/16/2016 - 6/10/2016	2016 Summer Block 1	4.00	Fees Applicable	MTWTh 9:00 AM - 4:00 PM; Prescott College, Mogollon Room BioLab
5/16/2016 - 8/5/2016	2016 Summer Full Term	4.00		

Registration Type	Traditional
Fees	N/A
Instructors	Piccari, Joseph F.
Duration	1/12/2016 - 5/6/2016
Schedule	
Prerequisites	N/A
Co-requisites	N/A

Also identifiable by **Duration (start and end dates of session shown) on MyAcademic Services when you open the course description. **

Tuition and Fee Schedule

Prescott College 2020/21 Tuition And Fees For All Programs

On Campus Undergraduate

Semester Credits	F/T	8 cr.	4 cr.	Per Credit
Tuition (12+) OCU	\$ 15,972.00	\$ 10,648.00	\$ 5,324.00	\$ 1,331.00
Activity Fee	\$ 100.00	Fall & Spring Terms		
Graduation Fee	\$ 120.00	One Time		
On Campus Housing	\$ 4,745.00	Campus Village Apartments - Single Occupancy Pvt Bath (Includes laundry fee)		
On Campus Housing	\$ 4,295.00	Campus Village Apartments - Single Occupancy Shared Bath (Includes laundry fee)		
On Campus Housing	\$ 3,495.00	Campus Village Apartments - Double Occupancy (Includes laundry fee)		
On Campus Housing	\$ 2,945.00	Campus Village Apartments - Triple Occupancy (Includes laundry fee)		
On Campus Housing	\$ 2,445.00	Campus Village Apartments - Quad Occupancy (Includes laundry fee)		
Meal Plan	\$ 400.00	Minimum Required for Freshmen in On-Campus Housing (Fall and Spring Terms)		
Housing Deposit	\$ 250.00	For On Campus Housing - To be returned if no damage (true deposit)		
Laundry Fee	\$ 45.00	Per Term Upon Student Request		
Late Registration	\$ 75.00	Per Occurrence		
Late Payment Fee	\$ 25.00	Monthly		
Orientation Fee	\$ 1,075.00	One Time (or per orientation)		
Sustainability Fee	\$ 50.00	Each Term (FA, SP, SU)		
Freedom Education Fund Fee	\$ 30.00	Fall & Spring Terms		
Technology Fee	\$ 115.00	Each Term (FA, SP, SU)		
FA-20 Insurance	TBD	Fall Term		
SP/SU-21 Insurance	TBD	Spring Term		
				DUE DATES: FA 20 7/3/2020 SP 21 12/4/2020 SU 21 5/7/2021

Online Undergraduate and Post-Bac Teacher Prep

Semester Credits	F/T	P/T or Over 12 Per Credit
Tuition (12)	\$ 7,176.00	\$596
Graduation Fee	\$ 120.00	One Time
Late Registration	\$ 75.00	Per Occurrence
Late Payment Fee	\$ 25.00	Monthly
Sustainability Fee	\$ 50.00	Each Term
Technology Fee	\$ 115.00	Each Term
		DUE DATES: FA 20 7/3/2020 SP 21 12/4/2020 SU 21 5/7/2021

On Campus Masters In Social Justice and Community Organizing

Semester Credits	F/T	P/T or Over 12 Per Credit
Tuition (12)	\$ 7,176.00	\$596
Graduation Fee	\$ 120.00	One Time
Late Registration	\$ 75.00	Per Occurrence
Late Payment Fee	\$ 25.00	Monthly
Sustainability Fee	\$ 50.00	Each Term
Technology Fee	\$ 115.00	Each Term
Freedom Education Fund Fee	\$ 30.00	Fall & Spring Terms
		DUE DATES: FA 20 7/3/2020 SP 21 12/4/2020 SU 21 5/7/2021

Online Masters In Counseling and Master's certificates In Counseling

Semester Credits	F/T	P/T or Over 12 Per Credit
Tuition (12)	\$ 9,900.00	\$825
Orientation Fee	\$ 250.00	One Time per Orientation
Counseling Program Fee	\$ 195.00	One Time
Graduation Fee	\$ 120.00	One Time
Late Registration	\$ 75.00	Per Occurrence
Late Payment Fee	\$ 25.00	Monthly
Sustainability Fee	\$ 50.00	Each Term
Technology Fee	\$ 115.00	Each Term
		DUE DATES: FA 20 7/3/2020 SP 21 12/4/2020 SU 21 5/7/2021

*Professional Liability Insurance Covered by Prescott College (Educator's Legal)

Online Masters In Critical Psychology, Education, Social and Environmental Arts Practice and Post-Degree Certificate In Education

Semester Credits	F/T	P/T or Over 12 Per Credit
Tuition (12)	\$ 7,176.00	\$596
Graduation Fee	\$ 120.00	One Time
Late Registration	\$ 75.00	Per Occurrence
Late Payment Fee	\$ 25.00	Monthly
Sustainability Fee	\$ 50.00	Each Term
Technology Fee	\$ 115.00	Each Term
		DUE DATES: FA 20 7/3/2020 SP 21 12/4/2020 SU 21 5/7/2021

Online Masters Social Justice and Community Organizing

Semester Credits	F/T	P/T or Over 12 Per Credit
Tuition (12)	\$ 3,648.00	\$304
Graduation Fee	\$ 120.00	One Time
Late Registration	\$ 75.00	Per Occurrence
Late Payment Fee	\$ 25.00	Monthly
Sustainability Fee	\$ 50.00	Each Term
Technology Fee	\$ 115.00	Each Term
		DUE DATES: FA 20 7/3/2020 SP 21 12/4/2020 SU 21 5/7/2021

Online Masters In Adventure Education, Environmental Studies, Resilient & Sustainable Communities, Sustainable Food Systems, and Sustainable Leadership

Semester Credits	F/T	P/T or Over 12 Per Credit
Tuition (12)	\$ 9,000.00	\$750
Graduation Fee	\$ 120.00	One Time
Late Registration	\$ 75.00	Per Occurrence
Late Payment Fee	\$ 25.00	Monthly
Sustainability Fee	\$ 50.00	Each Term
Technology Fee	\$ 115.00	Each Term
		DUE DATES: FA 20 7/3/2020 SP 21 12/4/2020 SU 21 5/7/2021

PhD In Sustainability Education

Semester Credits	F/T	P/T or Over 12 Per Credit
Tuition (12)	\$ 15,576.00	\$1,298
Graduation Fee	\$ 120.00	One Time
Late Registration	\$ 75.00	Per Occurrence
Late Payment Fee	\$ 25.00	Monthly
Orientation Fee	\$ 260.00	One Time (or per orientation)
Sustainability Fee	\$ 50.00	Each Term
Technology Fee	\$ 115.00	Each Term
		DUE DATES: FA 20 7/3/2020 SP 21 12/4/2020 SU 21 5/7/2021

Annual Notification to Students of FERPA (Family Educational Rights and Privacy Act)

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

1. **The right to inspect and review the student's education records** within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, or head of the academic department written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. **The right to request the amendment of the student's education records** that the student believes is inaccurate or misleading. Students should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. **The right to consent to disclosures of personally identifiable information** contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the College in an administrative, supervisory, academic, or support staff position (including law enforcement unit and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

4. **The right to file a complaint** with the U.S. Department of Education concerning alleged failures by the College 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 20202-4605

Directory Information

Directory information **may** be disclosed without the student's consent, unless the student files written notice specifically requesting that the College not disclose it. The following categories have been designated directory information:

- Name
- Home and local addresses
- Email addresses
- Web site address
- All telephone number
- Field(s) of study, including competence, breadth, and primary program area Most recent previously attended school(s)
- Photographs
- Date and place of birth
- Participation in officially recognized activities
- Dates of attendance and full-time/part-time status
- All degrees earned at Prescott College and elsewhere
- Anticipated graduation date
- Advisor name
- Award

Notice of Drug Violation Penalties

Section 485 .

(k) NOTICE TO STUDENTS CONCERNING PENALTIES FOR DRUG VIOLATIONS.—

(1) NOTICE UPON ENROLLMENT.—Each institution of higher education shall provide to each student, upon enrollment, a separate, clear, and conspicuous written notice that advises the student of the penalties under section 484(r).

(2) NOTICE AFTER LOSS OF ELIGIBILITY.—An institution of higher education shall provide in a timely manner to each student who has lost eligibility for any grant, loan, or work-study assistance under this title as a result of the penalties listed under 484(r)(1) a separate, clear, and conspicuous written notice that notifies the student of the loss of eligibility and advises the student of the ways in which the student can regain eligibility under section 484(r)(2).

Section 484(r)

(r) SUSPENSION OF ELIGIBILITY FOR DRUG-RELATED OFFENSES.—

(1) IN GENERAL.—A student who has been convicted of any offense under any Federal or State law involving the possession or sale of a controlled substance shall not be eligible to receive any grant, loan, or work assistance under this title during the period beginning on the date of such conviction and ending after the interval specified in the following table:

If convicted of an offense involving:

The possession of a controlled substance: Ineligibility period is:

First offense 1 year
Second offense 2 years
Third offense Indefinite.

The sale of a controlled substance: Ineligibility period is:

First offense 2 years
Second offense Indefinite.

(2) REHABILITATION.—A student whose eligibility has been suspended under paragraph (1) may resume eligibility before the end of the ineligibility period determined under such paragraph if—

(A) the student satisfactorily completes a drug rehabilitation program that—

(i) complies with such criteria as the Secretary shall prescribe in regulations for purposes of this paragraph; and

(ii) includes two unannounced drug tests;

(B) the student successfully passes two unannounced drug tests conducted by a drug rehabilitation program that complies with such criteria as the

Secretary shall prescribe in regulations for purposes of subparagraph (A)(i); or
(C) the conviction is reversed, set aside, or otherwise rendered nugatory.

(3) DEFINITIONS.—In this subsection, the term “controlled substance” has the meaning given the term in section 102(6) of the Controlled Substances Act (21 U.S.C. 802(6)).

Spring 2021 Undergraduate Registration Information

Registration is ON-LINE – Enrollment notices are in your Prescott College EMAIL.
If you did not receive an email notice please contact the Registrar's Office at 928-350-1102 or at registrar@prescott.edu.

Please note: The DROP/ADD period for FULL TERM is now the END OF THE FIRST WEEK OF CLASS.

Many on-campus courses require a signature and have course fees (some are refundable; some are not) associated with them – Instructor permission can be requested through on-line registration

The following On-Campus Undergraduate courses have NON-REFUNDABLE COURSE FEES. You are responsible for the course fee if dropped after July 3, 2020, paid or not.

Block 1

➤ ADV43010	B101	Avalanche Forecasting	\$842
➤ ADV23151/43151	B101	Backcountry Skiing & Avalanche Forecasting	\$818

Block 3

➤ ENV43815	B301	Agroecology	\$30
➤ ADV23151/43151	B101	Backcountry Skiing & Avalanche Forecasting	\$818

Co-Requisite Courses - **Cancelled**

~~—Maasailand II & Behavior & Conservation: East African Wildlife—This is a 6 credit suite—~~

Block 2 & 3	\$2487
➤ CRS44301/ENV22013	

Remember to update your anticipated graduation date (the month AND the year)—required for tuition & financial aid processing. IF YOU PLAN TO GRADUATE IN May 2021

PLEASE COMPLETE THE [PETITION FOR PROGRAM COMPLETION](#) THIS MONTH.

- On-campus Undergraduate contract page:
 - <https://my.prescott.edu/resident-undergraduate-resources/resident-undergraduate-degree-independent-study.php>
- Limited-Resident Undergraduate contract page:
 - <https://my.prescott.edu/limited-residency-undergraduate-program-resources/limited-residency-undergraduate-course-contracts.php>

Student Health Insurance Notice

PLEASE READ THE FOLLOWING INFORMATION CAREFULLY THIS INFORMATION IS SUBJECT TO CHANGE

Prescott College REQUIRES all On-Campus Undergraduate students to have insurance coverage. The coverage period for the Spring 2021 terms is TBD. Please contact Student Billing at studentbilling@prescott.edu

- Prescott College offers insurance coverage for students. This insurance is a combination of health (sickness) and accident insurance.
- Your student account will be billed for this insurance for the entire Spring and Summer coverage period. Cost for Spring 2021 insurance has not been set as of October 5, 2020.
- **ALL STUDENTS**: If you have your own insurance and wish to waive the College's coverage, you must complete the online waiver process. The open date for the waiver process from the USI has not been set as of October 5, 2020. Please read the questions for the waiver before attempting to waive. You will need specific benefit information regarding your coverage. **Do not guess**. If your waiver is denied, you can appeal that denial directly with USI (formerly Wells Fargo) but only with proof from your insurance company that you answered incorrectly.
- If you DO NOT complete the online waiver process by the designated date, you will be automatically enrolled in the Aetna Student Health Insurance Plan and you will be responsible for the insurance premium. **NO EXCEPTIONS. IT IS YOUR RESPONSIBILITY TO FOLLOW THE INSTRUCTIONS AND WAIVE OUT BY THE PUBLISHED DEADLINE. The insurance waiver is good for the academic year only.**
- **Continuing** students who have waived the College's coverage in the past still need to waive out online at the beginning of each academic year, starting with the first term you are enrolled in for that year.
- You may waive online at <https://studentinsurance.usi.com/Prescott/prescottundergrad>.
- If the need arises for any student to purchase Prescott College's coverage during the academic year, due to changes in personal coverage, please contact Student Billing.

For questions regarding the insurance, call Aetna directly at 800/853-5899. For questions regarding the waiver process, call the One Stop answer center at 928/350-4111. For any questions regarding billing, call Amber Harris at 928-350-2107.

Undergraduate Mentored Study, Senior Project/Student Teaching Placeholder Registration Courses

Block

Course ID	Section	Credits	Course ID	Section	Credits
OCU10000	BX04 IS: No Contract	4	OCU10070	BX04 Senior Project/Student Teaching *	4

Semester

Course ID	Section	Credits	Course ID	Section	Credits
OCU10000	SX04 IS: No Contract	4	OCU10070	SX04 Senior Project/Student Teaching *	4
OCU10000	SX08 IS: No Contract	8	OCU10070	SX08 Senior Project/Student Teaching *	8
OCU10000	SX12 IS: No Contract	12	OCU10070	SX12 Senior Project/Student Teaching *	12

* Resident Undergraduates are REQUIRED to take Core Curriculum 4 CCC40005 with their Senior Project/Student Teaching

Full-Term

Course ID	Section	Credits	Course ID	Section	Credits
LRU37000	XX01 LRU Mentored Course	1	LRU37000	XX09 LRU Mentored Course	9
LRU37000	XX02 LRU Mentored Course	2	LRU37000	XX10 LRU Mentored Course	10
LRU37000	XX03 LRU Mentored Course	3	LRU37000	XX11 LRU Mentored Course	11
LRU37000	XX04 LRU Mentored Course	4	LRU37000	XX12 LRU Mentored Course	12
LRU37000	XX05 LRU Mentored Course	5	LRU37000	XX13 LRU Mentored Course	13
LRU37000	XX06 LRU Mentored Course	6	LRU37000	XX14 LRU Mentored Course	14
LRU37000	XX07 LRU Mentored Course	7	LRU37000	XX15 LRU Mentored Course	15
LRU37000	XX08 LRU Mentored Course	8	LRU37000	XX16 LRU Mentored Course	16

Course ID	Section	Credits
LRU49990	XX02 LRU Student Teaching **	2
LRU49990	XX04 LRU Senior Project/Student Teaching **	4
LRU49990	XX08 LRU Senior Project/Student Teaching **	8
LRU49990	XX12 LRU Senior Project/Student Teaching **	12

** Limited-Residency Undergraduates are REQUIRED to take PASS2 PASS47002 with their Senior Project/Student Teaching

SP-21 One College Course Schedule

Undergraduate - Block 1 - Adventure Education

Section	Course Title			Credits	Max
ADV43010 UD	B101 Avalanche Forecasting	Brown, Mathieu Keane, Harrison	Tue 1/12/21 9:00 am - 3:00 pm San Juan 201-B Wed 1/13/21 9:00 am - 3:00 pm San Juan 201-B	6.00	10

FEE: \$842.00 *** NON-REFUNDABLE FEE **

PREREQUISITES:

Course: ADV23151-Backcountry Skiing & Avalanche Training or
Course: ADV23152-Backcountry Ski Touring & Winter Ecology or
Permission of instructor: Mathieu Brown

COREQUISITES:

None.

SPECIAL NOTES: An informational meeting for all interested students will be held on November, 24th at 5:00 pm in San Juan 201-C. Registered students must have completed Level 1 avalanche course. Course will meet first 2 days in San Juan 201-C then in the field. Participation in this course may require covid testing. Students and Instructors will need to be available in Prescott for testing by 1/11/2021. Please be in close contact with your instructor (email) for detailed instructions regarding test timing, location, and procedures. Students should have personal backcountry ski or splitboard equipment, including transceiver, shovel and probe. Some exceptions possible please contact instructor for more information. Course fee includes all lodging and \$200.00 for group food (lunches not included). If students have equivalent backcountry experience and completion of recreation Level I avalanche certification then this can substitute for the prerequisites listed.

COURSE DESCRIPTION: This advanced course focuses on avalanche forecasting for backcountry skiers and splitboarders. While spending three weeks in a suitable mountain environment, students will learn and then perform the functions involved in operational forecasting using the conceptual model of avalanche hazard. Through a designated leadership model student will lead daily tours, gather avalanche observations, interpret remotely gathered data and use the information to write daily forecast narratives and make terrain-based decisions about daily tour operations. American Avalanche Association recreational level 2 certification will serve as a foundation for developing further knowledge on meteorology, mountain snowpack, snow formation and metamorphism, crystal ID, avalanche modeling, stability testing and evaluation, avalanche rescue, decision making, and group management. As the course progresses, material will include Professional Level I lessons. In summary, the course emphasizes all aspects of operational and site-specific forecasting methodology relevant to professional and recreational applications in snow science and avalanche hazard evaluation.

ADV23151 LD	B101 Backcountry Skiing & Avalanche Training	Lee, Erika Sarvis, Sadie	Tue 1/12/21 12:00 pm - 4:00 pm San Juan 201-A Wed 1/13/21 12:00 pm - 4:00 pm San Juan 201-A	4.00	10
----------------	--	-----------------------------	--	------	----

FEE: \$818.00 *** NON-REFUNDABLE FEE **

PREREQUISITES:

Course: ORI26002-Orientation: Desert, Mountain & Canyon Expedition

COREQUISITES:

None.

SPECIAL NOTES: An informational meeting for all interested students will be held on November 24, 202 5:00pm San Juan 201C. Course will meet first 2 days in 201-B then in the field. Participation in this course may require covid testing. Students and Instructors will need to be available in Prescott for testing by 1/11/21. Please be in close contact with your instructor (email) for detailed instructions regarding test timing, location, and procedures. Open to beginning backcountry skiers & snowboarders. Split board equipment available for rent. This course is a yurt and cabin based course with immediate access to the backcountry. \$100.00 estimated student expense for personal lift tickets. Alpine touring skis, boots, poles, transceivers, probe, and rescue shovels provided by the College. Course fee includes all lodging and \$125 for group food (lunches not included).

COURSE DESCRIPTION: This field course is designed to equip aspiring backcountry skiers and splitboarders with the skills and information needed to safely travel through and understand the winter environment. From multi-day ski-in and ski-out accommodations, such as a hut, yurt or cabin, students learn diagonal stride on gentle hills and progress to ascending and descending techniques in more complex terrain. Concurrent with learning to turn, ride and route-find is an introduction to "winter" as an environmental condition in which snow cover and sub-freezing temperatures are defining elements and a primary consideration for comfort and safety. Formal American Avalanche Association recreational level 1 certification and the avalanche triangle: terrain, weather, snowpack and the human factor, serve as a framework for avalanche hazard evaluation. Other curriculum includes decision-making frameworks, avalanche rescue, practical weather forecasting, winter travel and navigation, leadership models, and place-based geography and ecology. The course typically culminates in a snow-shelter or quinzhee experience where students apply their newly learned knowledge to the pursuit of the joys of powder skiing and riding.

SP-21 One College Course Schedule

SP-21 One College Course Schedule

Undergraduate - Block 1 - Adventure Education

Section	Course Title			Credits	Max
ADV24110 LD	B101 Sea Kayaking & Marine Natural History	Oliver, Kenneth	Tue 1/12/21 1:00 pm - 5:00 pm San Juan 201-C Wed 1/13/21 1:00 pm - 5:00 pm San Juan 201-C Thu 1/14/21 1:00 pm - 5:00 pm San Juan 201-C Wed 2/3/21 1:00 pm - 5:00 pm San Juan 201-C Thu 2/4/21 1:00 pm - 5:00 pm San Juan 201-C	4.00	9

FEE: \$670.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students **MUST** be able to swim. Participation in this course may require covid testing. Students and Instructors will need to be available in Prescott for testing by 1/10/2021. Please be in close contact with your instructor jmunro@prescott.edu for detailed instructions regarding test timing, location, and procedures. Aside from initial and final classroom meetings, this course plans to travel to Kino Bay Center in Mexico for a field component contingent upon evolving pandemic contexts. **STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER!** This is a station based, non-expedition course format. We will be living at the Kino Field Station and will have one or two overnight trips during the block. Course fee includes \$150 for Group food. \$150.00 estimated student expense for equipment, supplies, misc.

COURSE DESCRIPTION: Sea kayaking places us in intimate contact with the ocean environment. Kayakers are as much in the water as they are upon it. This unique perspective allows us to experience the power of the ocean's physical nature as well as giving us the opportunity to closely observe the living communities in the water and on the shore. This course is an introductory study of the interrelated topics of marine natural history and expeditionary sea kayaking. Topics for study include tides and currents, wind and waves, and the natural history of nearshore organisms including fishes, seabirds, marine invertebrates and marine mammals. Students learn minimum impact travel and camping skills and be introduced to the regional impacts of coastal commerce and recreation. As apprentices to the sea, students learn and practice paddling skills, navigation, and ocean survival techniques drawn from the rich, thousand-year history of sea kayaking.

ADV46000 UD	B101 Wilderness Orientation Instructors Practicum	Goodman, Cecil	-	4.00	4
----------------	---	----------------	---	------	---

PREREQUISITES:

Course: ORI26002-Orientation: Desert, Mountain & Canyon Expedition

COREQUISITES:

None.

PREREQUISITES: Permission of instructor after application process (please contact instructor to apply): Cecil Goodman and Courses: Successful completion of at least 1 semester-length field course (i.e. Adventure Education I, II, III; Wilderness Leadership I, II, III; WELS I, II, III)

SPECIAL NOTES: Participation in this course may require covid testing. Students and Instructors will need to be available in Prescott for testing by January 6, 2021. Please be in close contact with your instructor (email) for detailed instructions regarding test timing, location, and procedures. Senior level status preferred. Current Wilderness First Responder certification required. Completion of the application process includes a supportive AE faculty reference. Contact Orientation Director (Cecil Goodman). Mandatory Staff Training begins January 6th, 2021.

COURSE DESCRIPTION: This advanced course represents a practical demonstration of wilderness Leadership. It enables student leaders to apply knowledge and skills that have been gained through their prior coursework. Student leaders conduct a three-week wilderness expedition for students entering the Resident Undergraduate Program. The student leaders are responsible for the organization, documentation, and facilitation of the expedition which serves as a personal demonstration of competence in leadership, teaching, community building, and logistical skills. Thirty leadership days will be credited toward competence or breadth in Adventure Education.

SP-21 One College Course Schedule

SP-21 One College Course Schedule

Undergraduate - Block 1 - Arts & Humanities

Section Course Title				Credits	Max
AHU23422 LD	B101 Short Shorts: Adventures in Flash Prose	Sanderson, Sheila	MTThF 9:00 am - 1:00 pm Crossroads Center 202	4.00	13

PREREQUISITES:

Course: WRW26000-Writing Workshop

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: Flash prose is exercise in nuance with content and meaning distilled to the purest essence as in the deceptively simple short short often attributed to Hemingway: "For sale: baby shoes, never worn." In this creative writing workshop, students will experiment with very short prose forms, some up to 99 words, some up to 999 words. Through a series of writing prompts and readings, students will generate ideas for flash stories, essays, memoir, and hybrid pieces, as well as learn a variety of techniques for making their creations shine. Students will polish drafts for workshop and revise their work as well as further explore this dynamic art form through independent projects.

AHU43422 UD	B101 Short Shorts: Adventures in Flash Prose	Sanderson, Sheila	MTThF 9:00 am - 1:00 pm Crossroads Center 202	4.00	1
----------------	--	-------------------	--	------	---

PREREQUISITES:

Course: WRW26000-Writing Workshop

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: Flash prose is exercise in nuance with content and meaning distilled to the purest essence as in the deceptively simple short short often attributed to Hemingway: "For sale: baby shoes, never worn." In this creative writing workshop, students will experiment with very short prose forms, some up to 99 words, some up to 999 words. Through a series of writing prompts and readings, students will generate ideas for flash stories, essays, memoir, and hybrid pieces, as well as learn a variety of techniques for making their creations shine. Students will polish drafts for workshop and revise their work as well as further explore this dynamic art form through independent projects.

SP-21 One College Course Schedule

Undergraduate - Block 1 - Core Curriculum

Section Course Title				Credits	Max	
COR40000 UD	MB11	Core Curriculum 3: Inquiry & Analysis in the Liberal Arts	Dailey, Mark	ONLINE MTThF 9:00 am - 1:00 pm Online Only	4.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis. This course will be conducted online only. Students must be able to attend online during listed class times (synchronously) on most days.

COURSE DESCRIPTION: This course works to provide students skills to produce and evaluate new knowledge by conducting research as a means to shape the future. Sustainable visions and effective solutions require an awareness of different ways of knowing and the ability to work with others outside your discipline. This course will select themes, readings and projects that illustrate how scholars obtain, analyze, and communicate knowledge across different fields and disciplines. Students will explore a wide range of different methods of research, ethics, and project design appropriate to their competence areas. Students will build on their learning from CC2 as they reflect on ways specific fields of inquiry and how to help to address the global problems of the 21st century. Lastly, students will engage in collaborative inquiry and action research by working together to support the development of one another's senior project proposals.

ORI26004 LD	B101	Orientation: Community Based - Explorations		MTWThF 8:00 am - 5:00 pm Ironwood D	4.00	0
----------------	------	---	--	--	------	---

FEE: \$1,075.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course takes place in Prescott, AZ.

COURSE DESCRIPTION: This section of Community Based Orientation is an exploration of Prescott via interdisciplinary lenses, including ecological, artistic, community, and critical theory frameworks. Each week the student group will adopt a different disciplinary lens to delve deep into the study of Prescott to form a comprehensive understanding of place. For example, students will explore the natural history of Prescott through an ecological and environmental science frame one week. Another week they may work to understand the complicated cultural history of Prescott via cultural and regional study frameworks. As in other sections of Orientation, student learning activities will include readings, discussions, student delivered presentations, group projects, community building activities, field trips, and a student-built learning portfolio. This course is based in Prescott.

SP-21 One College Course Schedule

Undergraduate - Block 1 - Core Curriculum

Section	Course Title	Credits	Max
ORI26005 LD	B101 Orientation: Community-Based - Connections	4.00	13
		MTWThF 8:00 am - 5:00 pm Sinagua B	

FEE: \$1,075.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Course fee covers designated group meal at the Cafe' during your first week in town. Students will also receive money \$265.00 back to cover food for field trips or materials.

COURSE DESCRIPTION: This section of Community-Based Orientation focuses on community connections and cultural humility. This course introduces students to the Yavapai-Apache people while working with UNITY, a group of young people within the Verde Valley Yavapai-Apache tribe, to develop a project that they identify as critical to their community. Coursework will aid students in learning how to analyze and investigate the relationships and consequences of knowledge and power, including topics such as the decolonization of education, critical thinking, cultural awareness, and cross-cultural learning. As in other sections of Orientation, student learning activities will include readings, discussions, student delivered presentations, group projects, community building activities, field trips, and a student-built learning portfolio. This course is based in Prescott.

ORI26002 LD	B101 Orientation: Desert, Mountain & Canyon Expedition	Goodman, Cecil	-	4.00	200
----------------	---	----------------	---	------	-----

FEE: \$1,075.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Course fee covers all dinners and breakfasts in the field as well as designate group meals while on campus. Student will receive \$200 back to purchase field lunches. Group gear is provided. Please see the Orientation webpage for additional gear information. Physician signed Medical History Form required. Contact Cecil Goodman, Orientation Director, with questions.

COURSE DESCRIPTION: This course is intended to orient new students to the college's unique educational philosophy, structure, and community. The curriculum for the course is carried out within the context of a three-week backpacking expedition. Students develop a sense of place and make connections to the southwest through rigorous back country travel, map and wilderness navigation, and studying the ecology and natural history of their route. Students become functioning members of an invaluable community by learning interpersonal communication, flexibility, commitment, and most importantly, compassion and respect for others and one's self. Through individual research projects, a solo experience, leadership training, and service projects students must participate fully in this interdisciplinary Liberal Arts course. Students will conclude Orientation with an all-day academic seminar.

SP-21 One College Course Schedule

Undergraduate - Block 1 - Core Curriculum

Section Course Title				Credits	Max
COR47001 UD	MB02 PASS 1 - Education	Brown, Jennifer	ONLINE	1.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Professional and Academic Success Seminar (PASS 1) provides new students with the essential tools to successfully navigate their academic journey through the Online Undergraduate (OLU) program. PASS 1 addresses every advising need, including creation of the degree plan, and offers weekly academic and professional resource sites, which remain available at all times for each student's entire duration of enrollment in OLU. In addition, PASS 1 teaches students how to create their eportfolio that displays and reflects on learning outcomes for each course.

COR47001 UD	MB01 PASS 1 - Liberal Arts	Bigknife Antonio, Molly	ONLINE	1.00	22
----------------	----------------------------	----------------------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Professional and Academic Success Seminar (PASS 1) provides new students with the essential tools to successfully navigate their academic journey through the Online Undergraduate (OLU) program. PASS 1 addresses every advising need, including creation of the degree plan, and offers weekly academic and professional resource sites, which remain available at all times for each student's entire duration of enrollment in OLU. In addition, PASS 1 teaches students how to create their eportfolio that displays and reflects on learning outcomes for each course.

COR47002 UD	MB11 PASS 2	Stogsdill, Gary	ONLINE	1.00	22
----------------	-------------	-----------------	--------	------	----

FEE: \$120.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Professional and Academic Success Seminar 2 (PASS 2) provides soon-to-graduate Online Undergraduate students with all the information and guidance needed to successfully graduate. Students complete their final degree plan, the research paper requirement, the petition for program completion, and a 5-page synthesizing essay that reflects on their entire learning journey leading to graduation. In addition, PASS 2 offers feedback to students on their eportfolio that displays and reflects on learning outcomes for each course.

SP-21 One College Course Schedule

Undergraduate - Block 1 - Environmental Studies/Sustainable Community Development

Section	Course Title			Credits	Max
ENV42741 UD	B101 Coastal Ecology of the Gulf of California	Riegner, Mark	Tue 1/12/21 9:00 am - 3:00 pm Mogollon BioLab	4.00	10
			Wed 1/13/21 9:00 am - 3:00 pm Mogollon BioLab		
			Thu 1/14/21 9:00 am - 3:00 pm Mogollon BioLab		
			Fri 1/15/21 9:00 am - 3:00 pm Mogollon BioLab		

FEE: \$502.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Field experience recommended. Participation in this course may require covid testing. Students and Instructors will need to be available in Prescott for testing by 1/11/2021. Please be in close contact with your instructor mriegner@prescott.edu for detailed instructions regarding test timing, location, and procedures. Aside from initial and final classroom meetings, this course plans to travel to Kino Bay Center in Mexico for a field component contingent upon evolving pandemic contexts. **STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER!** \$170.00 estimated student expense for binoculars, visa to cross border, food in the field, misc.

COURSE DESCRIPTION: The Gulf of California is a biological treasure of global significance. In this intensive field course, we take an in-depth look at the ecology and biota of this diverse region. Prime study subjects are marine and coastal birds, especially their behavior and feeding ecology. Also covered are intertidal and estuarine ecology with a focus on rocky, sandy, and mudflat habitats; ecology of the Sonoran Desert; and natural history of marine mammals. Specific organisms are studied as examples for understanding the complex ecological interactions of the Gulf Coast. Students are required to undertake an independent field project.

ENV41401 UD	B101 Geographic Information Science, Advanced	Johnson, Jeremy	MTThF 9:00 am - 1:00 pm Ponderosa ITV W 2:00 pm - 5:00 pm Ponderosa ITV	4.00	0
----------------	---	-----------------	--	------	---

FEE: \$75.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: Geographic information science involves the integration of geography, cartography, geographic information systems (GIS), global positioning systems (GPS), and remote sensing (RS). The purpose of this introductory course is to familiarize participants with computerized systems for the capture, processing, analysis, and display of all kinds of geographical (spatial) data. The principles and concepts of cartographic modeling, GIS, GPS, and remote sensing will be explored through lectures, discussions, and laboratory exercises. Emphasis will be placed on learning the basic tools and methods for application to "real world" environmental, natural resource management, and socioeconomic questions. Data are drawn from global and local examples and situations.

SP-21 One College Course Schedule

Undergraduate - Block 1 - Environmental Studies/Sustainable Community Development

Section	Course Title	Instructor	Credits	Max
ENV21400 LD	B101 Geographic Information Science, Introduction to	Johnson, Jeremy	4.00	14
			MTThF 9:00 am - 1:00 pm Ponderosa ITV	
			W 2:00 pm - 5:00 pm Ponderosa ITV	

FEE: \$75.00

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: Geographic information science involves the integration of geography, cartography, geographic information systems (GIS), global positioning systems (GPS), and remote sensing (RS). The purpose of this introductory course is to familiarize participants with computerized systems for the capture, processing, analysis, and display of all kinds of geographical (spatial) data. The principles and concepts of cartographic modeling, GIS, GPS, and remote sensing will be explored through lectures, discussions, and laboratory exercises. Emphasis will be placed on learning the basic tools and methods for application to "real world" environmental, natural resource management, and socioeconomic questions. Data are drawn from global and local examples and situations.

ENV24749 LD	B001 Global Environmental Change: An Earth Science Perspective	Field, Derek	4.00	14
			MTThF 1:00 pm - 5:00 pm Mogollon EARSCI	
			W 2:00 pm - 5:00 pm Mogollon EARSCI	

FEE: \$75.00

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Geological archives in oceans, lakes, glaciers, and elsewhere on the continents provide evidence of both ancient and recent changes in global systems. This class will discuss past major shifts in climate and the roles played by the oceans, atmosphere, and biological processes based on evidence from the geologic record. The focus will then shift to changes that have taken place during the past 100,000 years to put the climate changes of the past few centuries and decades in perspective. Specific geologic case studies will be used to provide examples of scientific paleoclimate research. Students will perform a variety of lab and field-based activities and numerical modeling exercises to explore a broad range of climate processes. The goals of this course are for students to build an understanding of the interactions within the coupled Earth systems that control climate, become familiar with evidence of recent climate change, and to be able to make basic predictions of future climate change and sea-level rise. Students taking the course for upper division credit will be expected to build on previous coursework and undertake a series of numerical global climate model experiments as part of an in-depth examination of one part of the Earth's climate system.

SP-21 One College Course Schedule

Undergraduate - Block 1 - Environmental Studies/Sustainable Community Development

Section Course Title				Credits	Max
ENV41025 UD	B101 Statistics for Research	Altrichter, Mariana	MTThF 9:00 am - 1:00 pm Ironwood A W 2:00 pm - 5:00 pm Ironwood A	4.00	12

FEE: \$75.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Statistics for Research teaches the research skills needed to seek answers to complex ecological, biological, and social questions. This course focuses on hypothesis testing and the design of experiments and surveys. Experience will be given in acquiring large data sets and the statistical manipulation of quantitative data. Subjects include data distributions, descriptive statistics, analysis of variance and t-test, regression and correlation, and non-parametric alternative tests. Exposure will be given to multi-variate testing. Students will gain hands-on experience with SPSS.

ENV21550 LD	B101 Water in the West	Barnes, Joel	MTThF 9:00 am - 1:00 pm Crossroads Center 203 W 2:00 pm - 5:00 pm Crossroads Center 203	4.00	14
----------------	------------------------	--------------	--	------	----

FEE: \$167.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: For upper division credit, students must have completed college-level coursework in environmental policy, ecology, and/or earth science (or have acquired the equivalent knowledge, skills and abilities through life experience). Also, students who have completed the LD version of the Water in the West course as part of the Core Curriculum 1 can enroll in the UD section of this course; this UD section will build on the material covered in the LD CC1 version.

Participation in this course may require covid testing prior to specific activities or travel. Please be in close contact with your instructor jbarnes@prescott.edu for detailed instructions regarding test timing, location, and procedures. This course has a required 5-day field trip on January 25th - 29th, 2021 with \$60 estimated for student expenses; there may be additional required field trips scheduled as opportunities arise.

COURSE DESCRIPTION: This course is a comprehensive survey of the role of water resources in the development and life of the western United States. Topics include basic hydrology, the quantity and quality of water sources, water uses and distribution, water supply management and development, water politics and laws, history, and current status of water supply problems. Arid regions in other parts of the world will be reviewed, as will proposals for the future.

SP-21 One College Course Schedule

Undergraduate - Block 1 - Environmental Studies/Sustainable Community Development

Section	Course	Title			Credits	Max
ENV41550 UD	B101	Water in the West	Barnes, Joel	MTThF 9:00 am - 1:00 pm Crossroads Center 203 W 2:00 pm - 5:00 pm Crossroads Center 203	4.00	0

FEE: \$167.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: For upper division credit, students must have completed college-level coursework in environmental policy, ecology, and/or earth science (or have acquired the equivalent knowledge, skills and abilities through life experience). Also, students who have completed the LD version of the Water in the West course as part of the Core Curriculum 1 can enroll in the UD section of this course; this UD section will build on the material covered in the LD CC1 version.

This course has a required 5-day field trip on January 25th - 29th, 2021 with \$60 estimated for student expenses; there may be additional required field trips scheduled as opportunities arise.

COURSE DESCRIPTION: This course is a comprehensive survey of the role of water resources in the development and life of the western United States. Topics include basic hydrology, the quantity and quality of water sources, water uses and distribution, water supply management and development, water politics and laws, history, and current status of water supply problems. Arid regions in other parts of the world will be reviewed, as will proposals for the future.

SP-21 One College Course Schedule

Undergraduate - Block 1 - Global Studies

Section Course Title				Credits	Max
CRS24030 LD	B101 African American Literature	Banks, Michelle	MTThF 1:00 pm - 5:00 pm Crossroads Center 205	4.00	14

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course can be taken for writing emphasis credit.

COURSE DESCRIPTION: This course offers a survey of African American literary, political, and visual texts from the 1700s to the present. From the writings of Frederick Douglass to contemporary film, novels, and non-fiction works, students will learn about the historical circumstances in which each text is produced and explore a range of approaches to conceptualizing African American aesthetic and cultural production as both a specific tradition and as a key part of broader cultural, national, and global movements. Emphasizing approaches from the fields of African American Literary Studies, Critical Ethnic Studies, American Studies, and Cultural Studies, we will learn to ask questions about the relationship between culture, power, and representation. We will examine the uneasy relationships between identity, agency, social change, and representation by asking: What role have aesthetic texts produced by African Americans played in the long fight for Black political freedom and equality? How have these texts changed over time—stylistically or otherwise—to reflect and participate in defining the different political needs present in diverse historical moments? How have these texts been shaped by different ways of thinking about identity, belonging, and agency? How have dominant and counter narratives about race been shaped or constructed by these texts? And how do these texts participate in the construction of new understandings of history, agency, freedom, and social transformation?

CRS44030 UD	B101 African American Literature	Banks, Michelle	MTThF 1:00 pm - 5:00 pm Crossroads Center 205	4.00	0
----------------	----------------------------------	-----------------	--	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course can be taken for Writing Emphasis credit.

COURSE DESCRIPTION: This course offers a survey of African American literary, political, and visual texts from the 1700s to the present. Students will learn about the historical circumstances in which each text was produced and explore a range of approaches to conceptualizing African American aesthetic and cultural production as both a specific tradition and as a key part of broader cultural, national, and global movements. Emphasizing approaches from the fields of African American Literary Studies, Critical Ethnic Studies, American Studies, and Cultural Studies, we will learn to ask questions about the relationship between culture, power, and representation. We will examine the uneasy relationships between identity, agency, social change, and representation by asking: What role have aesthetic texts produced by African Americans played in the long fight for Black political freedom and equality? How have these texts changed over time—stylistically or otherwise—to reflect and participate in defining the different political needs present in diverse historical moments? How have these texts been shaped by different ways of thinking about identity, belonging, and agency? How have dominant and counter narratives about race been shaped or constructed by these texts? And how do these texts participate in the construction of new understandings of history, agency, freedom, and social transformation?

SP-21 One College Course Schedule

Undergraduate - Block 1 - Global Studies

Section Course Title				Credits	Max
CRS22410 LD	MB11 Men & Masculinities	Mireles, Todd	ONLINE	4.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis

COURSE DESCRIPTION: What does it mean to be a man? Outdated models of manhood have led to masculine identities bound to power, contempt and fear of women, aggression and violence, sexuality detached from emotional intimacy, thinking without the integration of feelings, and an ecological imbalance that threatens the planet in every manner: environmentally, nationally, culturally, and familially. This course will examine the social/psychological dynamics that shape the current masculine identity and will also discuss solutions and models to replace outdated definitions of masculinity. What can we take from the old to carry forward to the new? What must we transition out of to usher in a new paradigm that fosters a productive sense of masculinity?

SP-21 One College Course Schedule

Undergraduate - Block 1 - Human Development

Section Course Title				Credits	Max
HDP25115 LD	B101 Astropsychology	Farrow, Galeet	MTThF 9:00 am - 1:00 pm Crossroads Center 201	4.00	14

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: Patterns are all around us, when we learn to harness the power of life, from seedling through transformation we begin to glimpse the great oneness. Students will explore esoteric practices (Tarot, I Ching, elemental wisdoms, etc.) through the lens of synchronicity and archetypal energies embedded within these patterns. Students will explore the personal patterns in their own lives; using their astrological chart, they will identify the elemental strengths and primary mythological (planetary) archetypes they embody. Synchronicity, numerology, the use of intention and development of personal rituals will be an active part of this course. Students will have a grasp of the overarching themes that show up in most mystical traditions as well as how to begin looking at the Universe as Holon's and themselves a microcosm of this macrocosm.

SP-21 One College Course Schedule

Undergraduate - Block 1 - Human Development

Section Course Title		Credits	Max
HDP41050 UD	B101 Therapeutic Use of Adventure Education Mullins, Tim	4.00	12
		Tue 1/12/21 6:00 pm - 8:00 pm Online Only	
		Wed 1/13/21 6:00 pm - 8:00 pm Online Only	
		Thu 1/14/21 6:00 pm - 8:00 pm Online Only	
		Fri 1/15/21 6:00 pm - 8:00 pm Online Only	
		Mon 1/18/21 6:00 pm - 8:00 pm Online Only	
		Tue 1/19/21 6:00 pm - 8:00 pm Online Only	
		Wed 1/20/21 6:00 pm - 8:00 pm Online Only	
		Fri 1/22/21 8:00 am - 5:00 pm Sinagua A	
		Mon 1/25/21 8:00 am - 5:00 pm Sinagua A	
		Tue 1/26/21 8:00 am - 5:00 pm Sinagua A	
		Wed 1/27/21 8:00 am - 5:00 pm Sinagua A	
		Thu 1/28/21 8:00 am - 5:00 pm Sinagua A	
		Fri 1/29/21 8:00 am - 5:00 pm Sinagua A	
		Thu 1/21/21 4:00 pm - 8:00 pm Sinagua A	

FEE: \$92.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This class will begin online for the first 10 days. Students are required to meet on-camp for the orientation to their field component on Thursday, January 21, at 4 pm in Sinagua A. Students should expect to be in class all day from 1/22 to 1/29, including a short backpacking component. \$100 of the student fee will be used towards group food in the field. Participation in this course may require covid testing. Students and Instructors will need to be available in Prescott for testing by 1/19/2021. Please be in close contact with your instructor tmullins@prescott.edu for detailed instructions regarding test timing, location, and procedures.

DESCRIPTION: This interdisciplinary course is an overview of the history, theory, and application of adventure therapy (AT). Students will learn the philosophical and theoretical underpinnings of wilderness therapy as well as the practical application of hard skills and soft skills useful for all populations. Students will research and write a paper about a specific population in the context of a specific AT model. An extended field component will include a visit to one or two professional programs. Students will replicate some of the program elements, practice hard and soft skills, and get a feel for the experience of participants and guides. Each student will develop and demonstrate an understanding of ceremony, creating sacred spaces, and tapping into the power of therapy in nature.

SP-21 One College Course Schedule

Undergraduate - Block 2 - Adventure Education

Section Course Title			Credits 4.00	Max 10
ADV21200 LD	B201 Maps & Wilderness Navigation	Goodman, Cecil	TF 8:00 am - 5:00 pm Field - See Notes MTh 1:00 pm - 5:00 pm San Juan 201-A	

FEE: \$96.00

PREREQUISITES:

Course: ORI26002-Orientation: Desert, Mountain & Canyon Expedition

COREQUISITES:

None.

SPECIAL NOTES: Tuesday and Fridays will be in the field.

COURSE DESCRIPTION: This course will balance theory and practical applications of wilderness navigation techniques. The primary outcome will be competence in the use of map and compass to navigate in wilderness settings. Equally important will be the development of cartographic literacy. Students will gain an understanding of the history of cartography and its role in the development of human conceptions of place. We will look at the changes in technology, including GPS systems and mapping programs, and examine their impact on our understanding of the world and our place in it. The strengths and limitations of maps, including the ways they reflect cultural assumptions and are used to further them, will also be explored. Weekly field trips will provide opportunities for refinement of practical skills and serve as an introduction to local geography.

ADV41200 UD	B201 Maps & Wilderness Navigation	Goodman, Cecil	TF 8:00 am - 5:00 pm Field - See Notes MTh 1:00 pm - 5:00 pm San Juan 201-A	4.00	2
----------------	-----------------------------------	----------------	--	------	---

FEE: \$96.00

PREREQUISITES:

Permission of instructor: Cecil Goodman and
Course: ORI26002-Orientation: Desert, Mountain & Canyon Expedition

COREQUISITES:

None.

SPECIAL NOTES: Tuesday and Fridays will be field days.

COURSE DESCRIPTION: This course will balance theory and practical applications of wilderness navigation techniques. The primary outcome will be competence in the use of map and compass to navigate in wilderness settings. Equally important will be the development of cartographic literacy. Students will gain an understanding of the history of cartography and its role in the development of human conceptions of place. We will look at the changes in technology, including GPS systems and mapping programs, and examine their impact on our understanding of the world and our place in it. The strengths and limitations of maps, including the ways they reflect cultural assumptions and are used to further them, will also be explored. Weekly field trips will provide opportunities for refinement of practical skills and serve as an introduction to local geography.

SP-21 One College Course Schedule

Undergraduate - Block 2 - Adventure Education

Section Course Title				Credits 4.00	Max 14
ADV41060 UD	B201 Outdoor Program Administration	Munro, Julie	MTThF 1:00 pm - 5:00 pm Crossroads Center 202		

FEE: \$49.00

PREREQUISITES:

Permission of instructor: Julie Munro

COREQUISITES:

None.

SPECIAL NOTES: NONE

DESCRIPTION: This course will introduce students to the administrative and leadership skills required to operate a successful outdoor program. Topics covered include: safety and risk management; hiring, supervising, and evaluating staff; fiscal management; legal liability; access to public lands; and program leadership. Course content will be driven by student engagement in program scenarios, course readings, site visits and guest speakers. Students will explore the concepts of administration responsibilities through various lenses including that of participant, instructor, administrator, legal guardians, etc. We will explore the qualifications required of administrators in the field of outdoor programming and establish methods for developing professional level resumes. Students will select a topic of special interest to research and create a detailed written exploration of the chosen subject.

ADV22048 LD	B201 Rock Climbing & Geology	Field, Derek Hovater, Stevo	MTWTh 8:00 am - 5:00 pm San Juan 201-B	4.00	10
----------------	------------------------------	--------------------------------	---	------	----

FEE: \$100.00

PREREQUISITES:

Course: ORI26002-Orientation: Desert, Mountain & Canyon Expedition

COREQUISITES:

None.

SPECIAL NOTES: This course takes place primarily in the field with interspersed classroom days. This course involves two separate multi-day field trips, February 16-18 and February 23-26, 2021. These dates are subject to change based on weather forecasts and other factors. \$240.00 estimated Student expense for climbing gear, supplies and food in the field.

COURSE DESCRIPTION: Every rock climbing venue presents new challenges to climbers because of its unique rock texture, composition, and environment. All rock climbers are thus empirical geologists because of the direct personal experience they have with a variety of rock types. This class is designed to expand the climber's knowledge of the rock to include the geologic processes involved in its creation and sculpting. We will climb at a number of areas that have experienced various geologic histories and that are composed of diverse rock types. Such detailed study of the rocks will allow us to comprehend many important geologic concepts such as rock classification, plate tectonics, geologic time, weathering, and erosion. We will trace the geologic events that created the rock at each venue and scrutinize the weathering processes that have created every hold on which we rely. We will also introduce all of the skills covered in the Basic Rock Climbing course, such as climbing techniques for specific rock types, anchor systems, lead climbing procedures and practice, rescue techniques, ethical issues, and some land management concerns.

SP-21 One College Course Schedule

Undergraduate - Block 2 - Adventure Education

Section Course Title				Credits	Max
ADV21225 LD	B201	Teaching & Learning in Adventure Education	Tinnin, Jamie	MTThF 1:00 pm - 5:00 pm Manzanita Chapel	4.00 14

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: What does it mean to be a highly effective educator? This course introduces students to the intentional application of a variety of effective teaching practices applicable to a wide range of educational endeavors with an emphasis on adventure education settings. Particular focus is placed on facilitating cognitive and psychomotor skills development, increasing student engagement through the effective use of questions and discussions, formulating learning outcomes, planning lessons, and assessing student learning. Students gain practical experience in developing and delivering lessons through multiple peer teaching sessions where ample opportunity is provided to refine their skills as educators. Students also develop and practice the ability to give and receive meaningful, growth-oriented feedback. With this course as a foundation, appropriate subsequent courses for adventure educators may include The Art of Teaching, Curriculum Design, Learning Theories, Group Process, and teaching practicum courses.

SP-21 One College Course Schedule

Undergraduate - Block 2 - Arts & Humanities

Section		Course Title			Credits	Max
AHU43500 UD	B201	Nature's Voice: Reading & Writing about Natural History	Sanderson, Sheila	MTThF 9:00 am - 1:00 pm Crossroads Center 203	4.00	14

PREREQUISITES:

Course: WRW26000-Writing Workshop

COREQUISITES:

None.

SPECIAL NOTES: Students must meet Pre-requisite plus have successfully completed one additional writing and literature course.

COURSE DESCRIPTION: How do we translate our observations of nature, our particular connections to the phenomena of our planet, our knowledge of certain species, our unique experiences in the field, and our concerns for the environment into clear, graceful writing? In this course we will examine the contemporary genre of nature writing, learning from others' work as we improve our own. We will read a wide variety of nature writing--essays, poems, and stories--and critique it regarding content and style. We also will work at developing our observation and writing skills through writing exercises and workshops. Our ultimate goal is to become as fluent as possible in advocating for nature.

AHU22710 LD	B201	Special Topics in AHU: Documentary Photography: Kino Bay	Sweets, Carl	-	4.00	11
----------------	------	---	--------------	---	------	----

FEE: \$495.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Participation in this course may require covid testing prior to specific activities or international travel. Please be in close contact with your instructor (carl.sweets@prescott.edu) for detailed instructions regarding test timing, location, and procedures. Aside from initial and final classroom meetings in the ITV classroom in the Ponderosa Building, this course plans to travel to Kino Bay Center in Mexico for a field component contingent upon evolving pandemic contexts. **STUDENTS MUST HAVE A VALID PASSPORT TO CROSS THE BORDER.** Students should pack clothing, shoes, and accessories appropriate for field study. Students must have a DSLR Camera. Students are not required to purchase a DSLR camera and can borrow one from Learning Technologies and/or Professor Carl Sweets (carl.sweets@prescott.edu). Cameras are available on a first come, first serve basis. Students that borrow a DSLR camera are financially responsible for lost or damaged cameras and accessories. Students should have access to Adobe Photoshop. Students can get access to the Adobe Creative Cloud from Prescott College Help Desk (its.helpdesk@prescott.edu). Students are welcome to install Photoshop on their personal laptops and bring them to Kino Bay at their own risk. Please check Adobe's website for minimum system requirements: <https://helpx.adobe.com/photoshop/system-requirements.html> Estimated student expense of \$500 for camera if needed, \$170.00 for food and visas.

Estimated student expense of \$500 for camera purchase and \$100 for meals.

COURSE DESCRIPTION: This course is designed for the student interested in exploring the desert, marine, and island ecosystems and engaging with the diverse cultures surrounding the Prescott College Kino Bay Center for Cultural and Ecological Studies from an objective documentary photography perspective. Students will have an opportunity to study the history of documentary photography by creating environmental and socially sensitive images in this unique bio-cultural landscape. Various assignments will focus student learning on designing documentary projects where the student has a chance to explore different styles and creative approaches to making images that reflect both a strong ability of objective documentation as well as a strong aesthetic statement.

SP-21 One College Course Schedule

Undergraduate - Block 2 - Arts & Humanities

Section		Course Title			Credits	Max
AHU42710 UD	B201	Special Topics in AHU: Documentary Photography: Kino Bay	Sweets, Carl	See Descr 8:00 am - 1:00 pm Ponderosa ITV	4.00	1

FEE: \$495.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Participation in this course may require covid testing prior to specific activities or international travel. Please be in close contact with your instructor (carl.sweets@prescott.edu) for detailed instructions regarding test timing, location, and procedures. Aside from initial and final classroom meetings in the ITV classroom in Ponderosa building, this course plans to travel to Kino Bay Center in Mexico for a field component contingent upon evolving pandemic contexts. **STUDENTS MUST HAVE A VALID PASSPORT TO CROSS THE BORDER.** Students should pack clothing, shoes, and accessories appropriate for field study. Students must have a DSLR Camera. Students are not required to purchase a DSLR camera and can borrow one from Learning Technologies and/or Professor Carl Sweets (carl.sweets@prescott.edu). Cameras are available on a first come, first serve basis. Students that borrow a DSLR camera are financially responsible for lost or damaged cameras and accessories. Students should have access to Adobe Photoshop. Students can get access to the Adobe Creative Cloud from Prescott College Help Desk (its.helpdesk@prescott.edu). Students are welcome to install Photoshop on their personal laptops and bring them to Kino Bay at their own risk. Please check Adobe's website for minimum system requirements: <https://helpx.adobe.com/photoshop/system-requirements.html>. Upper Division students are expected to demonstrate academic maturity and may be asked to assist others with technical comprehension. Upper Division students will be required to develop a self-driven conceptual photographic project with a written artist statement in addition to in-class assignments.

Estimated student expense of \$500 for camera purchase and \$100 for meals.

COURSE DESCRIPTION: This course is designed for the student interested in exploring the desert, marine, and island ecosystems and engaging with the diverse cultures surrounding the Prescott College Kino Bay Center for Cultural and Ecological Studies from an objective documentary photography perspective. Students will have an opportunity to study the history of documentary photography by creating environmental and socially sensitive images in this unique bio-cultural landscape. Various assignments will focus student learning on designing documentary projects where the student has a chance to explore different styles and creative approaches to making images that reflect both a strong ability of objective documentation as well as a strong aesthetic statement.

SP-21 One College Course Schedule

Undergraduate - Block 2 - Core Curriculum

Section Course Title				Credits	Max	
COR20000 LD	B201	Core Curriculum 1: Explorations of Self, Interdependence & Resilience	TBA	MTThF 9:00 am - 1:00 pm Crossroads Center 204	4.00	18

FEE: \$15.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: The first-year core course integrates new students into the Prescott College community and acquaints them with the many pathways for learning at Prescott College. It equips students with foundational skills and knowledge in communication, self-direction, and lifelong learning. We live in challenging times in a world that can seem to be driven by crisis, uncertainty, and competition for scarce resources. Together we will challenge this dynamic and explore ideas of interdependence, cooperation, and compassion as the basis for resilience. Collaborating with other first-year core course sections, students will grapple with problems and solutions, drawing on perspectives from the arts and humanities, adventure education, environmental studies, psychology, cultural and regional studies, and education.

SP-21 One College Course Schedule

Undergraduate - Block 2 - Environmental Studies/Sustainable Community Development

Section	Course Title			Credits	Max
ENV21601 LD	B201 Foundations of General Chemistry	Murray, James	MTWThF 8:00 am -12:00 pm Mogollon EARSCI	4.00	14

FEE: \$100.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course requires a good understanding of Algebra and some Calculus to be successful in completing this course.

COURSE DESCRIPTION: This course provides an introduction to general chemical sciences, focusing on a wide range of topics in chemistry. These topics include the nature of matter and energy, atomic structure, chemical bonds, chemical measurement, classification and stoichiometry, chemical reactions, acid/base equilibrium and topics in thermodynamics. The course will also cover areas/topics found in Inorganic, Organic, and biochemistry. The course will serve as a good introduction to the field of chemistry and provide a wide overview of topics for students who will continue to study chemistry and to those interested in biological systems, environmental chemistry, soil science, geology, phytochemistry and many other areas within environmental studies. Classes consist of lectures, discussions, problem exercises and solutions, and lab exercises.

ENV42024 UD	B201 Gulf of California: Seabird Ecology	Espinosa Gonzalez Garza, Irene	Tue 3/16/21 9:00 am - 3:00 pm Ironwood D Wed 3/17/21 9:00 am - 3:00 pm Ironwood D Thu 3/18/21 9:00 am - 3:00 pm Ironwood D Fri 3/19/21 9:00 am - 3:00 pm Ironwood D	4.00	12
----------------	--	-----------------------------------	--	------	----

FEE: \$1,123.00

PREREQUISITES:

None.

COREQUISITES:

ENV42025 Gulf of California: Island Biogeography

SPECIAL NOTES: THIS COURSE IS PART OF A 2 COURSE SUITE. STUDENTS MUST ENROLL IN BOTH COURSES. Participation in this course may require covid testing. Students and Instructors will need to be available in Prescott for testing. Please be in close contact with your instructor irene.garza@prescott.edu for detailed instructions regarding test timing, location, and procedures. Aside from initial and final classroom meetings, this course plans to travel to Kino Bay Center in Mexico for a field component contingent upon evolving pandemic contexts. STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER! Students will need binoculars for the Island Biogeography portion. This course does not take a spring break. Estimated student expense of \$200 for binoculars, food and visas.

COURSE DESCRIPTION: This course explores the uniqueness of birds associated with coastal and marine environments, with a special emphasis on the species found in the Midriff region of the Gulf of California, Sonora, Mexico. This region is globally significant for seabirds and migratory waterbirds, many of which are indicator species for ecosystem and fisheries health, as well as for climate change. Students develop an understanding of the diversity, evolution, behavior, ecology, and the remarkable interactions this group has with other groups of organisms - including marine mammals, fish and humans. In addition, students will become familiar with the threats seabirds face and the many challenges there are to conserve them. Through first-hand field observation and participation, students learn how to identify specific species and gain an understanding of the dynamic relationships between the different ecosystems of the region and the role seabirds have in this interconnectedness. Students develop skills in field observation, species identification, and field journaling, as well as an understanding and appreciation for this amazing group of organisms.

SP-21 One College Course Schedule

Undergraduate - Block 2 - Environmental Studies/Sustainable Community Development

	Section Course Title		Credits	Max
ENV22005 LD	B201 Human Biology	Boyer, Ed	MTThF 1:00 pm - 5:00 pm Mogollon BioLab W 2:00 pm - 5:00 pm Mogollon BioLab	4.00 14

FEE: \$75.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: Human Biology addresses essential knowledge about the human body from an animal biology and evolutionary perspective, delivered through hands-on lab activities, lectures, readings, and discussion. The course will focus on the anatomy and physiology (“form and function”) of the major human organ systems: skeletal, muscular, cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive, endocrine, and nervous systems. All of this will be based on an understanding of the underlying tissues and cell types. Special attention will be given to relevant vital topics such as birth control, neurotransmitters and medications, genetics, diseases, and evolutionary psychology.

ENV24005 LD	B201 Regenerative Design: Architecture, Permaculture and Resilience; ECOSA	Brown, Tony	MTThF 9:00 am - 3:00 pm ECOSA	4.00 7
----------------	--	-------------	----------------------------------	-----------

FEE: \$90.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This class will create an awareness of the importance of design in shaping both the natural and human environments. Every product we use, every space we inhabit, every city we live in has been designed with little consideration of nature. Ill-considered design has led to the global climate crisis, one of the most serious challenges we face, however regenerative design is a means to intentionally design the world so that human communities and nature can be sustained and thrive. Through examining and understanding architecture, permaculture and resilience through regenerative design students will have the tools to plan for a resilient future. Through creating a research report on the resilience of the Prescott College Campus, readings, class discussions, field trips and practical examples we will explore the ways we can redesign for human needs while preserving the natural world.

SP-21 One College Course Schedule

Undergraduate - Block 2 - Environmental Studies/Sustainable Community Development

Section		Course Title			Credits	Max
ENV44005 UD	B201	Regenerative Design: Architecture, Permaculture and Resilience; ECOSA	Brown, Tony	MTThF 9:00 am - 3:00 pm ECOSA	4.00	7

FEE: \$90.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This class will create an awareness of the importance of design in shaping both the natural and human environments. Every product we use, every space we inhabit, every city we live in has been designed with little consideration of nature. Ill-considered design has led to the global climate crisis, one of the most serious challenges we face, however regenerative design is a means to intentionally design the world so that human communities and nature can be sustained and thrive. Through examining and understanding architecture, permaculture and resilience through regenerative design students will have the tools to plan for a resilient future. Through creating a research report on the resilience of the Prescott College Campus, readings, class discussions, field trips and practical examples we will explore the ways we can redesign for human needs while preserving the natural world.

SP-21 One College Course Schedule

Undergraduate - Block 2 - Global Studies

Section Course Title				Credits	Max
CRS21401 LD	B201 Biocultural Landscapes	Banks, Michelle	MTThF 1:00 pm - 5:00 pm Crossroads Center 205	4.00	14

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

DESCRIPTION: Biocultural Landscapes explores the nexus of culture, environment, place, and community and how it plays out in our socially, politically, and economically complex world. This includes the connections between cultural diversity and biodiversity, social justice and environmental justice, where we live and how we live. We will map out a range of global environmental issues and topics, focusing on cultural and community impacts, as well as power, voice, equity, and strategies being used by communities to bridge the gaps between stakeholder groups. The goal of the course is to equip students with the knowledge, critical perspectives, and tools to evaluate, apply, and develop different methods, theories, and solutions to preserve and nurture biocultural systems. Some of the theories we will discuss include: biocultural diversity, *sumak kawsay* (buen vivir), and endogenous development.

CRS41401 UD	B201 Biocultural Landscapes	Banks, Michelle	MTThF 1:00 pm - 5:00 pm Crossroads Center 205	4.00	0
----------------	-----------------------------	-----------------	--	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: Biocultural Landscapes explores the nexus of culture, environment, place, and community and how it plays out in our socially, politically, and economically complex world. This includes the connections between cultural diversity and biodiversity, social justice and environmental justice, where we live and how we live. We will map out a range of global environmental issues and topics, focusing on cultural and community impacts, as well as power, voice, equity, and strategies being used by communities to bridge the gaps between stakeholder groups. The goal of the course is to equip students with the knowledge, critical perspectives, and tools to evaluate, apply, and develop different methods, theories, and solutions to preserve and nurture biocultural systems. Some of the theories we will discuss include: biocultural diversity, *sumak kawsay* (buen vivir), and endogenous development.

CRS24013 LD	MB21 Chicano/Indigenous Literature 2: Culture, Power & Representation	Mireles, Todd	ONLINE -	4.00	11
----------------	---	---------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

Students will be required to purchase several books as well as a course reader. Estimated student expense: \$75

COURSE DESCRIPTION: Through investigation and close reading of several Xicano/Indigenous foundational novels, short stories and cinematic productions students in this course will deconstruct these popular works of literature and film to uncover the evolving/emerging role representation plays in Xicano/Indigenous culture and politics. The course will consider how Xicanos and other Indigenous people have been type cast by colonization as outsiders and foreigners in the Americas and the role literature and other works of culture play in challenging the myth of the United States as a white

SP-21 One College Course Schedule

European settler homeland.

Undergraduate - Block 2 - Global Studies

SP-21 One College Course Schedule

Undergraduate - Block 2 - Global Studies

Section Course Title					Credits	Max
CRS44013 UD	MB21	Chicano/Indigenous Literature 2: Culture, Power & Representation	Mireles, Todd	ONLINE -	4.00	11

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Instructor permission required. Students will be required to purchase several books as well as a course reader.

Estimated student expense: \$75

COURSE DESCRIPTION: Through investigation and close reading of several Xicano/Indigenous foundational novels, short stories and cinematic productions students in this course will deconstruct these popular works of literature and film to uncover the evolving/emerging role representation plays in Xicano/Indigenous culture and politics. The course will consider how Xicanos and other Indigenous people have been type cast by colonization as outsiders and foreigners in the Americas and the role literature and other works of culture play in challenging the myth of the United States as a white European settler homeland.

CRS24300 LD	B201	Maasailand I: Maasai Lands & Colonial Legacies	Poole, Mary	MTThF 1:00 pm - 5:00 pm Ironwood A	4.00	10
----------------	------	---	-------------	---------------------------------------	------	----

CANCELLED

PREREQUISITES:

None.

COREQUISITES:

CRS44301
ENV22013

SPECIAL NOTES: This course takes place as part of a three course suite that begins in block 2 in Prescott with Maasailand I, and then continues at the PC Dopoi Center in Kenya, East Africa for blocks 3 & 4. This spring, due to potential travel issues stemming from the covid pandemic, we may be forced to either cancel or delay the travel part of this suite. In that case, we will hold block 3 & 4 classes partially from the Dopoi Center, taught by local faculty, through an internet platform and, if possible, we will shift the travel part of the trip to May Block when pandemic trends tend to be more favorable. International travel requires a VALID PASSPORT. The course fee for the full suite of courses is \$2700; the course fee will be refunded if the courses are taught entirely in Prescott and the fee will be reduced if the time in Kenya is shortened. If Blocks 3 & 4 do not travel to Kenya, the Corequisite requirement will no longer apply. Estimated student expense of \$1600.00 for misc expenses and airline tickets.

Participation in this course may require covid testing. Students and Instructors will need to be available in Prescott for testing by February 28. Please be in close contact with your instructor (email) for detailed instructions regarding test timing, location, and procedures.

COURSE DESCRIPTION: This course will begin in Kenya's capitol city of Nairobi and explore Maasailand in the context of history and the challenges and opportunities faced in the current moment. The course engages with the current political situation in Kenya and its grounding in colonial and neocolonial history as a way to study larger questions about indigenous peoples and states in Africa today. We explore the issues faced in Maasailand today that are rooted in this larger context, including and especially land loss and privatization, the imposition of global markets and development agendas of the west. Looking closely at these dynamics in one rural African place is useful to understanding more general global dynamics of the post-colonial world.

SP-21 One College Course Schedule

Undergraduate - Block 2 - Global Studies

Section		Course Title			Credits	Max
CRS44300 UD	B201	Maasailand I: Maasai Lands & Colonial Legacies	Poole, Mary	MTThF 1:00 pm - 5:00 pm Ironwood A	4.00	10

CANCELLED

PREREQUISITES:

Permission of instructor: Mary Poole

COREQUISITES:

None.

SPECIAL NOTES: This course takes place as part of a three course suite that begins in block 2 in Prescott with Maasailand I, and then continues at the PC Dopoi Center in Kenya, East Africa for blocks 3 & 4. This spring, due to potential travel issues stemming from the covid pandemic, we may be forced to either cancel or delay the travel part of this suite. In that case, we will hold block 3 & 4 classes partially from the Dopoi Center, taught by local faculty, through an internet platform and, if possible, we will shift the travel part of the trip to May Block when pandemic trends tend to be more favorable. International travel requires a **VALID PASSPORT**. The course fee for the full suite of courses is \$2700; the course fee will be refunded if the courses are taught entirely in Prescott and the fee will be reduced if the time in Kenya is shortened. If Blocks 3 & 4 do not travel to Kenya, the Corequisite requirement will no longer apply. Estimated student expense of \$1600.00 for misc expenses and airline tickets.

COURSE DESCRIPTION: This course will begin in Kenya's capitol city of Nairobi and explore Maasailand in the context of history and the challenges and opportunities faced in the current moment. The course engages with the current political situation in Kenya and its grounding in colonial and neocolonial history as a way to study larger questions about indigenous peoples and states in Africa today. We explore the issues faced in Maasailand today that are rooted in this larger context, including and especially land loss and privatization, the imposition of global markets and development agendas of the west. Looking closely at these dynamics in one rural African place is useful to understanding more general global dynamics of the post-colonial world.

SP-21 One College Course Schedule

Undergraduate - Block 2 - Human Development

Section Course Title				Credits	Max
HDP42250 UD	B201 Family Systems Theory	Farrow, Galeet	MTThF 9:00 am - 1:00 pm Crossroads Center 201	4.00	14

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course is designed to assist students in understanding the constructs of family systems. This course aims to transition student thinking from an intra-psychic paradigm to an interpersonal, systemic one. Students will develop an understanding and respect for culturally different family practices and patterns. Students will learn the critical concepts within systems work such as the family life cycle, the role of the 'symptom' within a system, types of families, circular causality and homeostatic tendencies, enmeshment and differentiation, multigenerational processes, and the complexity of family counseling.

HDP22210 LD	MB21 Introduction to Psychology	Cabot, Lilla	ONLINE MTThF 1:00 pm - 5:00 pm Online Only	4.00	22
----------------	---------------------------------	--------------	--	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course will provide an overview of the major areas of study in psychology. Topics will include the biological basis of behavior, sensation and perception, consciousness, personality, motivation and emotion, learning and memory, cognition, psychopathology, and social psychology. Although the course is essentially an introduction to psychology, we will extend traditional conceptions of psychology by continually asking how our knowledge of human behavior -our own and others- and human nature is relevant to the contemporary world. More specifically, the course is concerned with how basic psychological principles can inform our environmental and social change efforts. Students will also develop their skills of generative and critical thinking about human behavior. Throughout the course, we will consider the influences of genetics, culture, and society; our personal histories; and how brain functions interact to influence our own and others' behavior.

HDP21180 LD	B201 Life Centering: Mindfulness & Meditative Practices	Greenblum, Ellen	MTThF 9:00 am - 1:00 pm Summit A	4.00	14
----------------	---	------------------	-------------------------------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

DESCRIPTION: This course provides the student with a theoretical and experiential foundation of mindfulness and meditative practices from an array of traditions. Students will have opportunities to explore different styles of meditation toward a greater capacity for honest self-reflection, compassion, stress reduction, insight, and an overall sense of resilience and wellbeing. This course utilizes a body-centered approach, emphasizing mindfulness practices, Yoga inspired exercise, and creative movement meditation. Students will also commit to a daily mindfulness practice outside of class to gain a deeper understanding of discipline as it applies to wellness.

SP-21 One College Course Schedule

Undergraduate - Block 2 - Human Development

Section Course Title				Credits	Max
HDP22400 LD	B201 Sexuality & Sexual Outlaws	Wright, Samantha	MTThF 1:00 pm - 5:00 pm Sinagua A	4.00	14

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

DESCRIPTION: Sexuality is a social experience grounded in interpersonal relations, social scripts, and cultural norms and values. Far from being our "natural" programming as human beings, sexuality is a social act that is shaped and affected by social forces and is learned through interaction with others. What is viewed as "natural," "normal," and invariant is socially produced, reproduced, and contested. A critical examination of sex and the sexual reveals much about the distribution of power and privilege within society. This course will focus on the many ways that social forces and interaction construct and situate our understanding and experiences of sex and sexuality.

HDP42400 UD	B201 Sexuality & Sexual Outlaws	Wright, Samantha	MTThF 1:00 pm - 5:00 pm Sinagua A	4.00	1
----------------	---------------------------------	------------------	--------------------------------------	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

DESCRIPTION: Sexuality is a social experience grounded in interpersonal relations, social scripts, and cultural norms and values. Far from being our "natural" programming as human beings, sexuality is a social act that is shaped and affected by social forces and is learned through interaction with others. What is viewed as "natural," "normal," and invariant is socially produced, reproduced, and contested. A critical examination of sex and the sexual reveals much about the distribution of power and privilege within society. This course will focus on the many ways that social forces and interaction construct and situate our understanding and experiences of sex and sexuality.

SP-21 One College Course Schedule

Undergraduate - Block 3 - Adventure Education

Section	Course Title			Credits 4.00	Max 10
ADV41002 UD	B301 Adventure Education II: Teaching Methods & Technical Skills for Single-Pitch Climbing & Rivers	Brown, Mathieu	MTWThF 9:00 am - 3:00 pm San Juan 201-C		

FEE: \$281.00

PREREQUISITES:

Course: ADV21000-Adventure Education I: Expeditionary & Technical Skills or
Permission of instructor: Mathieu Brown

COREQUISITES:

None.

SPECIAL NOTES: Participation in this course may require covid testing prior to specific activities or travel. Please be in close contact with your instructor mbrown01@prescott.edu for detailed instructions regarding test timing, location, and procedures. This course is part of a 2 course suite. Students are encouraged to take AE II in Block 3 and AE III in Block 4, but not required. Course meets on campus for week 1, but is then field-based. Course fee includes \$150 for group food. Rafting and climbing group equipment provided by Prescott College warehouse. For information please see Mathieu Brown or Julie Munro.

COURSE DESCRIPTION: This capstone field course is designed to equip current or aspiring adventure educators with the tools to instruct on the river or at the crag in outdoor education environments. Progressing from hands-on training in Adventure Education I, this follow-up course continues developing concepts in experiential education practice and theory grounded in teaching and technical skills. Desired outcomes of the course include the ability to teach and manage whitewater rafting and single-pitch top-rope climbing, and instruct basic outdoor skills from cooking to camping, while using the river and rock to build community, develop positive social behaviors and inspire growth and confidence. While expeditioning, students will further refine their teaching skills, leadership style and decision-making in wilderness environments. Finally, students will develop a diverse range of experiential teaching methods and group management skills in preparation for the practicum offered in Adventure Education III.

ADV41100 UD	B301 Group Process for Adventure Educators	Tinnin, Jamie	MTThF 1:00 pm - 5:00 pm San Juan 201-B	4.00	10
----------------	--	---------------	---	------	----

FEE: \$200.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course will include two 4-6 day field trips within the time frame of 3/20-4/4. These field sections will serve as opportunities to implement and investigate course materials and learnings. Course fee includes costs for group food while in the field.

COURSE DESCRIPTION: Within a conceptual framework of facilitating adventure based experiences in the outdoor environment, this course focuses on human relationships and emotions unique to small group development and to fostering positive social behaviors. Through various activities, traditional initiatives and field experiences, students will learn to craft, select, frame, brief, conduct, debrief and process experiential learning. In doing so, students will further develop their own leadership style and facilitation voice. Complimentary skills related to empowering individuals and groups, such as goal development, analogy, rapport building, student assessment, conflict resolution, effective communication, feedback, teamwork and theoretical models of group development will be intertwined with the activities and experiential delivery. The final outcome is developing inspiring leaders who help their students and clients see themselves in new and transformative ways.

SP-21 One College Course Schedule

Undergraduate - Block 3 - Adventure Education

Section Course Title				Credits 4.00	Max 22
ADV41050 UD	MB31 Origins & Directions in Adventure Education	Jackson, Mary	ONLINE MTThF 11:00 am - 1:00 pm Online Only		

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course provides students with academic literacy in the field of adventure education. Through lecture, discussion, research, and experiential projects, this course explores the many facets comprising this unique discipline. Through examining historical influences relative to exploration and industrialization, as well as the changing views of the concepts of both leisure and nature, students see how and why adventure education emerged as a field. Similarities and differences to related fields, such as outdoor education, recreation, environmental sciences and experiential education are investigated. Students practice several modes of research and writing while critically examining current trends in adventure education. Upon course completion the successful student will have developed the ability to converse intelligently and with depth regarding the past, current and future significance of adventure education as a field of study and career.

SP-21 One College Course Schedule

Undergraduate - Block 3 - Arts & Humanities

Section Course Title				Credits	Max
AHU22025 LD	B301 Film & Literature: Elements of Desire	Sanderson, Sheila	MTThF 9:00 am - 1:00 pm Ponderosa ITV	4.00	13

PREREQUISITES:

Course: WRW26000-Writing Workshop

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis. Students who would like to take this course for upper division credit must meet prerequisite requirement plus have successfully completed one additional writing and literature course.

"Behind all art is an element of desire...Love of life, of existence, love of another human being, love of human beings is in some way behind all art--even the most angry, even the darkest, even the most grief-stricken.... has that element somewhere behind it," said poet Adrienne Rich. While exploring the symbiotic relationship between art and desire, the course focuses on the power and complexity of narrative as told in both visual and written media. Students will read classic and contemporary prose works as well as learn to read films as texts. They will also examine what happens when literature is adapted into film. In addition to sharpening their appreciation for both media, students will consider the historical implications as well as thematic and structural concerns of the works. Texts may include works by Coppola, Kazan, Lee, Mendes, Nabokov, Ondaatje, Proulx, and Williams.

AHU42025 UD	B301 Film & Literature: Elements of Desire	Sanderson, Sheila	MTThF 9:00 am - 1:00 pm Ponderosa ITV	4.00	1
----------------	--	-------------------	--	------	---

PREREQUISITES:

Course: WRW26000-Writing Workshop

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis. Students who would like to take this course for upper division credit must meet prerequisite requirement plus have successfully completed one additional writing and literature course.

"Behind all art is an element of desire...Love of life, of existence, love of another human being, love of human beings is in some way behind all art--even the most angry, even the darkest, even the most grief-stricken.... has that element somewhere behind it," said poet Adrienne Rich. While exploring the symbiotic relationship between art and desire, the course focuses on the power and complexity of narrative as told in both visual and written media. Students will read classic and contemporary prose works as well as learn to read films as texts. They will also examine what happens when literature is adapted into film. In addition to sharpening their appreciation for both media, students will consider the historical implications as well as thematic and structural concerns of the works. Texts may include works by Coppola, Kazan, Lee, Mendes, Nabokov, Ondaatje, Proulx, and Williams.

AHU21045 LD	B301 Just Art: Art & Social Change	Greenblum, Ellen	MTThF 1:00 pm - 5:00 pm Marina 1	4.00	12
----------------	------------------------------------	------------------	-------------------------------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

Art and Social Change exposes students to the role of Interdisciplinary Art in engaging personal and political experience, while informing students about conceptual art and methods that have been used historically and in contemporary culture for social discourse. Through research and discussion, students will learn about the impact of the arts on society, and explore a range of social and environmental aesthetic interventions. Students will create individual and collaborative projects, learn fundamental concepts of design, critical skills, and relevant art theories that respond to social issues including power and privilege in the art world.

SP-21 One College Course Schedule

Undergraduate - Block 3 - Arts & Humanities

Section Course Title				Credits	Max
AHU41045 UD	B301 Just Art: Art & Social Change	Greenblum, Ellen	MTThF 1:00 pm - 5:00 pm Marina 1	4.00	2

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: There is a \$150.00 estimated student expense for art supplies and other materials.

COURSE DESCRIPTION: Art and Social Change exposes students to the role of Interdisciplinary Art in engaging personal and political experience, while informing students about conceptual art and methods that have been used historically and in contemporary culture for social discourse. Through research and discussion, students will learn about the impact of the arts on society, and explore a range of social and environmental aesthetic interventions. Students will create individual and collaborative projects, learn fundamental concepts of design, critical skills, and relevant art theories that respond to social issues including power and privilege in the art world.

SP-21 One College Course Schedule

Undergraduate - Block 3 - Core Curriculum

Section Course Title				Credits	Max
COR20005 LD	B301 Core Curriculum 2: Ways of Knowing	TBA	MTThF 9:00 am - 1:00 pm Cottonwood A	4.00	25

FEE: \$15.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis

COURSE DESCRIPTION: This course strives to build shared understanding of the challenges defining the world today and the circumstances that helped create them. Students will discover the multitude of communities, movements, and scholars working to solve these challenges and the role they can also play in discovering solutions. Building from the foundations of CC1 courses, CC2 broadens the scope of discovery from that of self-inquiry and engagement on a local scale to understanding the larger complexities of other identities and the world in which we live. Within CC2 students also explore the inspirational events and learning moments that led them to the passions they study today and the work they desire to do in the future. This reflective experience prepares students to consider the personal and professional paths ahead and to craft a degree plan for pursuit of an undergraduate degree in an area of their choosing.

WRW26000 LD	B301 Writing Workshop	Yost, Abby	MTThF 9:00 am - 1:00 pm Ironwood A	4.00	18
----------------	-----------------------	------------	---------------------------------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This class has three primary purposes: 1) to help students develop writing strategies that reduce anxiety and produce quality work; 2) to help students identify a specific reader and purpose in order to translate exploratory writing into expository writing; and 3) to practice different forms of writing (e.g., narrative, evaluative, analytical, and argumentative) to increase flexibility. Peer and instructor responses help students develop an editorial eye for clarity and the ability to read one's own writing critically. Students study published writing to enlarge their understanding of rhetorical methods of development and to explore and refine their personal writing style.

SP-21 One College Course Schedule

Undergraduate - Block 3 - Education & Teacher Preparation

Section Course Title				Credits	Max
EDU41101 UD	B301 Environmental Education Methods	Bashor, Ellen	MTThF 9:00 am - 3:00 pm Crossroads Center 201	4.00	14

FEE: \$75.00

PREREQUISITES:

None.

COREQUISITES:

EDU41020

SPECIAL NOTES: This course is part I of a 2 part course suite. There is a required overnight field trip April 28th, 29th, and 30th, 2021 in block 4. Students will be expected to have fingerprint clearance card and can receive a free one by contacting the instructor. No text is required.

COURSE DESCRIPTION: A capstone class for many ES and AE students, Environmental Education is the educational process which deals with humanity's relationship to the natural and human-made world. This course will review perspectives presented in Fundamentals of Environmental Education and focus on developing demographically appropriate methodologies including the conceptual approach to ecological principles, sensory awareness, values clarification, and general interpretation. These approaches will be presented in a way that demonstrates the interrelatedness of environmental education to diverse subject areas within a school curriculum as well as other relevant educational settings and populations. Students will gain experience designing and implementing activities in a "place-based" watershed and creeks education program with fifth grade students at a local elementary school.

SP-21 One College Course Schedule

Undergraduate - Block 3 - Environmental Studies/Sustainable Community Development

	Section Course Title		Credits	Max
ENV43815 UD	B301 Agroecology	Tison, Eleanor	4.00	14
		MTThF 9:00 am - 1:00 pm Sinagua B		
		W 2:00 pm - 5:00 pm Sinagua B		

FEE: \$30.00 ***** NON-REFUNDABLE FEE ****

PREREQUISITES:

Course: WRW26000-Writing Workshop

COREQUISITES:

None.

COURSE DESCRIPTION: In this century, people have had great success manipulating energy intensive inputs as well as crop genetics to reduce ecological limitations for traditional agricultural production. Some of this success, however, has been achieved by trading off future productivity or sustainability. For example, high yields today may come at the cost of serious soil erosion, or extreme dependence on non-renewable fossil fuels. In this course, we will explore the ecological basis of many basic farming practices. We will investigate the importance of soil organic matter and native soil fertility, crop diversity and genetic diversity, water availability and conservation, the effects of various tillage approaches, and the role of beneficial and pathogenic microorganisms in agroecosystems. The ecological underpinnings and sustainability of agricultural systems from around the world as well as local farms will be analyzed.

ENV24006 LD	B301 Design Thinking - Visualizing & Building Change: ECOSA	Brown, Tony	4.00	10
		MTThF 9:00 am - 3:00 pm ECOSA		

FEE: \$10.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: A quote from Milton Glaser, a famous designer, suggests that design “moves things from an existing condition to a preferred one.” By using design as a problem-solving tool, we can create a preferred world where both humans and nature can thrive. Design thinking can be applied to any problem that has multi-faceted challenges. In this class students will be guided through a visualization process for developing concepts using design thinking. Students aesthetic and materials choices will be explored through the creation of a functional, appealing design by designing a tiny home based on regenerative principles.

ENV21350 LD	B301 Ecological Economics, Principles of	Hartl, Brett	4.00	14
		MTThF 9:00 am - 1:00 pm Crossroads Center 202		
		W 2:00 pm - 5:00 pm Crossroads Center 202		

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Traditional economics focuses on perpetually increasing goods and services produced by human society — as measured by the gross domestic product — regardless of the consequences to the environment or disempowered societies around the world. In contrast, ecological economics offers a new, transdisciplinary approach that acknowledges the finite limits of the natural world, such that ecological integrity and human well-being is prioritized over economic growth. The course will review the basic theories of traditional economics, and then delve into the principles of ecological economics by focusing on the failures of traditional markets to address environmental “externalities” such as pollution and resource depletion. We will focus on the global pandemic and accompanying economic instability as the primary case study for the course, and will also explore the Green New Deal, industrial food production, and population growth to elucidate the theories underlying ecological economics.

SP-21 One College Course Schedule

Undergraduate - Block 3 - Environmental Studies/Sustainable Community Development

	Section Course Title		Credits	Max
ENV22725 LD	B301 Ecology, Concepts of	Johnson, Jeremy	4.00	14
		MTThF 1:00 pm - 5:00 pm Sinagua A W 2:00 pm - 5:00 pm Sinagua A		

FEE: \$19.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: There will be an overnight field trip March 22-26, 2021.

COURSE DESCRIPTION: This introductory, field-oriented course grounded in Southwest ecosystems focuses on how the world works, how things in nature are interconnected, and how we can apply our understanding in order to live more sustainably. Students learn ecological concepts by observing and inquiring into interactions among biotic and abiotic components at various scales (individual organism, population and species, community and ecosystem, greater landscape). Field activities involve descriptive and quantitative methods of analysis and interpretation. Students gain critical thinking skills, learn basic field methods, develop an ecological mode of reasoning, and form stronger personal connections with nature. This course is designed to help students from all curricular areas build a solid foundation of ecological literacy within a good liberal arts education.

ENV44800 UD	B301 Environmental Ethics	Bradburn-Ruster, Michael	4.00	14
		MTThF 9:00 am - 1:00 pm Crossroads Center 203		

PREREQUISITES:

Course: WRW26000-Writing Workshop

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Environmental ethics is the study of values by which human beings relate to the natural environment. This course will address the question of underlying values and beliefs driving how people choose to live and think we should live on the earth. To help ethical theory come alive, students will read and discuss primary literature and case studies, and address the moral and ethical dilemmas in current environmental issues.

ENV42025 UD	B301 Gulf of California: Island Biogeography	Espinosa Gonzalez Garza, Irene	4.00	12
		-		

PREREQUISITES:

None.

COREQUISITES:

ENV42024 Gulf of California: Seabird Ecology

SPECIAL NOTES: Please see ENV42026 for all notes and fees. STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER! Students will need binoculars for the Island Biogeography portion. This course does not take a spring break.

COURSE DESCRIPTION: Ever since the work of seminal natural historians such as Humboldt, Wallace, and Darwin, islands have held special fascination for bio-geographers, as they have attempted to sort out patterns of distribution of plants and animals. Interestingly, island biogeography theory has become a key foundation for modern conservation biology. The Gulf of California supports an exceptional array of flora and fauna and its many islands are considered a laboratory for evolution. Some of these uninhabited desert islands support a number of endemic species found nowhere else in the world, as well as important seabird nesting colonies and sea lion rookeries. This intensive field course based at the Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico, offers the opportunity to understand the generation of biodiversity on islands in relation to geographical isolation and the dispersal abilities of various organisms. Through field observations, discussions, readings, lectures and camping trips, students will study facts and patterns of species distributions and not only ask "why?", but what is sometimes even more crucial, "why not?"

SP-21 One College Course Schedule

Undergraduate - Block 3 - Global Studies

Section Course Title				Credits	Max
CRS21206 LD	B301 Cinema & the (Post) Colonial Gaze	Banks, Michelle	MTThF 1:00 pm - 5:00 pm Crossroads Center 204	4.00	13

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis

COURSE DESCRIPTION: This survey of classic and contemporary films, which explore the experience of “colonized” peoples, seeks to initiate, what Stuart Hall calls, “a dialogue, an investigation, on the subject of cultural identity and representation.” The course aims to deconstruct how the colonial and post-colonial world was/is mediated and represented in films, and the power of cinema in shaping perceptions of the world. Students will examine the work of authors such as Franz Fanon, Arundhati Roy, Edward Said, Fatimah Tobing Rony, Trinh T. Minh- ha, and Stuart Hall, among others, in an effort to understand the socio-political and historical context in which the films were made, the nature and structure of colonialism, and Indigenous resistance. Students will also be introduced to film theory and analysis in order to develop a language they can draw on to critically analyze films. Some of the directors whose films the class will explore include: Ousmane Sembene, Claire Denis, Gillo Pontecorvo, Isaac Julien, Mati Diop, Trần Anh Hùng, Mira Nair, Raoul Peck, Deepa Mehta, Mathieu Kassovitz, and Euzhan Palcy.

CRS41206 UD	B301 Cinema & the (Post) Colonial Gaze	Banks, Michelle	MTThF 1:00 pm - 5:00 pm Crossroads Center 204	4.00	1
----------------	--	-----------------	--	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis

COURSE DESCRIPTION: This survey of classic and contemporary films, which explore the experience of “colonized” peoples, seeks to initiate, what Stuart Hall calls, “a dialogue, an investigation, on the subject of cultural identity and representation.” The course aims to deconstruct how the colonial and post-colonial world was/is mediated and represented in films, and the power of cinema in shaping perceptions of the world. Students will examine the work of authors such as Franz Fanon, Arundhati Roy, Edward Said, Fatimah Tobing Rony, Trinh T. Minh- ha, and Stuart Hall, among others, in an effort to understand the socio-political and historical context in which the films were made, the nature and structure of colonialism, and Indigenous resistance. Students will also be introduced to film theory and analysis in order to develop a language they can draw on to critically analyze films. Some of the directors whose films the class will explore include: Ousmane Sembene, Claire Denis, Gillo Pontecorvo, Isaac Julien, Mati Diop, Trần Anh Hùng, Mira Nair, Raoul Peck, Deepa Mehta, Mathieu Kassovitz, and Euzhan Palcy.

SP-21 One College Course Schedule

Undergraduate - Block 3 - Global Studies

Section Course Title				Credits	Max
CRS23015 LD	MB31 Critical Human Rights	Mireles, Todd	ONLINE	4.00	11

PREREQUISITES:

None.

COREQUISITES:

None.

PREREQUISITES: LD: Writing Certification I or concurrent enrollment in Writing Workshop. UD: Writing Certification I and successful completion of college-level coursework in social science or equivalent, or instructor permission.

SPECIAL NOTES: Writing Emphasis.

DESCRIPTION: The phrase 'human rights' has become a staple in social justice organizing; it is evoked when discussing a wide range of issues such as the Darfur genocide, Guantánamo Bay prisoners and anti-G20 protests, yet the meaning and impact of this important concept are often not carefully considered. This course takes a critical look at the history of human rights discourse and how it has become so central in world politics today. We will examine the risks and benefits involved with the idea of human rights such as: the risk of encouraging racist state violence in the name of the 'greater good' of human rights; the risks of addressing complex issues around gender and culture through universal policies; the potential for protecting Indigenous sovereignty through international law; and the potential for international law to challenge U.S. supremacy and exceptionalism. We will hear from local and international activists that work both within and outside the legal sphere and become familiar with the current literature in the debate around human rights. Students will explore the possibilities and pitfalls of drawing on 'human rights' as an organizing strategy in part by developing a human rights campaign around a current issue.

CRS43015 UD	MB31 Critical Human Rights	Mireles, Todd	ONLINE	4.00	11
----------------	----------------------------	---------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

PREREQUISITES: LD: Writing Certification I or concurrent enrollment in Writing Workshop. UD: Writing Certification I and successful completion of college-level coursework in social science or equivalent, or instructor permission.

SPECIAL NOTES: Writing Emphasis.

COURSE DESCRIPTION: The phrase 'human rights' has become a staple in social justice organizing; it is evoked when discussing a wide range of issues such as the Darfur genocide, Guantánamo Bay prisoners and anti-G20 protests, yet the meaning and impact of this important concept are often not carefully considered. This course takes a critical look at the history of human rights discourse and how it has become so central in world politics today. We will examine the risks and benefits involved with the idea of human rights such as: the risk of encouraging racist state violence in the name of the 'greater good' of human rights; the risks of addressing complex issues around gender and culture through universal policies; the potential for protecting Indigenous sovereignty through international law; and the potential for international law to challenge U.S. supremacy and exceptionalism. We will hear from local and international activists that work both within and outside the legal sphere and become familiar with the current literature in the debate around human rights. Students will explore the possibilities and pitfalls of drawing on 'human rights' as an organizing strategy in part by developing a human rights campaign around a current issue.

SP-21 One College Course Schedule

Undergraduate - Block 3 - Global Studies

Section		Course Title			Credits	Max
CRS44301 UD	B301	Maasailand II: Ecology, Economy and Culture	Poole, Mary	-	4.00	10

CANCELLED

FEE: \$2,487.00 *** NON-REFUNDABLE FEE **

PREREQUISITES:

Course: CRS24310-Decolonizing History in Maasailand or

Course: CRS44310-

COREQUISITES:

CRS24300

ENV22013

SPECIAL NOTES: SEE MAASAILAND I ADV23400/43400 for all fees and special notes. Participation in this course may require covid testing. Students and Instructors will need to be available in Prescott for testing by February 28. Please be in close contact with your instructor (email) for detailed instructions regarding test timing, location, and procedures.

COURSE DESCRIPTION: This course will orient students to Maasailand, the history and ecology of the region, Maasai culture and society, present day challenges to the community's sustainable use of land, and solutions the community is exploring to enable its survival into the future on its own terms. Students will learn about the wildlife of Maasailand and grassland ecosystems they share with Maasai people. The course models the integration of ways of knowing about these things, forms of western and indigenous knowledge that many agree is critical to conservation and human survival in this place. Students will also learn from Maasai teachers about Maasai language and culture: the consensus-based justice system; communal family and political structures; and shared economy. They will learn about ways that Maasai are facing challenges to their land and way of life, through human-wildlife conflict resolution, for example, local economic rights and empowerment, and tourism reform.

SP-21 One College Course Schedule

Undergraduate - Block 3 - Human Development

	Section Course Title		Credits	Max
HDP22281 LD	B301 Ecopsychology: Choices for a Sustainable World	Grant, Sebastienne	4.00	14
			MTThF 1:00 pm - 5:00 pm Manzanita Chapel W 2:00 pm - 5:00 pm Manzanita Chapel	

PREREQUISITES:

Course: HDP22210-Psychology, Introduction to

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: By many accounts we have entered an ecological era within which a primary concern is our relationship with natural systems. Understanding the psychology of this relationship is still in its infancy. This course is for students wishing to explore selected psychological phenomena that contribute to our environmental crisis, the evolution of consciousness, and emerging world views. Our experience together establishes the ground for developing a shared ecological worldview and articulating an ecologically conscientious code of behavior.

HDP42281 UD	B301 Ecopsychology: Choices for a Sustainable World	Grant, Sebastienne	4.00	1
			MTThF 1:00 pm - 5:00 pm Manzanita Chapel W 2:00 pm - 5:00 pm Manzanita Chapel	

PREREQUISITES:

Course: HDP22210-Psychology, Introduction to

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: By many accounts we have entered an ecological era within which a primary concern is our relationship with natural systems. Understanding the psychology of this relationship is still in its infancy. This course is for students wishing to explore selected psychological phenomena that contribute to our environmental crisis, the evolution of consciousness, and emerging world views. Our experience together establishes the ground for developing a shared ecological worldview and articulating an ecologically conscientious code of behavior.

HDP25110 LD	B301 Neuropsychology	Farrow, Galeet	4.00	14
			MTThF 9:00 am - 1:00 pm Summit A	

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course is designed to walk students through the basic functional areas of the brain, including motor and sensory function, object recognition, language, memory, learning and executive function. Students will then apply this understanding more broadly to areas such as education, social development and conformity, mental health and factors related to early childhood development. Students will develop an overall understanding of the mechanisms of brain structure and function with an understanding of the malleability of the brain as well as applications of this knowledge to the wisdom of living.

SP-21 One College Course Schedule

Undergraduate - Block 4 - Adventure Education

Section Course Title					Credits	Max
ADV41004 UD	B401	Adventure Education III: Teaching Practicum for Adventure Educators	Brown, Mathieu	MTWThF 8:00 am - 5:00 pm San Juan 201-C	4.00	10

FEE: \$220.00

PREREQUISITES:

Course: ADV21002-Adventure Education II: Teaching Methods for Adventure Educators and

Course: ADV21000-Adventure Education I: Expeditionary & Technical Skills and

Permission of instructor: Mathieu Brown

COREQUISITES:

None.

SPECIAL NOTES: This field-based course is part of a 2 course suite (students are encouraged to enroll in AE II in Block 3), where the enrolled student assumes the role of instructor and leads pre-arranged partnership outdoor trips. The course will meet first 3 days in the classroom and then in the field. Course fee includes \$100.00 for group food. Rafting and climbing group equipment provided by Prescott College warehouse. For more information, please see Mathieu Brown or Julie Munro.

Participation in this course may require covid testing prior to specific activities or travel. Please be in close contact with your instructor mbrown01@prescott.edu for detailed instructions regarding test timing, location, and procedures.

PREREQUISITE RECOMMENDATIONS: ADV21225, ADV21710, HDP41100 or ADV21010.

COURSE DESCRIPTION: This is a capstone course for adventure educators that incorporates skills from the breadth of Adventure Education courses. Building specifically from Adventure Education I and II this course will provide students a hands-on experiential and practical opportunity to the leadership of adventure education activities. Students will implement an outdoor program for either peers or groups from the community. The focus will be on teaching and leading basic backcountry living and traveling skills and either top rope climbing or water-based expeditioning. The stages of each experience, from programming and food planning to logistics and leadership, will be student-led but instructor facilitated. Finally, in this professional development experience, students can expect mentorship and specific feedback, regarding their development as outdoor educators.

ADV21010 LD	B401	Environmental Topics for Educators and Advocates	Barnes, Joel	MTThF 9:00 am - 1:00 pm Ironwood D	4.00	13
----------------	------	---	--------------	---------------------------------------	------	----

FEE: \$21.00

PREREQUISITES:

Course: WRW26000-Writing Workshop

COREQUISITES:

None.

SPECIAL NOTES: WRITING EMPHASIS. This course has a required 5-day field trip from April 26-30, 2021 with \$60 estimated for student expenses; there may be other additional field trips scheduled as opportunities arise.

Additional Prerequisites: Writing Certification I or concurrent enrollment in Writing Workshop; recommended some background in adventure education and/or environmental studies.

COURSE DESCRIPTION: This course examines environmental topics and issues associated with the field of Adventure Education (AE), and encourages students to consider how recreation-based adventure programs may be compatible with environmental sustainability. We begin by taking a critical look at the spectrum of values promoted through AE, and the environmental ethics espoused by conservationists such as Aldo Leopold, John Muir, and Jack Turner. The interface of public lands management, environmental education, and adventure education will also be considered. Students will examine environmental issues specific to the Adventure Education Program at Prescott College, and assess how to best incorporate environmental studies and environmental education into existing adventure education courses. Finally, students will also explore a philosophical and ethical rationale for integrating environmental studies and adventure education, and identify practical strategies for adopting such integration into their own teaching.

SP-21 One College Course Schedule

Undergraduate - Block 4 - Adventure Education

Section		Course Title			Credits	Max
ADV41010 UD	B401	Environmental Topics for Educators and Advocates	Barnes, Joel	MTThF 9:00 am - 1:00 pm Ironwood D	4.00	1

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis. This course has a required 5-day field trip April 26-30, 2021, with \$60 estimated for student expenses; there may be other additional field trips scheduled as opportunities arise.

Additional Prerequisites: Writing Certification I plus successful completion of at least two college-level courses in environmental studies.

COURSE DESCRIPTION: This course examines environmental topics and issues associated with the field of Adventure Education (AE), and encourages students to consider how recreation-based adventure programs may be compatible with environmental sustainability. We begin by taking a critical look at the spectrum of values promoted through AE, and the environmental ethics espoused by conservationists such as Aldo Leopold, John Muir, and Jack Turner. The interface of public lands management, environmental education, and adventure education will also be considered. Students will examine environmental issues specific to the Adventure Education Program at Prescott College, and assess how to best incorporate environmental studies and environmental education into existing adventure education courses. Finally, students will also explore a philosophical and ethical rationale for integrating environmental studies and adventure education, and identify practical strategies for adopting such integration into their own teaching.

ADV21052 LD	B401	Outdoor Education & Recreation	Munro, Julie	MTThF 8:00 am - 5:00 pm San Juan 201-A	4.00	12
----------------	------	--------------------------------	--------------	---	------	----

FEE: \$220.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Not every day will be a full field day, but this schedule allows for flexibility with weather and activities. Some shorter classroom days will make up the weekly experience. Two extended field trips are a mandatory component of the class. Those dates are April 21- 25, 2021 and May 2 -5, 2021.

COURSE DESCRIPTION: This course offers an introduction to the manifold facets of the Adventure Education program. Students from all disciplines are encouraged to enroll and explore the broad field of adventure education. Students will have opportunity for personal and professional growth by way of planning, and implementing several adventure pursuits (i.e. rock climbing, river running, navigation, expeditionary backpacking) in outdoor settings. Students will take part in, and practice, group development, communication, feedback and self-directed learning skills and techniques setting themselves up for success in future field based courses. Complimentary topics including a history of adventure and exploration, landscape and place based studies, and the origins of outdoor education will enrich students' perspective on adventure education and serve as a means of assessing and determining their own commitment and suitability for outdoor leadership and recreational pursuits.

ADV44202 UD	B401 River Guides Training	Tinnin, Jamie	S 8:00 am - 5:00 pm Field - See Notes Tue 4/13/21 9:00 am - 3:00 pm San Juan 201-B Wed 4/14/21 9:00 am - 3:00 pm San Juan 201-B
----------------	----------------------------	---------------	--

FEE: \$292.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Participation in this course may require covid testing. Students and Instructors will need to be available in Prescott for testing by 4/12/2021. Please be in close contact with your instructor (email) for detailed instructions regarding test timing, location, and procedures. This class meets first 3 days and the last 2 days of Block 4 in San Juan 201-B then in the field. Prescott College provides most personal equipment such as lifejacket, helmets, splash jackets paddles. Individuals are responsible for small group food contribution, river shoes, and a sleep kit. Course is a combination between daily and overnight trips. Class includes a Swift Water Rescue course.

COURSE DESCRIPTION: This course is designed to teach the art and science of whitewater raft operation by paddle and oar, on Class 3 whitewater. While the course emphasis is on training for those interested in professional commercial guiding, students seeking to develop or improve their whitewater boating skills are also encouraged to enroll. Both whitewater rafting and expeditionary river trip leadership are primary components of the curriculum. Boat operation skills will be acquired by rafting a variety of day long stretches of river, and multi-day river journeys. During the course a broad spectrum of river trip related topics will be covered. These include: raft piloting and whitewater hydrology, safety, first aid and emergency rescue, equipment care and repair, protocols for camping, food preparation and camp sanitation, client/guide relations, conducting side-hikes and interpretive presentations on regional, natural and cultural history, current conservation issues, legal and ethical issues for private and commercial guiding and planning and leading personal river trips.

ADV21210 LD	B401 Wilderness Emergency Care	Craig, David	-	4.00	15
----------------	--------------------------------	--------------	---	------	----

FEE: \$390.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: The course will begin ONLINE and transition to a 9-day, in-person training course from 8am to 5pm, April 27 - May 7, 2021 Crossroads 100. Students must have successfully completed the entire online component in order to participate in the face-to-face training. NOLS Wilderness Medicine will be providing all materials, books and other supplies. Students must agree to adhere to strict COVID guidelines during the hands-on training component which requires close, physical contact between students. For more information contact Dave Craig - dcraig@prescott.edu

COURSE DESCRIPTION: This course is designed to provide students with the tools to make critical medical and evacuation decisions in remote locations. The curriculum includes standards for urban and extended care situations. Special topics include, but are not limited to: wound management and infection, realigning fractures and dislocations, improvised splinting techniques, patient monitoring and long-term management problems, up-to-date information on all environmental emergencies, plus advice on drug therapies. Emphasis is placed on prevention and decision making. Much of the course will be spent completing practical skills, case studies and scenarios. Upon successful completion, students will earn a NOLS Wilderness Medicine Wilderness First Responder (WFR) and Adult and Child CPR certifications. This course also serves as a prerequisite to the hands-on 'Global Health Responder' credential conducted in collaboration with the University of Colorado School of Medicine and the Institute for International Medicine.



SP-21 One College Course Schedule

Undergraduate - Block 4 - Arts & Humanities

Section Course Title				Credits	Max
AHU22855 LD	B401 Introduction to Video	Sweets, Carl	MTThF 1:00 pm - 5:00 pm Ponderosa ITV	4.00	12

FEE: \$75.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students are required to have a DSLR Camera with Video capabilities or other Digital Video Device (Smartphone with digital video capability and at least 16GB of free storage space is acceptable). Students are not required to purchase a DSLR camera and can borrow one from Learning Technologies and/or Professor Carl Sweets (carl.sweets@prescott.edu). Cameras are available on a first come, first serve basis. Students that borrow a DSLR camera are financially responsible for lost or damaged cameras and accessories. Students must have a 1TB external hard drive to store video files or equivalent free space on a personal laptop. Students are required to use Adobe Premiere for this course. The ITV classroom has desktop computers for students to use during class and lab hours. If a student wishes to use a personal laptop, they should contact Prescott College IT Helpdesk (its.helpdesk@prescott.edu) to request access to the Adobe Creative Cloud and download Adobe Premiere. Please check Adobe's website for minimum system requirements: <https://helpx.adobe.com/premiere-pro/system-requirements.html>

Estimated student expense of \$500.00 for camera purchase and \$50 for 1TB external hard drive.

COURSE DESCRIPTION: This entry-level course explores contemporary video practice, concentrating on creating, presenting, and analyzing the moving image. Students will be introduced to the basics of video and sound editing in Adobe Premiere, while learning the concepts and techniques utilized in video production since its development as an art form in the late-60s. Instruction will be supported with screenings of narrative, experimental and documentary approaches to video, including performance and video installation. Through discussions of style, technique, approach, content and context, students will build a working knowledge of video as an art form. Using technical skills learned in this class, students will research and develop a conceptual framework aligned with a personal, social, political, or environmental narrative.

SP-21 One College Course Schedule

Undergraduate - Block 4 - Core Curriculum

Section Course Title				Credits	Max
WRW26000 LD	B401 Writing Workshop	TBA	MTThF 1:00 pm - 5:00 pm Crossroads Center 201	4.00	14

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This class has three primary purposes: 1) to help students develop writing strategies that reduce anxiety and produce quality work; 2) to help students identify a specific reader and purpose in order to translate exploratory writing into expository writing; and 3) to practice different forms of writing (e.g., narrative, evaluative, analytical, and argumentative) to increase flexibility. Peer and instructor responses help students develop an editorial eye for clarity and the ability to read one's own writing critically. Students study published writing to enlarge their understanding of rhetorical methods of development and to explore and refine their personal writing style.

SP-21 One College Course Schedule

Undergraduate - Block 4 - Education & Teacher Preparation

Section Course Title				Credits	Max
EDU41020 UD	B401 Experiential Education Practicum	Bashor, Ellen	MTThF 9:00 am - 3:00 pm Sinagua B	4.00	12

PREREQUISITES:

None.

COREQUISITES:

EDU41101

SPECIAL NOTES: This course is part of a 2 course suite. See EDU41101 for all fees and special notes. Participation in this course may require covid testing prior to specific activities or travel. Please be in close contact with your instructor Ellen.Bashor@prescott.edu for detailed instructions regarding test timing, location, and procedures. There is a required field trip April 28th, 29th, and 30th, 2021.

COURSE DESCRIPTION: The education practicum course takes advantage of occupational environments within the field of education where students can apply knowledge and skills acquired from coursework in a program of study. Practica/ Internships in education are courses used to prepare students for capstone courses, or may evidence culminating experiences in and of themselves. In education programs, practicum experiences are required in order to complete specific programs of study, often under supervision.

SP-21 One College Course Schedule

Undergraduate - Block 4 - Environmental Studies/Sustainable Community Development

Section Course Title					Credits	Max
ENV22013	B401	Behavior & Conservation: East African Wildlife	Riegner, Mark	MTThF 8:00 am - 12:00 pm Crossroads 205	4.00	10

LD

PREREQUISITES:

None.

COREQUISITES:

CRS24300
CRS44301

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course, taken together with a group of Maasai students training to be guides, focuses on the following themes, supported by lectures, readings, and discussions: 1. Diversity, behavior, and ecology of East African vertebrates, with emphasis on mammals but also including birds and reptiles; 2. Field methods in behavioral ecology; and 3. Conservation strategies. Each student will conduct literature research on two species, write summary papers and, during field outings, give oral presentations describing behavior and ecology, population status in the wild, and conservation focus. The field portion of the course entails periodically visiting Maasai Mara National Reserve, where students will observe wildlife and collect data on behavior, especially on social interactions. Students will compare their findings with published information on the species in question. We will also meet with field specialists to learn about various conservation initiatives that are being undertaken for selected species in East Africa. Students will practice writing and speaking skills, as well as learn how to prepare a professional scientific poster.

ENV44004	B401	Designing the Future: Design Studio; ECOSA	Brown, Tony	MTThF 9:00 am - 3:00 pm ECOSA W 2:00 pm - 5:00 pm ECOSA	4.00	10
----------	------	--	-------------	--	------	----

FEE: \$75.00

PREREQUISITES:

Course: ENV44005-Regenerative Design: Architecture, Permaculture and Resilience; ECOSA or
Permission of instructor:

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course prepares and inspires students to challenge the fundamental assumptions that underlie the conventional designs of human systems. Everywhere we look—in our cities, companies and institutions, our production and distribution sectors, our healthcare providers and even our economies—we find design flaws that lead to unhealthy communities and an impoverished natural environment. During this block, students will work in small teams to research and design a real project. We will work with a client to define the needs and issues that need to be solved. Students will then develop, through their projects and presentations, solutions for the client building the skills and competencies to effectively lead others towards the successful implementation of a regenerative resilient future. Students will become skilled both intellectually and creatively in the art of innovating and implementing sustainable systems design and leading others in this pursuit. The evaluation of project development, design charrettes and presentations constitute the assessment of this course work.

SP-21 One College Course Schedule

Undergraduate - Block 4 - Environmental Studies/Sustainable Community Development

Section Course Title				Credits	Max
ENV42026 UD	B401 Gulf of California: Biological Field Methods	Johnson, Jeremy	Mon 5/3/21 9:00 am - 3:00 pm Crossroads Center 202 Tue 5/4/21 9:00 am - 3:00 pm Crossroads Center 202 Wed 5/5/21 9:00 am - 3:00 pm Crossroads Center 202 Thu 5/6/21 9:00 am - 3:00 pm Crossroads Center 202	4.00	12

FEE: \$453.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course is part of the Gulf of California suite but is a stand-alone course. Student do not need to take the other sections of the Gulf of California. Participation in this course may require covid testing. Students and Instructors will need to be available in Prescott for testing. Please be in close contact with your instructor jeremby.johnson@prescott.edu for detailed instructions regarding test timing, location, and procedures. Aside from initial and final classroom meetings, this course plans to travel to Kino Bay Center in Mexico for a field component contingent upon evolving pandemic contexts. **STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER!** Estimates student expense of \$170.00 for food and visas.

COURSE DESCRIPTION: The course focuses on the development of scientific questions and hypotheses, accepted field methods to address these questions, and means of analysis and summary - tools sought after by many employers. Students are introduced to a variety of field methods, including those used by researchers at the Kino Bay Center. There are opportunities for students to learn and practice research methods with birds, marine mammals, invertebrates and plants. These projects take place in a variety of ecosystems including estuaries, deserts, islands and open ocean. Field methods covered in the course include those used to determine species identification, species richness, community structure analysis, and population dynamics over time and more. Using these methods, each student participates in one or more ecological field experiments with the guidance of the course instructor and experts in seabirds / waterbirds, marine mammals and plants.

ENV22114 LD	B401 People, Plants, and Animals: Ethnoecology	Dailey, Mark	MTThF 9:00 am - 1:00 pm Sinagua A W 2:00 pm - 5:00 pm Sinagua A	4.00	13
----------------	--	--------------	--	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: Ethnoecology is the interdisciplinary study of the knowledge, practices, and beliefs that place-based cultures have of plants, animals and landscapes. Also called indigenous knowledge (IK) and traditional ecological knowledge (TEK), ethnoecology includes ethnobotany, ethnozology, ethnomycology, ethnobiology and ethnolandscape (that is, the way that different human groups – ethnos – cognize and interact with the species, landscapes, and ecologies they inhabit). In this course we will explore the global themes of ethnoecology while emphasizing the traditional ecological knowledge of our bioregion. Field trips, readings and discussion, and a final project will use the frameworks of ethnoecology to address problems and solutions relating to the conservation of biological and cultural diversity, environmental management, social justice and intellectual property rights, and bioregional sustainability.

SP-21 One College Course Schedule

Undergraduate - Block 4 - Environmental Studies/Sustainable Community Development

Section Course Title				Credits	Max
ENV42114 UD	B401 People, Plants, and Animals: Ethnoecology	Dailey, Mark	MTThF 9:00 am - 1:00 pm Sinagua A W 2:00 pm - 5:00 pm Sinagua A	4.00	1

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: Ethnoecology is the interdisciplinary study of the knowledge, practices, and beliefs that place-based cultures have of plants, animals and landscapes. Also called indigenous knowledge (IK) and traditional ecological knowledge (TEK), ethnoecology includes ethnobotany, ethnozoology, ethnomycology, ethnobiology and ethnolandscape (that is, the way that different human groups – ethnos – cognize and interact with the species, landscapes, and ecologies they inhabit). In this course we will explore the global themes of ethnoecology while emphasizing the traditional ecological knowledge of our bioregion. Field trips, readings and discussion, and a final project will use the frameworks of ethnoecology to address problems and solutions relating to the conservation of biological and cultural diversity, environmental management, social justice and intellectual property rights, and bioregional sustainability.

ENV42724 UD	B401 Restoration Ecology: Watersheds of the Southwest	Altrichter, Mariana	MTThF 9:00 am - 1:00 pm Mogollon EARSCI	4.00	14
----------------	---	---------------------	--	------	----

FEE: \$146.00

PREREQUISITES:

Course: WRW26000-Writing Workshop and
 Course: ENV22015-Biological Principles: Life on Earth or
 Course: ENV22725-Ecology, Concepts of or
 Course: CCC22600-Core Curriculum 1yr: Concepts of Ecology

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis; This course will have a 2 day overnight camping trip April 21-23, 2021. (Estimate \$40 food cost) Students will bring their own food.

COURSE DESCRIPTION: This course focuses on watershed-scale restoration. Striking a balance between theory (restoration ecology) and practice (ecological restoration), we will begin by exploring watershed and riparian restoration from philosophical, psychological, political, and economic perspectives. Understanding the structure and function of arid land watersheds and assessing how human activities have affected and shaped their health will set the foundation for the rest of the course. Some of the paradigms and principles relevant to ecological restoration such as succession, disturbance, space-time scales, evolution, historical ecology, ecosystem health, and traditional knowledge will also be examined. Finally, students will learn practical methods of planning, implementing, and evaluating watershed and riparian restoration projects through case study, research, field trips to restoration sites, and hands-on restoration work.

SP-21 One College Course Schedule

Undergraduate - Block 4 - Environmental Studies/Sustainable Community Development

Section Course Title				Credits	Max
ENV24740 LD	B401 Topics In Sustainability Practice	Sherman, Peter	MTThF 9:00 am - 1:00 pm Mogollon BioLab	4.00	10

FEE: \$50.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Field trip dates TBD. Writing Emphasis

COURSE DESCRIPTION: This course explores the development of practices that reflect a sustainable connection with natural processes at the level of personal lifestyles, household systems, or placed communities. While specific topics will rotate each time the course is offered, all sections will evaluate historical and cross-cultural practices by which human communities have met their needs, and explore alternative practices and appropriate technology for securing water, food, shelter, energy, transportation, and reducing waste. Students will record observations and expand on preliminary ideas through coursework and classroom activities, working toward the completion of a design for a community-based sustainable project or vision statement, which will be presented to the class. Topics include Community Revitalization, the Transition Movement, Sustainability Practice, and Utopias: From Eden to Ecovillage.

ENV44740 UD	B401 Topics In Sustainability Practice	Sherman, Peter	MTThF 9:00 am - 1:00 pm Mogollon BioLab	4.00	6
----------------	--	----------------	--	------	---

FEE: \$50.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Field trip dates TBD. Writing Emphasis

COURSE DESCRIPTION: This course explores the development of practices that reflect a sustainable connection with natural processes at the level of personal lifestyles, household systems, or placed communities. While specific topics will rotate each time the course is offered, all sections will evaluate historical and cross-cultural practices by which human communities have met their needs, and explore alternative practices and appropriate technology for securing water, food, shelter, energy, transportation, and reducing waste. Students will record observations and expand on preliminary ideas through coursework and classroom activities, working toward the completion of a design for a community-based sustainable project or vision statement, which will be presented to the class. Topics include Community Revitalization, the Transition Movement, Sustainability Practice, and Utopias: From Eden to Ecovillage.

SP-21 One College Course Schedule

Undergraduate - Block 4 - Global Studies

Section Course Title		Credits	Max
CRS43016 UD	B401 Beyond Walls & Cages: Critical Abolition Studies	4.00	14
	Hammer-Tomizuka, Zoë	MTThF 1:00 pm - 5:00 pm Ironwood A	

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course introduces students to the field of contemporary abolition and critical migration studies through intensive reading, research, presentations, guest speakers, field trips, and participation in social justice organizing and activism. Starting with Foucault, students will study the emergence of carcerality as a central facet of the modern nation state, as a central logic of the social production of space from the global scale to the scale of the body, and read contemporary feminist, anti-racist, queer and political economic analyses of the rise of contemporary global prison-border regimes. At the same time, students will be introduced to cutting edge, socially transformative abolitionist projects attempting to imagine and create a world that is no longer organized around the walls, cages, policies, and practices of dispossession that create the problems they purport to solve. The course is designed as an upper division, theory-based course that will allow advanced CRS students to further develop their social theoretical analysis, their knowledge of contemporary globalization and the social, political and environmental crises it entails, and to understand and become further equipped to participate in the relationship between critical intellectual scholarship and contemporary social justice movements. Students will design and conduct individual text-based research assignments, practice close reading, lead class discussions, engage in experiential activities, participate in service and activist projects, prepare multiple presentations, and present a final project to the community.

CRS21016 LD	B401 Spanish Intensive in Kino Bay	4.00	9
	Alvarez Martinez, Patty Espinosa Gonzalez Garza, Irene	MTWThF 1:00 pm - 5:00 pm Crossroads Center 204	

FEE: \$678.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Participation in this course may require covid testing. Students and Instructors will need to be available in Prescott for testing. Please be in close contact with your instructor irene.garza@prescott.edu for detailed instructions regarding test timing, location, and procedures. Aside from initial and final classroom meetings, this course plans to travel to Kino Bay Center in Mexico for a field component contingent upon evolving pandemic contexts. Student must be able to interact 100% in Spanish. **STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER! \$170.00 estimated student expense for food, visas, etc.**

COURSE DESCRIPTION: Spanish Intensive is an immersion language course offered through Prescott College's Kino Bay Center in Sonora, Mexico. Students will formally study an intermediate or advanced language curriculum during daily classes focusing on grammar and vocabulary, as well as speaking and comprehension skills. Students will live with local host families in Kino Viejo, providing the opportunity to informally practice and advance their language and inter cultural communication abilities. Additionally, students will participate in service projects, guest lectures, discussions, and local field outings allowing them to further engage in Spanish, while experiencing the culture, history, and ecology of coastal Sonora. This course provides an excellent foundation for students wishing to pursue further studies at the Kino Bay Center or in Latin American Studies.

SP-21 One College Course Schedule

Undergraduate - Block 4 - Global Studies

Section Course Title			Credits	Max
CRS41016 UD	B401 Spanish Intensive in Kino Bay	Alvarez Martinez, Patty Espinosa Gonzalez Garza, Irene	4.00	1
		MTWThF 1:00 pm - 5:00 pm Crossroads Center 204		

FEE: \$678.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Participation in this course may require covid testing. Students and Instructors will need to be available in Prescott for testing. Please be in close contact with your instructor irene.garza@prescott.edu for detailed instructions regarding test timing, location, and procedures. Aside from initial and final classroom meetings, this course plans to travel to Kino Bay Center in Mexico for a field component contingent upon evolving pandemic contexts. Student must be able to interact 100% in Spanish. **STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER! \$170.00 estimated student expense for food, visas, etc.**

COURSE DESCRIPTION: Spanish Intensive is an immersion language course offered through Prescott College's Kino Bay Center in Sonora, Mexico. Students will formally study an intermediate or advanced language curriculum during daily classes focusing on grammar and vocabulary, as well as speaking and comprehension skills. Students will live with local host families in Kino Viejo, providing the opportunity to informally practice and advance their language and inter cultural communication abilities. Additionally, students will participate in service projects, guest lectures, discussions, and local field outings allowing them to further engage in Spanish, while experiencing the culture, history, and ecology of coastal Sonora. This course provides an excellent foundation for students wishing to pursue further studies at the Kino Bay Center or in Latin American Studies.

SP-21 One College Course Schedule

Undergraduate - Block 4 - Human Development

Section Course Title			Credits	Max	
HDP21900 LD	B401 Addiction & Recovery in Teens & Adults	TBA	MTThF 9:00 am - 1:00 pm Crossroads Center 205	4.00	14

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course utilizes lecture and experiential exercises to explore the dynamics of alcohol, drug, and other addictive processes. Students explore how addiction may impact their own lives, their families, and modern cultures. Foundation themes in this field are covered, including the dominant medical-disease model, physiological processes, family dynamics, psychological perspectives, assessment, interventions, relapse, and recovery. Addiction is also considered in relation to similar processes involved in other kinds of obsessional and compulsive suffering. Spiritual perspectives on the challenges of addiction and recovery are considered in the context of individuals' lives. A variety of emerging alternative treatment modalities are also critiqued. Community and global implications are evaluated.

HDP41900 UD	B401 Addiction & Recovery in Teens & Adults	TBA	MTThF 9:00 am - 1:00 pm Crossroads Center 205	4.00	0
----------------	---	-----	--	------	---

PREREQUISITES:

Course: HDP22210-Psychology, Introduction to

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course utilizes lecture and experiential exercises to explore the dynamics of alcohol, drug, and other addictive processes. Students explore how addiction may impact their own lives, their families, and modern cultures. Foundation themes in this field are covered, including the dominant medical-disease model, physiological processes, family dynamics, psychological perspectives, assessment, interventions, relapse, and recovery. Addiction is also considered in relation to similar processes involved in other kinds of obsessional and compulsive suffering. Spiritual perspectives on the challenges of addiction and recovery are considered in the context of individuals' lives. A variety of emerging alternative treatment modalities are also critiqued. Community and global implications are evaluated.

HDP41402 UD	B401 Expressive Arts Practicum	Epstein, Cheri	MTThF 1:00 pm - 5:00 pm Cottonwood A	4.00	15
----------------	--------------------------------	----------------	---	------	----

PREREQUISITES:

Course: HDP21401-Expressive Arts Therapies

COREQUISITES:

None.

SPECIAL NOTES: Estimated student expense of \$100 for art materials.

COURSE DESCRIPTION: This advanced course combines psychology with the arts and integrates the study of the theoretical foundations of expressive arts therapies with experiential immersion in and reflection on specific practices in this innovative field. In this practicum students will explore both the traditional arts therapies and the emerging modalities in the expressive arts, such as painting and drawing, journal methods, mask making, movement and dance therapies, and poetry. Students will work intensively with their own life stories and internal processes while documenting their learning in journal form. Students are not required to have artistic abilities to use or benefit from this expressive arts practicum.

SP-21 One College Course Schedule

Undergraduate - Block 4 - Human Development

Section Course Title				Credits	Max
HDP21300 LD	MB41 Interpersonal Communication	TBA	ONLINE MTThF 9:00 am - 1:00 pm Online Only	4.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course is a prerequisite for many Psychology & Human Development and Adventure Education courses, and it is recommended for all competence areas across all of these programs.

COURSE DESCRIPTION: The ability to communicate effectively with others is an essential life skill. Whether a student is interested in a career working with people, maintaining healthy personal relationships, or using communication to effect social and political change, interpersonal communication skills are crucial. This course employs a critical lens in the exploration of theories and practices of interpersonal communication. Students develop an awareness of communication styles and the importance of style (or voice), purpose, and audience in effective communication. Additionally, students develop an understanding of the role of language in social construction, issues of power and privilege in language and communication, and the use of communication as a tool for civic engagement and public advocacy. An emphasis is placed on practicing communication skills, including "speaking," listening, and critically analyzing texts/discourses. Topics covered include compassionate communication, deep listening, giving/receiving feedback, non-verbal communication, conflict resolution, relationship building, cultural sensitivity, communicating under pressure, principled negotiation, communication as social action, and more.

HDP42207 UD	B401 Transpersonal Psychology	Grant, Sebastienne	MTThF 9:00 am - 1:00 pm Summit A	4.00	14
----------------	-------------------------------	--------------------	-------------------------------------	------	----

PREREQUISITES:

Course: HDP22210-Psychology, Introduction to

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis

COURSE DESCRIPTION: This course explores the foundations of transpersonal psychology, often referred to as the "fourth force," and the most recent development in the field. Students discover how this modern force reaches back to the Greek derivation of "psychology," the study of the "psyche," a term that originally signified the "soul." Thus the course is a psychological exploration concerned with ultimate motivations and questions of purpose. Topics and themes include: the nature and evolution of consciousness; altered states; eastern theories and practices; "peak" experiences; the confluence of modern western science and mystical traditions; and the co-mingling of psychology and religion. The course is designed with both theory and practice in the interest of developing a form of psychology that is responsive to the emerging perils and promises we face in the 21st century.

SP-21 One College Course Schedule

Undergraduate - Session C - Adventure Education

Section Course Title				Credits	Max
ADV21075 LD	C001 Introduction to Outdoor Expeditionary Skills: Canoeing Black Canyon	Goodman, Cecil	Mon 2/8/21 8:00 am - 5:00 pm San Juan 201-A	1.00	10

FEE: \$40.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course will take place from February 5th through February 8th.

There will be a mandatory pre-course meeting during Fall Block 4. Student group food costs will be covered by the Course Fee. All personal gear that is needed for this course can be borrowed if the student requires it. Please contact Cecil with questions: cgoodman@prescott.edu

COURSE DESCRIPTION: This 1-credit field course offers all students the opportunity to build backcountry expeditionary skills in a learning environment designed to support students who want to gain more confidence in the Outdoors. In this course students will participate in an introductory canoeing expedition to learn foundational technical and interpersonal backcountry living skills that will aid them in multi-disciplinary field courses at Prescott College. Technical skill topics include, but are not limited to: How to set up a shelter; how to cook in a backcountry setting; expeditionary self-care; personal risk management; how to sleep outside; Leave No Trace basics, and basic expeditionary canoe travel skills. Special emphasis will be placed on developing an expedition mentality, compassionate community-building skills, and how to build an equitable and inclusive group dynamic in the field.

Additionally, this course offers an alternate pathway for students who did not participate in Wilderness Orientation or who did not successfully complete Wilderness Orientation to gain the field experience needed for introductory adventure education classes or field-based environmental studies courses.

SP-21 One College Course Schedule

Undergraduate - Session C - Arts & Humanities

Section Course Title				Credits	Max
AHU47530 UD	MC01 Literature for a Living Planet	Lee, Jessica	ONLINE	4.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: As long as it has existed literature has served to inform, incite, engage and inspire to act towards their own worlds in new and different ways. In literature for a living planet we will devour a range of literature works by authors whose visions offer guidance as we seek a healthy long-term relationship with earth and its inhabitants. The works we read will cover everything from education, spirituality, and eco-justice to the very way we perceive our animal selves in the world around us. We will spend the semester reading, discussing, and ultimately writing our own pieces of "literature for a living planet".

SP-21 One College Course Schedule

Undergraduate - Session C - Core Curriculum

Section Course Title				Credits	Max
COR47100 UD	C001 Accelerated Master's Orientation	Hammer-Tomizuka, Zoë	W 2:30 pm - 5:00 pm Cottonwood A	1.00	50

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course is required for OCU students who have been accepted into and are accelerating into the first Semester of their Graduate work. This course is optional for OU students who have been accepted into and are accelerating into the first Semester of their Graduate work. This course is taught in a FLEX format and can be attended synchronously via Zoom/Moodle or 100% Online via Moodle

ADDITIONAL PRE-REQUISITE: Acceptance into a master's program is required for enrollment.

COURSE DESCRIPTION: This one-credit, On Campus course brings Accelerated Master's students together in their first term of graduate study to familiarize them with graduate expectations, connect them with supportive resources, and to build community. In preparation for success in the Online Graduate Programs, students will practice research, writing, and organizational skills to be used in their online courses.

MTH47001 UD	MC01 Mathematical Explorations	Stogsdill, Gary	ONLINE	4.00	22
----------------	--------------------------------	-----------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course satisfies the Prescott College math requirement.

COURSE DESCRIPTION: Math Explorations provides liberal arts and education students the opportunity to transform a limited or unpleasant math background into a new and positive relationship with math. The three major components of this conceptual-based math course are: reasoning exercises that enable students to develop better quantitative thinking skills, a meaningful self-chosen experiential project, and self-chosen research into an interdisciplinary math-related topic of vital importance in the human quest to understand the world around us and our role within it.

SP-21 One College Course Schedule

Undergraduate - Session C - Education & Teacher Preparation

Section Course Title				Credits	Max
EDU41101 UD	MC01 Environmental Education Methods	Matlock, Deb	ONLINE	4.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: A capstone class for many ES and AE students, Environmental Education is the educational process which deals with humanity's relationship to the natural and human-made world. This course will review perspectives presented in Fundamentals of Environmental Education and focus on developing demographically appropriate methodologies including the conceptual approach to ecological principles, sensory awareness, values clarification, and general interpretation. These approaches will be presented in a way that demonstrates the interrelatedness of environmental education to diverse subject areas within a school curriculum as well as other relevant educational settings and populations. Students will gain experience designing and implementing activities in a "place-based" watershed and creeks education program with fifth grade students at a local elementary school.

EDU41020 UD	MC01 Experiential Education Practicum	TBA	ONLINE	8.00	0
----------------	---------------------------------------	-----	--------	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students must complete an Education Clinical Practice Contract to enroll in this course.

COURSE DESCRIPTION: The education practicum course takes advantage of occupational environments within the field of education where students can apply knowledge and skills acquired from coursework in a program of study. Practica/Internships in education are courses used to prepare students for capstone courses, or may evidence culminating experiences in and of themselves. In education programs, practicum experiences are required in order to complete specific programs of study, often under supervision.

SP-21 One College Course Schedule

Undergraduate - Session C - Environmental Studies/Sustainable Community Development

Section Course Title		Credits	Max		
ENV47725 UD	MC01 Backyard Ecology: Exploration and Engagement of a Local Ecosystem	Shorb, Terril	ONLINE -	4.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Ecology is a study of the relationships among organisms and their environments. This includes human beings and how we live in the landscape in built communities nested within natural systems. Because of the many effects we produce through our ways of living, it is helpful to better understand how nature healthfully functions so we can create opportunities and practices to live in greater harmony with local nature and our planetary life-support system. Learners engage elements of ecology through exploring their local ecosystem(s) ranging from watersheds to soil profiles, plant communities to human presence on the land through the ages. Understanding ecological structure and function is reinforced through background readings and on-the-ground walkabouts to help make theory more tangible and connected to everyday life. Students keep an ongoing journal of their observations and reflections on local ecosystem(s) to inform a final project which invites a small-scale action to be designed and, as soon as possible, enacted that in some way conserves or restores an aspect of healthful function of a place within the student's local ecosystem.

ENV47001 UD	MC01 Core Curriculum: Sustainability, Environmental Studies, and the Arts	Bigknife Antonio, Molly	ONLINE -	4.00	22
----------------	---	-------------------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Students pursuing degrees in sustainable community development, environmental studies, or the arts participate in this seminar to deepen understanding of how the natural world sustains itself and how we can sustain ourselves and our communities in ways that imaginatively conserve nature even as we enrich our lives through compassionate relationships in the community of all beings. Living in greater harmony with other people of diverse circumstances and backgrounds and with local nature invites our exploration of science, the arts, ecological mysteries and truths, social and psychological dynamics within ourselves and among our neighbors and citizen associates, and the ever-unfolding expressiveness of our psyches through our creative capacities.

Students will engage in personal and traditional inquiry that informs and supports their respective degree tracks. This includes exploration of their sphere of interest, and discovering community-based options for livelihood, identification of key players to enrich their personal and professional networks, and scouting emerging trends in sustainability, environmental studies, and the arts--and the fusion of the three. The fulfillment of the final, community-based project design will support students' understanding and prospective (or continuing) productivity as successful practitioners of their chosen livelihood path to more authentically sustain themselves even as they help to sustain our natural systems and communities.

SP-21 One College Course Schedule

Undergraduate - Session C - Global Studies

Section Course Title				Credits	Max
CRS23500 LD	MC01	Climate Change, Migration Justice, and Investigative Journalism	Miller, Todd Hammer-Tomizuka, Zoë	4.00	1

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: As increasing droughts, floods, super storms, rising sea levels, and other environmental damage caused by global economic and military forces drive more and more communities across international borders, a new global arms race has taken shape in the form of heavily militarized border enforcement technologies, policies and industries. This class will analytically connect the dots between climate change, displacement and migration, and borders and homeland security. In doing so, we will also look into the potential for alternatives, resistance, activism, and movements that could change the future of migration and climate adaptation in small and/or big ways. In this class, the students will be treated like journalists investigating the most pressing dynamics of our time. They will be expected to do their own research, interview people, and present their findings (in the form of a scholarly or journalistic essay, video, or podcast) that documents and critically engages with contemporary realities of environment and migration crises and emerging possibilities for climate justice.

CRS43500 UD	MC01	Climate Change, Migration Justice, and Investigative Journalism	Miller, Todd	4.00	21
----------------	------	---	--------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: As increasing droughts, floods, super storms, rising sea levels, and other environmental damage caused by global economic and military forces drive more and more communities across international borders, a new global arms race has taken shape in the form of heavily militarized border enforcement technologies, policies and industries. This class will analytically connect the dots between climate change, displacement and migration, and borders and homeland security. In doing so, we will also look into the potential for alternatives, resistance, activism, and movements that could change the future of migration and climate adaptation in small and/or big ways. In this class, the students will be treated like journalists investigating the most pressing dynamics of our time. They will be expected to do their own research, interview people, and present their findings (in the form of a scholarly or journalistic essay, video, or podcast) that documents and critically engages with contemporary realities of environment and migration crises and emerging possibilities for climate justice.

SP-21 One College Course Schedule

Undergraduate - Session C - Human Development

Section Course Title					Credits	Max
HDP47000 UD	MC01	Core Curriculum: Human Development Professional Perspectives	Young, Vicky	ONLINE -	4.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: The Core Seminar: Human Development Professional Perspectives is designed to have students increase their capacity as skilled practitioners in the helping professions and other career fields, such as teachers and community leaders. The students will look at their own membership in diverse cultures that may include examining: ethnic identity, psycho-social value-systems, family and social organizations, community-based rituals and celebrations, languages, religious and spiritual practices, economic and educational class, sexual orientation, physical and mental health status and abilities, and identity, roles, and responsibilities within the natural world. Students will investigate their personal history, values, prejudices, and relationships within and outside the dominant and ethnocentric cultures of the United States. In the Core Seminar, students will gain theoretical environmental and social justice perspectives as it relates to Human Development, build knowledge of the ways people can develop stronger and more respectful relationships, and practice culturally-appropriate professional skills and actions for living and working within a vibrant multicultural world.

HDP47720 UD	MC01	Deep Ecology	Canty, Jeanine	ONLINE -	4.00	22
----------------	------	--------------	----------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Deep Ecology is an environmental movement that spawned from Arne Naess' Ecosophy and is a radical approach to the ecological crisis. Deep Ecology calls for humans to live in harmony with the entire living world, recognizing that the living world has intrinsic value separate from human needs. Within this course, students will examine the philosophy and practice of Deep Ecology and related disciplines. Each student will develop a unique course contract and will engage with the course learning community. As a result of this course, students will be able to apply principles of Deep Ecology on an individual, community, and global level.

HDP27165 LD	MC01	Fat Bodies- Stories of Oppression & Resistance	Abell, Ellen	ONLINE -	4.00	21
----------------	------	---	--------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: Using a socio-critical and interdisciplinary approach, this course examines how fat oppression is flourishing in the US, and they ways this is being justified through the use of narrow and often false notions and definitions of health, and weight management controls. We will explore how fat oppression is a reproduction of sexism, ableism, sizeism, racism and classism, and challenge the ways in which society privileges thinness while problematizing diverse bodies.

SP-21 One College Course Schedule

Undergraduate - Session C - Human Development

Section Course Title					Credits	Max
HDP47165 UD	MC01	Fat Bodies- Stories of Oppression & Resistance	Abell, Ellen	ONLINE -	4.00	1

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: Using a socio-critical and interdisciplinary approach, this course examines how fat oppression is flourishing in the US, and the ways this is being justified through the use of narrow and often false notions and definitions of health, and weight management controls. We will explore how fat oppression is a reproduction of sexism, ableism, sizeism, racism and classism, and challenge the ways in which society privileges thinness while problematizing diverse bodies.

SP-21 One College Course Schedule

Undergraduate - Session D - Arts & Humanities

Section Course Title				Credits	Max
AHU45010 UD	MD01 Creative Nonfiction: The Lyric Essay	Kerns, Perrin	ONLINE	4.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course will explore the techniques and characteristics of creative nonfiction writing with an emphasis on the lyric essay. Students engage in writing exercises, discussions of the assigned readings, and sharing of their work. Prompts, generation of work, and revision will be part of the writing process. For both beginning and advanced writers.

SP-21 One College Course Schedule

Undergraduate - Session D - Core Curriculum

Section Course Title				Credits	Max
WRW27001 LD	MD01 Academic Writing Skills	Lee, Jessica	ONLINE	4.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: The course reviews basic expository writing, then focuses on generating and developing a persuasive research paper, 7-10 pages, in the student's field of study. The course will address documentation in both APA and MLA formats. The course also will emphasize training the students as peer editors for each other, with the goal of building a cohort that will support each other's writing during their Prescott experience.

COR47101 UD	D001 Graduate Seminar	Hammer-Tomizuka, Zoë	W 2:30 pm - 5:00 pm Crossroads Center 201	1.00	50
----------------	-----------------------	-------------------------	--	------	----

FEE: \$25.00

PREREQUISITES:

Course: COR47100-Accelerated Master's Orientation

COREQUISITES:

None.

SPECIAL NOTES: This course is required for OCU students who have been accepted into a graduate program and have already taken COR47100 Accelerated Graduate Seminar. This course is optional for OCU students who have been accepted into a graduate program and have already taken COR47100 Accelerated Graduate Seminar. This course is taught in a FLEX format and can be attended synchronously via Zoom/Moodle or 100% Online via Moodle.

ADDITIONAL PRE-REQUISITE: Acceptance into a master's program is required for enrollment.

COURSE DESCRIPTION: Graduate Seminars are 1-credit, 8-week courses designed to support the development of graduate-level interdisciplinary research and analysis skills for Accelerated Master's students. Each course will introduce students to a significant contemporary social and environmental problem and explore emerging solutions from a broad range of academic, community, and organizational perspectives. Through hands-on workshops, expert speakers, field trips, research projects, and other collaborative activities, students will develop and refine the ability to pose timely, ethical research questions addressing relevant subjects, debates, and problems in their field of graduate study.

SP-21 One College Course Schedule

Undergraduate - Session D - Education & Teacher Preparation

Section Course Title				Credits	Max
EDU47015 UD	MD01 Core Curriculum: Educating for the Future	Brown, Jennifer	ONLINE	4.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: The focus of this course is to strengthen students' environmental and multicultural awareness. The course will explore the emerging issues in multicultural and environmental education. The course is interdisciplinary in nature and the relationships among education, culture, and environment will be examined. Students will acquire foundational knowledge of theoretical issues and concepts, as well as identify real issues in today's world. Students will develop, through personal action, personal, societal, and educational perspectives on cultural and environmental issues.

EDU25100 LD	MD01 Culture, Power, & Societal Change	TBA	ONLINE	4.00	12
----------------	--	-----	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis.

COURSE DESCRIPTION: This course explores ways in which social categories of difference – such as race, class, ethnicity, gender, sexuality, age, ability, and citizenship – are socially constructed through power struggles that take place under specific historical and current conditions. It is designed to provide students with the critical skills required to identify and analyze social forces shaping identity, power, and social inequality through the lenses of struggles for social justice. Through texts, films, current events, and participatory experiential learning, students will explore how cultural difference matters in issues such as social decision-making power, wealth distribution, community health, cultural and environmental sustainability, politics of representation, globalization, human and civil rights, education, opportunity and life chances.

EDU45100 UD	MD01 Culture, Power, & Societal Change	TBA	ONLINE	4.00	10
----------------	--	-----	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

PREREQUISITES: Writing Certification I or concurrent enrollment in Writing Workshop.

SPECIAL NOTES: Writing Emphasis; this course is for new students only! one to two 2-day field trips will be required.

COURSE DESCRIPTION: This course explores ways in which social categories of difference – such as race, class, ethnicity, gender, sexuality, age, ability, and citizenship – are socially constructed through power struggles that take place under specific historical and current conditions. It is designed to provide students with the critical skills required to identify and analyze social forces shaping identity, power, and social inequality through the lenses of struggles for social justice. Through texts, films, current events, and participatory experiential learning, students will explore how cultural difference matters in issues such as social decision-making power, wealth distribution, community health, cultural and environmental sustainability, politics of representation, globalization, human and civil rights, education, opportunity and life chances.

SP-21 One College Course Schedule

Undergraduate - Session D - Education & Teacher Preparation

Section Course Title				Credits	Max
EDU41055 UD	MD01 Learning Theories	TBA	ONLINE	3.00	11

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course provides an overview of the process of learning. Various theorists who have made contributions to education will be compared as a way to provide further insight into effective teaching strategies. Theorists examined will include but not limited to Bloom, Dewey, Vygotsky, Gardner, Montessori, and Freire. Students will explore topics such as optimal conditions for learning and how relationships within the classroom affect learning, and will gain an understanding of learning differences. Psychological and developmental factors will be examined, as well as the impact of environmental and cultural conditions.

SP-21 One College Course Schedule

Undergraduate - Session D - Environmental Studies/Sustainable Community Development

Section Course Title				Credits	Max
ENV27100 LD	MD01 Science Explorations	Stogsdill, Gary	ONLINE	4.00	11

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Nothing has done more than science to shape the dominant worldview of modern civilization; therefore, a liberal arts education is not complete without understanding how science defines our reality through its unique method of inquiry. In this course we explore the beauty and power of the natural sciences through an historical overview of major scientific discoveries, we have the opportunity to investigate a specific self-chosen science topic of personal interest, we practice doing science in a meaningful self-chosen experiential project, and we consider the limits of science both in the context of science's inability to address nonphysical areas of inquiry and in the context of the very limits science itself has encountered in the mind-blowing implications of quantum theory and cosmology.

ENV47100 UD	MD01 Science Explorations	Stogsdill, Gary	ONLINE	4.00	11
----------------	---------------------------	-----------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: For upper division credit students need a capable background in research writing.

COURSE DESCRIPTION: Nothing has done more than science to shape the dominant worldview of modern civilization; therefore, a liberal arts education is not complete without understanding how science defines our reality through its unique method of inquiry. In this course we explore the beauty and power of the natural sciences through an historical overview of major scientific discoveries, we have the opportunity to investigate a specific self-chosen science topic of personal interest, we practice doing science in a meaningful self-chosen experiential project, and we consider the limits of science both in the context of science's inability to address nonphysical areas of inquiry and in the context of the very limits science itself has encountered in the mind-blowing implications of quantum theory and cosmology.

SP-21 One College Course Schedule

Undergraduate - Session D - Human Development

	Section Course Title		Credits	Max
HDP47145 UD	MD01 Alternative Healing Modalities	Stogsdill, Gary	4.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Healing means making whole and thus is a natural part of everyone's life. This course provides a comprehensive examination of alternative and nature-based healing modalities that for centuries, and in some cases millennia, have successfully contributed to human wholeness, including energy techniques (Reiki, therapeutic touch, craniosacral therapy, acupuncture, etc.), herbalism, homeopathy, aromatherapy/essential oils, Ayurveda, traditional Chinese medicine, shamanism, yoga, massage, and mind-body techniques (meditation, biofeedback, hypnosis, etc.). Students choose a modality to explore in depth, culminating in a substantial research paper. Experiential learning is a vital component of this course, which in some cases may include training and practice within a modality.

HDP42212 UD	MD01 Concepts in Critical Psychology	Abell, Ellen	4.00	1
----------------	--------------------------------------	--------------	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Critical psychology is committed to promulgating social justice, the welfare of communities (particularly oppressed communities), and the eradication of injustices and inequities proffered by current social, economic and political systems. Toward this end, students in this course will critique the foundational underpinnings on which the field of psychology is based, using critical theory as our primary lens. Students will be asked to question valued assumptions embedded in western psychological discourse, and apply the concepts of critical psychology to situate psychological inquiry, research methods, and clinical practice within a broader social context.

HDP47400 UD	MD01 Living with Loss: Studies of Grief & Transitions	Young, Vicky	4.00	22
----------------	---	--------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Besides the required text, the instructor will offer students a suggested reading list from which students will select three more books: 1) a grief or loss counseling theory-based text, 2) a memoir, and 3) another selection from either category. Students will need to find appropriate journal articles for their research and writing activities.

COURSE DESCRIPTION: Life is full of circumstances where people experience loss whether it be on a physical, cognitive, social, emotional, financial, and/or spiritual basis. One can suffer loss with the end of a romantic relationship (e.g., death, divorce, break-up, suicide, or Alzheimer's) or with a change in one's cognitive, social, or physical abilities (e.g., aging, accident, chronic illness, natural disasters, war, etc.). The helping professions guide people to make transitions and facilitate ways for them to continue their lives. Students in this course will select a variety of reading materials, including the required text, memoir, and academic journals to gain an understanding of transitions people face. Students will examine different aspects of grief and transitions from loss, inclusive of cultural, social justice and environmental components.

SP-21 One College Course Schedule

Undergraduate - Term - Core Curriculum

Section Course Title					Credits	Max
COR40005 UD	T001	Core Curriculum 4: The Senior Project Cohort	TBA	-	8.00	50

FEE: \$120.00

PREREQUISITES:

None.

COREQUISITES:

None.

COR40005 UD	T002	Core Curriculum 4: The Senior Project Cohort	TBA	-	4.00	50
----------------	------	---	-----	---	------	----

FEE: \$120.00

PREREQUISITES:

None.

COREQUISITES:

None.

LRU20000 LD	MT01	Individualized Studies	Stogsdill, Gary	ONLINE -	0.00	30
----------------	------	------------------------	-----------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: The Individualized Studies course serves as a homeroom to provide students with regular and substantive faculty oversight for any studies that fall outside of a regular class offering. Such studies may include independent learning, mentored learning, internship learning, structured noncredit learning, and any creative combination of these options. The Individualized Studies course offers students the opportunity to discuss their learning with peers and the instructor, who assesses student work.

SP-21 One College Course Schedule

Undergraduate - Term - Core Curriculum

Section Course Title				Credits	Max
PLA19700	MT01 Prior Learning Assessment	Bigknife Antonio, Molly	ONLINE -	4.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Instructor permission required. Please see application details and application deadline in the online PLA handbook, located here: https://prescott.digication.com/prior_learning_assessment_handbook/Welcome/
Students must utilize the current, required writing style manual for their discipline (APA or MLA).

COURSE DESCRIPTION: This Prior Learning Assessment Course (PLA) is required for all students approved to begin the prior learning process. In this course, students learn to develop their PLA toward one of these three processes: 1) Conversion Portfolio (CP); 2) Life Experience Portfolio (LEP); or, 3) Senior Project/Practicum Portfolio (SPP). Within this course, the student will explore and synthesize college-level learning gained from professional or volunteer experiences into a final electronic portfolio for review by experts in the field. Students must be able to verify the learning gained from past experience through official documentation. The CP is used for transferring non-credited coursework and trainings into lower division (LD) credits, where fifteen clock hours of past training/coursework may equate to 1 semester credit hour. For the LEP, the student must have at least five years of professional experience and can earn upper division (UD) credit. For the SPP, the student must have at least two years of professional experience in their area of competence and can earn either 4 UD credits or 8 UD credits to satisfy their Senior Project graduation requirement. Strong academic writing skills are required, including proficiency in using the student's style guide for their field. Students are advised to read all PLA process details on the college website.

SP-21 One College Course Schedule

Undergraduate - Term - Education & Teacher Preparation

	Section Course Title			Credits	Max
EDU47881 UD	MT01 Advanced Special Education Methods	TBA	ONLINE	4.00	21

PREREQUISITES:

Permission of instructor: Calvin Richards

COREQUISITES:

None.

SPECIAL NOTES: Requires instructor permission to register

COURSE DESCRIPTION: This course explores the practice, implementation, and individualization necessary to work with children with exceptionalities. Students will take this advanced course required for certification and/or degree in early childhood special education. The course will offer insight into exceptionalities common in the special education classroom, including children on the Autism Spectrum. Other exceptionalities to be explored include: Down Syndrome, children with communication disorders, children with visual impairments, children with low mobility due to physical disability, and children with social-emotional delays, among others. Students will learn strategies and educational supports necessary to work with students of all abilities and will research appropriate educational expectations for an inclusive classroom. The student will gain skills and knowledge in evaluating and assessing the special needs of children, in choosing options for intervention, in differentiated teaching strategies and practices, and in management and guidance specifically for children with exceptional learning, behavioral, and emotional challenges; characteristics are often found inter-related. This course will deepen the student's knowledge of evaluation, intervention, and differentiated teaching strategies with a focus on specific challenges presented by learners of all abilities and on current research that can enlighten and inform teachers on effective interventions, support, and guidance of young children in an inclusive classroom.

EDU47898 UD	MT01 Early Childhood Education Practicum	Houtz, Allison	ONLINE	4.00	1
----------------	--	----------------	--------	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course requires prior approval from core faculty/student teaching coordinator prior to enrollment.

COURSE DESCRIPTION: Practicum in Early Childhood Education (birth through pre-K) is an opportunity for Early Childhood Education (ECE) teacher candidates to have a guided learning experience in a professional agency that provides services to children and families. Students will use their practicum experience to connect theory and practice as they develop professional behaviors and build a comprehensive understanding of the demographics of their community, the impact of early education in that community, and how to create a positive, supportive, and collaborative learning culture. The course uses the practicum experience to examine the developing child in a societal context and focuses on the importance of respectful, reciprocal relationships that support and empower families in a diverse society. It also examines culturally relevant and linguistically appropriate anti-bias approaches that support children in becoming competent members of society their communities and explores anti-bias strategies that can be utilized in parenting, classroom, or social settings to support families and children. Students develop skills and techniques in parent-teacher conferencing, home-school communication, parent education, group contacts with parents, and parent involvement in early childhood education.]

SP-21 One College Course Schedule

Undergraduate - Term - Education & Teacher Preparation

Section Course Title					Credits	Max
EDU47697 UD	MT01	Early Childhood Special Education Practicum	TBA	ONLINE -	4.00	0

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Practicum in Early Childhood Special Education (birth through pre-K) is an opportunity for Early Childhood Education (ECSE) teacher candidates to have a guided learning experience in a professional agency that provides services to children and families. Students will use their practicum experience to connect theory and practice as they develop professional behaviors and build a comprehensive understanding of the demographics of their community, the impact of early education in that community, and how to create a positive, supportive, and collaborative learning culture. The course uses the practicum experience to examine the developing child in a societal context and focuses on the importance of respectful, reciprocal relationships that support and empower families in a diverse society. It also examines culturally relevant and linguistically appropriate anti-bias approaches that support children in their communities and explores anti-bias strategies that can be utilized within parenting, the classroom, or social settings to support both families and children. Students develop skills and techniques in parent-teacher conferencing, home-school communication, parent education, group contacts with parents, and parent involvement in early childhood education.

EDU47802 UD	MT01	Foundations of Early Childhood & Early Special Education	Foglesong, Sarah	ONLINE -	3.00	0
----------------	------	---	------------------	-------------	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This foundations course provides an overview of historical, philosophical, legal, and social domains of the early childhood teaching professions, including special education, and explores how these roots have influenced current educational theory, practice, and policy regarding access to early childhood and early childhood special education programs and services. Diverse models of early childhood education such as Montessori and Reggio Emilia, and Developmentally Appropriate Practice standards are introduced. Students study these models as well as current public policies on standards, access, and equity in schooling of all children and families in our diverse society. Students are introduced to teacher resources such as assessment data, professional member organizations, research studies, and technological tools to utilize in creative and informed teaching in all early education fields. The course challenges students to establish an individual sense of professionalism by articulating and defending their personal philosophies of, and advocacy for, early childhood and early childhood special education.

SP-21 One College Course Schedule

Undergraduate - Term - Education & Teacher Preparation

Section Course Title				Credits	Max
EDU47001 UD	MT01 Foundations of Education	Brown, Jennifer	ONLINE	3.00	21

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course is available to all Prescott College students. This course is a pre-requisite to a Professional Program pathway in Education.

COURSE DESCRIPTION: This course examines the historical and philosophical foundations of the American educational system as it engages with learners from birth through Grade 12. Current trends in education will be reviewed and evaluated. Issues affecting the role of the teacher, including school governance and finance, legal foundations, social influences, and educational reform will be explored. Attention will be given to the role of the federal government in public education especially as it applies to the Elementary and Secondary Education Act of 1965 and subsequent reauthorizations. Students will develop a basic understanding of the eligibility, and current placement for individuals with exceptional learning needs as determined by legal statutes. In addition, students will examine state, tribal, and national standards, including the Common Core State Standards Initiative.

EDU48750 UD	MT01 Foundations of Language & Literacy	Romano, Victoria	ONLINE	3.00	21
----------------	---	------------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course is part of a group of courses to meet the requirements for an Arizona Department of Education Reading Endorsement (K-8).

COURSE DESCRIPTION: This course is a comprehensive overview of the foundations of language and literacy designed for ALL educators who teach reading in either inclusion or self-contained settings K-12. Current research and best practice methods are provided in an interactive course format designed to meet the needs of a variety of staff including classroom teachers, special education resource and self-contained teachers who are responsible for literacy assessment and instruction. Participants will learn the principles and components of scientifically based reading instruction and also focus on basic principles of writing instruction.

SP-21 One College Course Schedule

Undergraduate - Term - Education & Teacher Preparation

Section	Course Title	Credits	Max	
EDU47019 UD	MT01 Nature and Place-Based Methods Integration: Mathematics and Science	TBA	ONLINE -	4.00 1

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course will explore curriculum design at a practical level with relevant applications through an experiential and interdisciplinary focused unit design. Students will design and implement an integrated unit that makes explicit connections across the subject areas of Mathematics, Science, and Reading, meeting specific state standards. Strategies for successful curricular implementation, effective use of technology to support curriculum, and accommodations for special situations and individual differences are required. The course will address the role that setting, time-frame, age, and culture play in the design of curriculum through authentic experience. Diverse assessment tools, strategies for using student assessment data to improve instruction, and appropriate ways to share the data will be required. Cultural and environmental impacts on assessment will be considered.

Extended Description

Students will be expected to implement original lesson plans in their unit design that are grade and state standards appropriate for Mathematics, Science, and Reading integration:

selecting one or more of the math standards appropriate to the unit and grade level; selecting one or more of the science standards appropriate to the unit and grade level, including STEAM content; and including effective reading and writing strategies in the content areas.

EDU47020 UD	MT01 Reading: Methods and Practice	Romano, Victoria	ONLINE -	3.00 1
----------------	------------------------------------	------------------	-------------	-----------

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Taught with EDU47020.

This course is part of the required curriculum for Elementary Education Teacher Preparation students. Additionally, this course may be added to a group of courses to meet the requirements for a "Reading Endorsement" for Arizona teachers. The required courses are: Decoding Strategies and Techniques for Beginning and Remedial Readers; Reading Instruction for Diverse Learners from Assessment and Balanced Literacy Programs; Diagnosis and Remediation of Reading Difficulties

COURSE DESCRIPTION: The student will examine the Arizona K-12 Reading/Language Arts Academic Standards, in order to identify and understand the components of a comprehensive reading program designed to ensure student mastery in grade level skills. The student will understand legislative and state board of education mandates pertaining to the elementary reading program. The student will explore diagnostic and remedial strategies which can be incorporated as part of an effective classroom reading program. The student will investigate environmental and cultural factors that influence reading, as well as methods for teaching diverse learners.

SP-21 One College Course Schedule

Undergraduate - Term - Education & Teacher Preparation

	Section Course Title		Credits	Max
EDU47208 UD	MT01 Secondary Content Methods	Yost, Abby	4.00	22
		ONLINE		
		-		

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: During this course the student will study methods and practices for instruction in the student's selected content area. The student will become familiar with the content of texts in the subject area, state and national standards, including the national common core academic standards, for the grade levels of the subject, and a variety of methods of instruction relevant to the subject area. The student will develop strategies to meet the needs of a diverse population of learners as well as any environmental or ethical issues impacting the specific field of study. An additional area of emphasis will be placed on constructing assessment experiences which provide opportunities to analyze and interpret results for reporting strengths, areas of concern and interventions needed to ensure student learning outcomes.

EDU47217 UD	MT01 Secondary Reading Methods	TBA	3.00	1
		ONLINE		
		-		

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: The student will review AZ (or home state) secondary Reading Standards and core English and Language Arts curricula, including the national common core standards, in order to support skills and include them into her/his specific content area(s). Topics such as phonemic awareness, phonics, vocabulary, reading fluency and comprehension are central components of this course, as well as comprehension in both literary and informational texts such as expository, functional, and persuasive writing. The student will consult with district reading/instructional specialists and other professional personnel to become informed of reading diagnostic tools used within the district and state as well as additional tools and technology available to assist the struggling reader. The student will review the Arizona Department of Education (or the state in which she/he is being certified) website to maintain a working knowledge of legislation and programs that address literacy issues. The student will engage in an in-depth study of systems involved in the reading process at the secondary level. After observing in public school classrooms, the student will design lessons suitable for middle and high school students in his/her subject area, emphasizing reading skills.

EDU47004 UD	MT01 Structured English Immersion Complete	Sallu, Adama	3.00	21
		ONLINE		
		-		

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: 'Structured English Immersion Methods (SEI) Complete has been designed to meet Arizona teacher and administrator licensure requirements effective July 1, 2015. SEI Complete provides a dynamic combination of Basic Language Acquisition and Language Learning Theory from leading ELA researchers Noam Chomsky, Stephen Krashen, Jim Cummings and expert practitioners Lilly Wong Fillmore, Deborah Short and Jo Gusman. SEI Complete students select ELA topics in which to conduct extended guided research and prepare three Dual Objective ESL/ SEI- SIOP Lessons addressing Madeline Hunter's (7) Elements of Effective Instruction'.

SP-21 One College Course Schedule

Undergraduate - Term - Education & Teacher Preparation

Section Course Title				Credits	Max
EDU47199 UD	MT01 Student Teaching - Elementary Education	Smith, Andy	ONLINE -	8.00	0

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students must complete the Education Clinical Practice Contract to enroll in Student teaching.

COURSE DESCRIPTION: Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the student teaching/practicum assignment, the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to duties assigned outside of the classroom, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the Supervision Practitioner within the specific teaching environment.

EDU47299 UD	MT01 Student Teaching - Secondary Education	Smith, Andy	ONLINE -	8.00	0
----------------	---	-------------	-------------	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students must complete the Education Clinical Practice Contract to enroll in Student teaching.

COURSE DESCRIPTION: The student teaching/practicum course is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the student teaching/practicum assignment, the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to duties assigned outside of the classroom, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the Supervision Practitioner within the specific teaching environment. This course requires prior approval from core faculty/student teaching coordinator prior to enrollment. Practicum Requirements: 12 weeks of full time teaching in an age and subject appropriate setting.

EDU47395 UD	MT01 Student Teaching - Special Education	Smith, Andy	ONLINE -	8.00	0
----------------	---	-------------	-------------	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students must complete the Education Clinical Practice Contract to enroll in Student teaching.

COURSE DESCRIPTION: The student teaching/practicum course is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the student teaching/practicum assignment, the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to duties assigned outside of the classroom, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the Supervision Practitioner within the specific teaching environment.

SP-21 One College Course Schedule

Undergraduate - Term - Education & Teacher Preparation

	Section Course Title		Credits	Max
EDU47698 UD	MT01 Student Teaching in Early Childhood Special Education	ONLINE -	4.00	0

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students must complete the Education Clinical Practice Contract to enroll in Student teaching.

COURSE DESCRIPTION: The practicum/student teaching course is the final capstone classroom experience that allows the student to practice the application of theoretical knowledge and demonstrate professional proficiency working with children with exceptionalities ages birth to age 8. Students participate in every facet of classroom teaching and receive constructive feedback from a cooperating teacher who is certified in early childhood special education.

Please Note: This course requires prior approval from core faculty/student teaching coordinator prior to enrollment.

Learning Targets (LT):

Students will demonstrate mastery of student teaching competencies throughout their student teaching experience. As a result of their completion of this experience, students will also demonstrate mastery of the following learning targets:

1. Signature Assignments

a. Unit and Lesson Plans - In collaboration with your cooperating teacher develop a unit plan that includes a minimum of 5 lessons. This unit plan should be age and subject appropriate to your student teaching. Within your lessons identify how you address diverse populations. At least one lesson should include the incorporation of technology. The unit plan should be based on the national common core standards. Your unit plan is due by the 5th week of the semester to your cooperating teacher. Lesson plans should be modeled from the Lesson Plan Template located on the PC Professional Preparation Resource Site on Moodle. The rubric for Unit and Lesson Plans will be used for evaluation purposes (located on the Moodle site and the Student Teaching webpage).

EDU47899 UD	MT01 Student Teaching: Early Childhood Education	Smith, Andy -	ONLINE -	4.00	0
----------------	--	------------------	-------------	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students must complete the Education Clinical Practice Contract to enroll in Student teaching.

COURSE DESCRIPTION: Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency.

Throughout the Student Teaching assignment, the student is expected to respond to critical feedback and participate in every facet of the special education classroom for early learners, teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in an ECSE classroom.

SP-21 One College Course Schedule

Undergraduate - Term - Education & Teacher Preparation

Section Course Title				Credits	Max
EDU47804 UD	MT01 The Whole Child	Houtz, Allison	ONLINE	4.00	21

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: In this course students engage in holistic study of typical and atypical early child development, address issues of health, safety, and nutrition, and research the impact of early experience on the young child's behavior and learning progress. Focus of study is on the multiple and interrelated physical, environmental, and social factors that impact child growth and development from pre-birth to 8 years of age and on methods of evaluation and assessment of development. Students study patterns and indicators of healthy development for each age and stage of growth and learn to recognize, document, and respond appropriately to signs of developmental delays or problems that can affect a child's growth and development. Nutritional and health guidelines for optimal physical and intellectual growth are examined, as well as the developmental processes that support healthy emotional and social relationships and successful learning. The importance of access to safe spaces and responsive adults to optimal growth and development is emphasized. Research data on the positive impact of meaningful times and places for inclusive experiential learning and outdoor play and exploration for all young children is also examined.

EDU47050 UD	MT01 Working in Schools: Orientation	Brown, Jennifer	ONLINE	1.00	1
----------------	--------------------------------------	-----------------	--------	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course is available to all Prescott College students. This course is a pre-requisite to a Professional Program pathway in Education.

COURSE DESCRIPTION: Students in this course are introduced to the profession of education as related to schooling from pre-kindergarten through 12th grade. Participants are orientated to the professional classroom, personnel, education resources, field guidelines, and school placements. School professionalism, law, safety clearance guidelines, school etiquette, conduct, and dispositional requirements while working in schools are also reviewed. This course meets the professional educator course requirement for all students seeking to volunteer, intern, student teach, or other fieldwork related to working with underage children in school settings from pre-kindergarten through high school.

SP-21 One College Course Schedule

Graduate Placeholders for Mentored Courses

Limited Residency MA Enrollment

Adventure Education, Education (not MEd), Environmental Studies, and Arts and Humanities Students Mentored Study Courses- All listed below Require a Mentored Course Contract

Deadline for submission of Mentored Course Contracts is the first day of term.

These course numbers are used to build your actual courses from your Mentored Course Contracts. They will appear on your permanent record. They are provided here so you are aware of the various “types” of credits your program involves. For the Enrollment Form, you may just indicate “MA Enrollment” per above.

- Mentored study courses are generally facilitated by your Graduate Mentor; they do not apply to Counseling Psychology students
- Include your mentor’s name in space provided for Instructor/Mentor/Advisor.
- Indicate the number of credits you will be doing for each course
- A Site Supervisor for a practicum course is not included on the Enrollment Form.

Course Id	Title	Credits	Mentor	Capacity
MA51030	Practicum (AE, ED, ES & HU)	Variable	Graduate Mentor	N/A
The MAP Practicum demonstrates practical application of theoretical learning. The student will undertake a supervised internship or active project and reflect on the relationship between theory and praxis. The practicum will provide opportunity for the student to demonstrate the learning that has taken place in the theoretical component of the Master of Arts Program. SPECIAL NOTES: Approved Mentored Course Contract and Practicum Supervisor Requisition Form (with CV or resume) must be in prior to start of the practicum. <u>Variable credits allowed, with 4 required for degree</u>				
MA51111	Research Methods	Variable	Graduate Mentor	N/A
SPECIAL NOTES: Variable credits, with minimum of 4 required for degree. Two should have been earned in the required Moodle course (MAED57114, MA51113 or MA51114B)				
MA57000	Qualifying Paper	1	Graduate Mentor	N/A
SPECIAL NOTES: Completion of this course required before enrollment in Thesis credits				
MA58001	Thesis Plan & Research Design	2	Graduate Mentor	N/A
SPECIAL NOTES: Completion of this course required before enrollment in Thesis credits				
MA59000	Independent Study/Theory	Variable	Graduate Mentor	N/A
Required a Mentored Course Contract, which is your contract for the course and so is not changeable at the end of the term.				
MA59001	Thesis	Variable with a 3 credit minimum	Graduate Mentor	N/A
Student must successfully complete MA57000 Qualifying Paper and MA58001 Thesis Plan and Research Design before enrolling in any Thesis credits. Variable credits, with minimum of 12 thesis credits required for degree, two from MA58001 Students cannot do final thesis credits in the Summer term. Enrollment would need to be delayed until the Fall term.				
MA59003	Thesis/Capstone Completion	3	TBD	N/A
This course is for students who have completed minimum credits in their program, but did not complete the Capstone or Thesis project. All other graduation requirements must also be met for student to qualify for this course. SPECIAL NOTE: Course is not offered for the summer term. Enrollment would need to be delayed until the Fall term to complete program.				

SP-21 One College Course Schedule

Graduate - Block 1 - General

Section Course Title					Credits	Max
COR57113 UD	MB11	Successful Interdisciplinary Learning Strategies	Ramsey, Scott	ONLINE -	1.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: One of the distinctive opportunities for students in the Master of Arts in Interdisciplinary Studies (MAIS) program is the ability to create interest-driven courses. This one-credit course, Successful Interdisciplinary Learning Strategies, offers strategies to successfully develop individualized courses (mentored or independent study) that align with each student's varied interests and passions. In addition, this foundational course provides students with an overview of the MAIS program as well as helps them to develop a degree plan that is unique to each student.

SP-21 One College Course Schedule

Graduate - Session C - Arts & Humanities

Section Course Title				Credits	Max
AHU57000 UD	MC01 Art as Social and Environmental Practice	Cullors, Patrisse	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course introduces students to foundational theories and concepts related to art as social and environmental practice. Topics include art as change agent, social justice, and activism. In addition, in this course students embark on an arts practice that leads to a program capstone work to be presented at the end of the program.

AHU53150 UD	MC01 Community Arts and Placemaking	Greenblum, Ellen	ONLINE	3.00	22
----------------	-------------------------------------	------------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Students in this course will explore the theoretical foundations and practical expressions of community art and recreation projects, with special attention to how such community cultural development contributes to the larger project of creating more resilient and sustainable communities. In particular, students will explore the possibilities of instigating such projects in their own communities, evaluating their potential in terms of increasing social cohesion and providing a range of health benefits.

AHU53500 UD	MC01 Introduction to Critical Museology	Dorriz, Alexandre	ONLINE	3.00	22
----------------	---	-------------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: In this course students examine the history of museums and protest in the 20th and 21st Centuries, looking at pivotal case studies which have propelled the critical dialogue and discourse around what and how museums should perform and operate for a public. Students examine museum structures; private vs. public funding; patron ethics and its influence upon representation; the history of artist-run galleries; micro and macro-institutions; and strategies in decolonizing as museology praxis. There is a strong emphasis on a course-long research project to be in dialogue with students' studio practice.

SP-21 One College Course Schedule

Graduate - Session C - Arts & Humanities

Section Course Title				Credits	Max
AHU52235 UD	MC01	Natural History Writing	Gilcrest, David	3.00	22
			ONLINE	-	

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Natural History Writing introduces students to the many discourses of nature. This course approaches "natural history writing" as a complex literary genre grounded in personal and cultural experience of the "more-than-human" world (in David Abram's now ubiquitous phrase). We begin with authors most closely associated with the Anglo-American natural history writing tradition (e.g. Gilbert White, Henry David Thoreau, John Muir, John Burroughs) before broadening our inquiry to address the role that race, class, and gender (for example) play in shaping discourses of nature. Consideration of select non-Anglo-American traditions (including a range of Native American, Australian Aboriginal, and Asian "literary" practices) expands our understanding of "Natural History Writing" as it throws the Anglo-American tradition into productive relief. Weekly writing assignments culminate in a final essay based on field experience

AHU57001 UD	MC01	The Art of Social Practice: Changing the World	Cullors, Patrisse	3.00	22
			ONLINE	-	

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course examines the ways in which social practice has evolved from 1960 to the present. Students study the artists and movements that have utilized social practice to evolve the political landscape. Topics include: How social practice has navigated the private and public spheres; and how artists and movements negotiate the difference between the individual and the collective. Students explore the most critical theorists, artists, and movements inside of social practice.

SP-21 One College Course Schedule

Graduate - Session C - Education Leadership

Section Course Title				Credits	Max
MEDL51020	MC01 Educational Leadership I	Hennings, Ron	ONLINE	3.00	22

PREREQUISITES:

Course: MEDL50000-Foundations of Educational Leadership: Merging Theory and Practice or
Course: MEDL50000-Foundations of Educational Leadership

COREQUISITES:

None.

COURSE DESCRIPTION: The Master of Education Degree and Post-Degree Principal Certification Program in Educational Leadership requires a two-part summative capstone experience: Internship in Educational Administration I and II. Each part of the Internship experience requires the student to complete a minimum of 150 hours. Educational Leadership Interns receive 3 semester credits for completion of each of the two parts for a total of 6 Internship semester credits.

MEDL50090	MC01 Personnel Management in Education	Tufte, John	ONLINE	3.00	22
-----------	--	-------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course provides an overview of the concepts and practices associated with developing and managing an effective education team in a school setting. Recruiting, training and nurturing instructional and non-instructional faculty and staff members, as well as effectively addressing other personnel issues in schools and school districts will be examined, including obstacles to effective team development, as outlined by the Professional Standards for Educational Leaders (PSEL). Through such strategies as reading, dialogue, shared presentation, group and individual investigation, and written response, participants will gain practical knowledge for leadership roles in schools and school districts and will acquire the skills necessary for school level administrators to act professionally and ethically in carrying out their responsibilities in this area. Topics included will be statutory and procedural issues, human resource planning, recruitment, selection, professional development, and evaluation. Students will also explore those social and ecological issues that appear germane to the course, legal and ethical issues, conflict resolution, and formal and informal negotiations.

SP-21 One College Course Schedule

Graduate - Session C - Education, Teacher Preparation, School Counseling

Section Course Title				Credits	Max
MAED57080	MC01 Advanced Education Research	Gano, Gretchen	ONLINE	3.00	22

PREREQUISITES:

Permission of instructor: Calvin Richards

COREQUISITES:

None.

SPECIAL NOTES: This course requires Instructor Permission for enrollment.

COURSE DESCRIPTION: This is a course for students interested in conducting or performing education research. Through this course, students will research and build conceptual frameworks, and work alongside the professor in order to outline, organize and generate original research. Students in this course will discuss general research structure, methodologies, research questions, and will participate in intense writing. This course is exceptionally well suited for students writing capstone papers, theses, dissertations or any form of original education research.

MAED51020	MC01 Practicum for Educators	TBA	ONLINE	0.00	0
-----------	------------------------------	-----	--------	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Student must complete an Education Clinical Practice Contract to enroll in this course.

COURSE DESCRIPTION: The education practicum course takes advantage of occupational environments within the field of education where students can apply knowledge and skills acquired from coursework in a program of study. Practica/ Internships in education are courses used to prepare students for capstone courses, or may evidence culminating experiences in and of themselves. In education programs, practicum experiences are required in order to complete specific programs of study, often under supervision.

SP-21 One College Course Schedule

Graduate - Session C - General

Section Course Title					Credits	Max
GRA59700 UD	MC01	Sustainability Intensive: Plant-based Nutrition and Culinary Workshop	Palmer, Sharon	ONLINE -	1.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This hands-on course will review the health and environmental benefits of a plant-based diet, as well as the various foods and food groups within a healthful, balanced plant-based diet pattern. The workshop will culminate in an interactive culinary class, in which students will discuss the elements of a healthful plant-based diet, share bioregional ingredients and cultural food traditions, and cook together in their own kitchens on Saturday (1/23 11 – 3 PT) and Sunday (1/24 11 – 3 PT) via Zoom. This workshop will be followed with a skills-based final assignment. A shopping list will be distributed in advance of the workshop and students should expect food expenditures of up to \$60 (depending on what is in the pantry).

COURSE DESCRIPTION: Many components of sustainable systems draw on a specialized skill set and body of knowledge and are best learned in an intensive setting that combines theory and practice. This course will immerse students in a particular aspect of sustainable systems. Students will work with sustainability faculty or practitioners to explore and apply the theory and knowledge regarding the topic at hand in a workshop format.

ENV57130 UD	MC01	Biogeography	Fayram, Andrew	ONLINE -	3.00	22
----------------	------	--------------	----------------	-------------	------	----

PREREQUISITES:

Course: ENV57101-Ecology

COREQUISITES:

None.

COURSE DESCRIPTION: Biogeography is an advanced course in the study of historic and current organism distributions. It treats both the patterns of these distributions and the possible causes suggested by these patterns. The course examines questions of distribution in historic, evolutionary, ecological, and geological perspectives. The last segment of the course will be devoted to the role biogeography plays in conservation of species and systems. Students will research regional problems and bring their expertise to bear by proposing a potential solution based on their understanding of biogeographic process. Prerequisite: ENV57101 Ecology or permission of the instructor and program director.

HDP52220 UD	MC01	Critical Theoretical and Historical Foundations of Psychology	Grant, Sebastienne	ONLINE -	3.00	22
----------------	------	---	--------------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students not in the Critical Psychology Human Services program will need permission from the Program Director or may be dropped from the course. Contact Seb Grant at sebastienne.grant@prescott.edu for permission.

COURSE DESCRIPTION: This course explores foundational issues of psychology as a science, profession, and social institution from critical theoretical and historical points of view. Our explorations will include critical assessments of psychological worldviews, theories, concepts, methods, and ideas as they have developed in specific cultural, historical, and geopolitical contexts. Additionally, we will investigate the relationship between psychology and society (including psychological and societal wellbeing and dis-ease). The relevance of theoretical and historical psychology for research, knowledge, and application within and beyond the field of psychology will be elaborated. Finally, we will work together to further develop our capacities for critical reflexivity.

SP-21 One College Course Schedule

Graduate - Session C - General

Section Course Title					Credits	Max
ADV52000 UD	MC01	Earth in Mind: Ecological Literacies for Outdoor Educators	Jackson, Mary	ONLINE -	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course is designed to foster the development of advanced ecological literacies, reflecting analysis and appreciation of the ways humans relate to their environments (ecological, spiritual, and cultural), and of the relevance of these ideas to outdoor education. Students will be challenged to critically examine the broader social and ecological implications of outdoor education practice in various areas. Additionally, students will examine their own positionality as it relates to the environment and will investigate new approaches to engaging with the natural world. Through this process, students will gain insight into strategies that create more meaningful experiences in nature for their guests or students. As a result of this course, students will gain valuable insights to be more thoughtful and responsible in their roles as outdoor educators.

ENV57100 UD	MC01	Ecology, Culture, and Community	Christensen, Laird	ONLINE -	3.00	22
----------------	------	---------------------------------	--------------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course provides students with the experience and direction necessary to understand their own communities within a bioregional context. This requires students to identify and map where they live in terms of geology, biology, and climate, rather than relying on political borders, and to research and interpret the natural and cultural histories of their regions in order to understand how their own bioregions enable some possibilities of human community development while limiting others. In addition to researching and writing a Deep History of their bioregions, students will compile an annotated list of resources that provide an expanded temporal representation of the region's geology, botany, wildlife biology, human population dynamics, cultural practices, and environmental impacts.

ENV57101 UD	MC01	Ecology	TBA	ONLINE -	3.00	22
----------------	------	---------	-----	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course provides a rigorous overview of six major organizing areas for study of ecology: physiological ecology, dynamics of energy and element cycles, population ecology, population interactions, community ecology, and evolutionary ecology—the latter especially as it relates to conservation issues. Each major section of the course begins with one or more case studies, then proceeds to the theoretical underpinnings that allow us to understand the ecological processes in question. Students will read a body of current literature and produce a significant paper centered on ecological issues of their bioregion.

SP-21 One College Course Schedule

Graduate - Session C - General

	Section Course Title		Credits	Max
ENV57960 UD	MC01 Food and Agriculture: Advanced Policy	Gemmill-Herren, Barbara	ONLINE -	3.00 22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course addresses primarily federal government food and agriculture policy. It addresses policies intended to influence crop prices and farm income; to reduce risk due to crop losses or price declines; to regulate environmental impacts of agriculture; to assure food safety; to enhance both voluntary and compulsory collective action among farmers; to protect competition in food manufacturing; to inform consumer choices; and to shape the global markets for agricultural products and farm labor. The course will focus on intended and unintended effects of policies, who benefits at whose expense, the impact of these policies on the development, adoption, and practice of sustainable agriculture and local food systems, and the interest groups whose influence helps shape these policies.

ENV57900 UD	MC01 Food Systems	Trocchia-Balkits, Lisa	ONLINE -	3.00 22
----------------	-------------------	------------------------	-------------	------------

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Food systems are complex systems and the tools for understanding and influencing food system sustainability are interdisciplinary. This exploration of local, regional, national, and international food systems supports students' understanding of how to analyze individual elements of the systems, their interrelationships and how to begin assessing the sustainability of those food systems at different scales and in different bioregions.

SBM57501 UD	MC01 Organization Transformation and Sustainable Leadership	Colman, Chad	ONLINE -	3.00 22
----------------	---	--------------	-------------	------------

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course examines leadership theory relating to community and organizational transformation with a focus on leading for socially responsible institutions. Students consider variables that influence effective leadership in general, and the idiosyncrasies that characterize environmental issues and social change in particular. Throughout the course students examine several integral and connected issues—leadership theory and systems thinking, key environmental and related social issues for organizations, and a variety of different leadership modalities, along with Triple Bottom Line management concepts. These broad topics intertwine to provide a solid grounding to develop students' understanding of their strengths and potential as leaders for innovating environmental and social change.

SP-21 One College Course Schedule

Graduate - Session C - General

Section	Course Title	Credits	Max
SBM53001 UD	MC01 Organizational Behavior through Sustainability Lens	Schiffer, Eileen	ONLINE -
		3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: 8 weeks online. This course will meet asynchronously. Participation on specific days and at specific times will not be required; however, students must actively participate in the online discussions on a minimum of 3-4 days per week, beginning by Wednesday each week and with participation at least once on the ending weekend of each week.

COURSE DESCRIPTION: This leadership course will examine leadership theory and practice, with emphasis on influencing stakeholders (“followers”) within an organization. The implications of race, gender identities, ethnicity, generation, and other micro, meso, and/or macro-cultural influences will be the focus of the course - explicitly as those facets of identity intersect with a leader’s ability to influence organizational progress toward meeting environmental and sustainability imperatives. This course would be of value to students in any degree program which will lead to work as an influencer within an organization – whether non-profit or for-profit, public or private, large or small. Topics will include: articulating and motivating a sustainability vision; ethical leadership; exploration of self-awareness and authentic leadership; and understanding, respecting, and engaging culturally and ideologically diverse stakeholders. Students will independently and collaboratively analyze and reflect on the intersection of leadership and of broader definitions of cultures and their impacts on ideologies and behaviors of organizational stakeholders.

ADV57050 UD	MC01 Philosophies & Methods in Outdoor Experiential Education	Jackson, Mary	ONLINE -
		3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Graduate students (including those approved for 4+1) are responsible for the same learning outcomes as undergrads, though they also will need a solid theoretical understanding of the foundational work and primary texts in adventure education and to demonstrate the complex level of thinking required at a graduate level.

COURSE DESCRIPTION: This course provides students with academic literacy in the field of adventure education. Through lecture, discussion, research, and experiential projects, this course explores the many facets comprising this unique discipline. Through examining historical influences relative to exploration and industrialization, as well as the changing views of the concepts of both leisure and nature, students see how and why adventure education emerged as a field and why it is now conceptualized under experiential education philosophy. Similarities and differences to related fields, such as outdoor education, recreation, environmental sciences, and adventure therapy are investigated. Students practice several modes of research and writing while critically examining current trends in adventure education. Upon course completion the successful student will have developed the ability to converse intelligently and with depth regarding the past, current, and future significance of adventure education as a field of study and career. All students will cultivate social and ecological considerations and literacies throughout the course during dialogue and written assignments about current critical issues in the field.

SP-21 One College Course Schedule

Graduate - Session C - General

	Section Course Title		Credits	Max
ENV57901 UD	MC01 Place, Sustainability and Diets: Eco-nutrition	Trocchia-Balkits, Lisa ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

Course Description: This course encourages critical engagement with the concept of eco-nutrition, a systems-based approach to nutrition and wellbeing that recognizes complex relationships between diet, health, political economy, ethics, and the environment. Bioregional theories of place inform an exploration of eco-nutrition as it relates to supporting diets that are ethical, sustainable, and nourishing to the body. Students' understandings of their own places and their food systems will inform the entire program of study for this master's program. Methods of analysis for studying will be honed and students will broaden their understandings of distant and larger food systems through the cross comparisons made with the peers in their course.

HDP53000 UD	MC01 Psychology of Culture and Diversity	Kurtis, Tugce	ONLINE	3.00	22
----------------	--	---------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students not in the Critical Psychology Human Services program will need permission from the Program Director or may be dropped from the course. Contact Seb Grant at sebastienne.grant@prescott.edu for permission.

COURSE DESCRIPTION: Psychology courses that go by the name of "Culture and Diversity" often have two goals. One goal is to describe cultural diversity in psychological experience. Another goal is to test the knowledge base of Psychology "across cultures" to determine whether the patterns it describes are truly universal. This course is different. Rather than examining how psychological experience varies across different settings, the goal of this course is to examine the sociocultural and historical foundations of psychological experience in any given setting. The course will explore four themes: (a) diversity in psychological functioning, (b) the cultural foundations of psychological experience, (c) the cultural foundations of psychological science, and (d) real-world relevance of cultural psychology and implications for global social justice.

SBM59000 UD	MC01 Strategic Sustainable Management Capstone	TBA	ONLINE	3.00	22
----------------	--	-----	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course examines classic and emerging strategic management frameworks and the application of these frameworks. As part of the course, students develop a comprehensive strategy for an organization or new venture. The emphasis is on integrating the multiple stakeholder approach in the development and implementation of effective strategy that creates sustainable competitive advantage that flows from social and/or environmental performance. Students will prepare either (1) a comprehensive strategy and strategy implementation plan, or (2) a market-ready business plan, as appropriate for the student's post-graduation goals.

SP-21 One College Course Schedule

Graduate - Session C - General

	Section	Course Title	Instructor	Mode	Credits	Max
ENV58750 UD	MC01	Sustainability & Resilience: From Theory to Practice	Throop, William	ONLINE -	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Beginning with the history of theories of sustainability and resilience, as well as their standard applications in policy and practice, this course will examine critiques of these theories as paradigms and goals of community development, and evaluate responses to these critiques from within the sustainability movement. Students will experiment with ways of measuring sustainability and resilience, and consider how the language associated with these theories can be used in setting community goals and motivating stakeholder action.

SBM55500 UD	MC01	Sustainable Business Marketing & Brand Management	Hauk, Marna	ONLINE -	3.00	22
----------------	------	---	-------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course examines the principles and practices of marketing in a sustainable organization and marketing's role in the creation and management of relationships with customers and other stakeholders. Students learn how to create effective marketing strategies and plans that support the sustainable organization's mission and goals. Topics include identifying target audiences and needs, developing authentic positioning, and designing products/services, pricing, distribution, promotion and communications for sustainable brands and organizations.

COR57550 UD	MC01	Sustainable Food Systems Solutions: Capstone Project	Currey, Robin	ONLINE -	3.00	22
----------------	------	--	---------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: As the concluding experience in the graduate program, the Capstone Project provides students with the opportunity to leverage the skills and knowledge acquired through the program into a project that launches students into their anticipated professional/academic trajectory. Culminating in a project that offers a solution to a food sustainability challenge or a thesis, the capstone is a mentored networking and professional development experience that is the strategic step between the graduate program and a student's career and/or academic aspirations.

SP-21 One College Course Schedule

Graduate - Session C - General

Section Course Title					Credits	Max
ENV58500 UD	MC01	Sustainable Solutions: Impact Measurement and Program Design	Currey, Robin	ONLINE -	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Agents of change develop programs and projects with stakeholders that translate theories of change into concrete action plans that are implementable and measure impact. The design of high-quality programs, their efficient and effective implementation and the measurement of outcomes and impacts are critical to finding solutions and being accountable to stakeholders. Project design, monitoring and evaluation tools and techniques will be introduced in this course. Impact measurement indicators and their association with theories of change and program activities are explored. Students will come to understand the links among them through course assignments, culminating in the design of a project with its implementation and impact measurement plan.

SP-21 One College Course Schedule

Graduate - Session C - Nature-Based/Adventure Based Counseling

Section	Course Title	Instructor	Mode	Credits	Max
MAEP51020 MC01	Adventure-based & Nature-based Counseling Intensive Practicum	Lung, Maurie	ONLINE -	1.00	15

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students are required to enroll in the MAEPINTENSIVE 2: Outdoor Urban Intensive as a co-requisite for the Ed.S. Degree.

COURSE DESCRIPTION: This course is required for those who are enrolled in the one of the MAEPIntensives as a practicum experience for either the Adventure-based Counseling or Nature-based Ed.S. degrees. This course involves scheduled online learning both prior to and following the Intensive and explores planning and development, program administration, program evaluation, and application to a specific setting or population.

MAEPINTENSIVE 2	INT2 MAEPINTENSIVE 2- Urban Intensive	TBA	-	0.00	20
-----------------	---------------------------------------	-----	---	------	----

FEE: \$650.00

PREREQUISITES:

None.

COREQUISITES:

None.

**** NON REFUNDABLE COURSE FEE** \$650.00**

SPECIAL NOTES: The January intensive is an outdoor urban intensive. Lodging and food are on their own. Shared lodging is encouraged. Camping is available. Participants taking the course for 2 credits must also enroll in MAEP51020, which is a block course with scheduled online learning both prior to the course and following the course that explores planning and development, program administration, program evaluation, and application to a specific setting or population. Participants taking this for 0 credits will only attend the 3-5 day residential portion. This course is open to current Prescott students, students in similar fields, and professionals in mental health/behavioral health fields.

January Intensive Dates and Location: TBD

COURSE DESCRIPTION: The purpose of the intensives is to provide participants with an adventure and nature-based experience that 1) deepens their awareness of who they are/aim-to-be in the helping profession; 2) increases compassion and capacity to provide opportunities for healing and restoration of dignity; and 3) exposes them field experts that will broaden their professional networking. The urban intensive particularly focuses on natural areas in high-density population, including its application for clinical goals, its current use in both adventure-based and nature-based counseling, its cultural relevance to a variety of populations, and specific urban safety.

SP-21 One College Course Schedule

Graduate - Session C - Social Justice and Community Organizing

Section	Course Title			Credits	Max
MASJC5005 0	MC01 Comparative Political and Social Theory	Alhassen, Maytha	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students not in the Social Justice Community Organizing program will need permission from the Program Director or may be dropped from the course. Contact Anita Fernandez at anita.fernandez@prescott.edu for permission

COURSE DESCRIPTION: Theories of Change and Comparative Political and Social Theory are designed to build upon and speak to each other, though need not be taken in any particular order. In each class, students engage with contemporary social and political theory to develop an analysis of social change, develop the ability to apply critical frameworks for understanding organizing and movements and taking stands within key debates about mobilization. These seminars explore comparative critical approaches to the study of systemic and institutional social power relations, the dynamics of social, cultural, and political change, and movements for social transformation with an emphasis on engaged scholarship. We will read closely, discuss, reflect on, and write about texts (including scholarly and movement based articles and books, videos, documentaries, and discussions with scholars and activists) that address the following questions: How do ordinary people build the power to participate in social decisions that impact their communities? How do groups engaged in social movement building as well as scholars and movement intellectuals engage in understanding the world with the purpose of changing it? How are socio-environmental crises and systemic injustices produced, reproduced, resisted, and challenged by human beings acting across and within different scales and modalities of time and space?

MASJC5000 3	MC01 Globalization and Urban Politics	Hoffman, April Ruth	ONLINE	3.00	22
----------------	---------------------------------------	---------------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students not in the Social Justice Community Organizing program will need permission from the Program Director or may be dropped from the course. Contact Anita Fernandez at anita.fernandez@prescott.edu for permission

COURSE DESCRIPTION: The study of urbanization has become crucial to understanding processes of uneven development, social decision making, and struggles for liberation and sustainability. Contemporary globalization has reconfigured landscapes of power, in part, through the emergence of global cities such as Los Angeles. Also, for the first time in history, the majority of humans live in urban areas. This course explores themes of justice, home, and community through the viewpoints of community organizers working in the global city of Los Angeles. This course exposes SJCO students to major questions and debates in the interdisciplinary and applied study of urbanization and globalization with an emphasis on their relevance to community organizing and social movement building.

SP-21 One College Course Schedule

Graduate - Session C - Social Justice and Community Organizing

Section Course Title				Credits	Max
MASJC5006 0	MC01 Leadership Development	Herzing, Rachel	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students not in the Social Justice Community Organizing program will need permission from the Program Director or may be dropped from the course. Contact Anita Fernandez at anita.fernandez@prescott.edu for permission

COURSE DESCRIPTION: What does it mean to “build power” and what is the role of organizers in this process? In these two, related courses (that can be taken in any order), students investigate contemporary theories and learn to practice key skills for building power to make change as they participate in and reflect on grassroots organizing. Students will explore, analyze, and practice different approaches to developing leadership and designing and driving strategic campaigns. At the completion of these two courses, students will demonstrate knowledge in: 1. community organizing, 2. electoral organizing, and 3. union organizing.

MASJC5000 1A	MC01 Organizing 1	Saadeh, Cirien	ONLINE	1.00	22
-----------------	-------------------	----------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students not in the Social Justice Community Organizing program will need permission from the Program Director or may be dropped from the course. Contact Anita Fernandez at anita.fernandez@prescott.edu for permission

COURSE DESCRIPTION: “We make the road by walking....” A crucial component of learning to be an organizer is direct experience. Each new entering cohort will be assigned, as a group, to work directly for an online social justice organization. Students will attend regular online organizing meetings, take on tasks and responsibilities, attend periodic on-line skills trainings, and reflect on their learning through written responses and discussions with their peers and instructor. The instructor will meet regularly with the cohort as well as with each student individually to support personal and group goal-setting, time-management, problem solving, critical reflections, and the development of the dispositions required for effective, collaborative organizing work. This ongoing organizing class will inform and be informed by all of the other classes in the curriculum, and will provide real world professional connections and work experience for students’ resumes.

SP-21 One College Course Schedule

Graduate - Session C - Social Justice and Community Organizing

Section Course Title				Credits	Max
MASJC5000 1C	MC01 Organizing 3	Saadeh, Cirien	ONLINE	1.00	22

PREREQUISITES:

Course: MASJC50001B-Organizing 2

COREQUISITES:

None.

SPECIAL NOTES: Students not in the Social Justice Community Organizing program will need permission from the Program Director or may be dropped from the course. Contact Anita Fernandez at anita.fernandez@prescott.edu for permission

COURSE DESCRIPTION: "We make the road by walking..." A crucial component of learning to be an organizer is direct experience. Each new entering cohort will be assigned, as a group, to work directly for an online social justice organization. Students will attend regular online organizing meetings, take on tasks and responsibilities, attend periodic on-line skills trainings, and reflect on their learning through written responses and discussions with their peers and instructor. The instructor will meet regularly with the cohort as well as with each student individually to support personal and group goal-setting, time-management, problem solving, critical reflections, and the development of the dispositions required for effective, collaborative organizing work. This ongoing organizing class will inform and be informed by all of the other classes in the curriculum, and will provide real world professional connections and work experience for students' resumes.

MASJC5200 0	MC01 Race, Class, and Housing Justice	Willse, Craig	ONLINE	3.00	22
----------------	---------------------------------------	---------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students not in the Social Justice Community Organizing program will need permission from the Program Director or may be dropped from the course. Contact Anita Fernandez at anita.fernandez@prescott.edu for permission

COURSE DESCRIPTION: This course investigates housing as a key site of struggle, where systems of colonization, racialized subordination, economic inequality, and gender/sexual regulation all intersect. We will begin by building a theoretical and historical framework for understanding housing in relation to labor, consumption, and racial capitalism. We will then consider housing through a number of topics, including homelessness, redlining, gentrification, indigenous "relocation" programs, public housing, and the 2008 subprime mortgage crisis. We will also study how communities have organized to access housing and secure safe living conditions, such as mutual aid projects, squatting and housing takeovers, and rent strikes. In addition to contemporary media and social movement documents (from organizations like Picture the Homeless, Take Back the Land, and LA CAN), readings will include scholarly works by Neil Smith, Cheryl Harris, George Lipsitz, Rahim Kurwa, Christina Hanhardt, and others.

SP-21 One College Course Schedule

Graduate - Session C - Social Justice and Community Organizing

Section Course Title				Credits	Max
MASJC5000 2	MC01 Radical Pedagogy as Praxis	Medina, Oscar	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students not in the Social Justice Community Organizing program will need permission from the Program Director or may be dropped from the course. Contact Anita Fernandez at anita.fernandez@prescott.edu for permission

COURSE DESCRIPTION: This course focuses on radical pedagogy, including Xicanx Indigenous-based pedagogy and critical pedagogy, as a means for achieving social justice. Radical pedagogy is a way of thinking about and negotiating through praxis the relationship among classroom teaching, the production of knowledge, the larger institutional structures of the school, and the social and material relations of the wider community, society, and nation state. This course takes the position that reading the word and the world is a dialectical process and that how one reads the world influences but does not necessarily determine the manner in which one chooses to live in the world. Radical pedagogy and critical consciousness will be studied as an end goal to be reached through liberatory education brought about through collective struggle and praxis

SP-21 One College Course Schedule

Graduate - Session D - Arts & Humanities

Section Course Title				Credits	Max
AHU57600 UD	MD01 Art & Healing	Olivas, Noe	ONLINE -	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: In this course students study performance as a competing practice in the traditional art market. Students take a close look at queer, trans, women, and artists of color who have used -and currently use performance art to challenge the art canon.

AHU57501 UD	MD01 Art History: The History of Artists'	Freilich, Jake	ONLINE -	3.00	22
----------------	---	----------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: The history and theory of art is often told through the writings of historians and theorists; that is to say, by people other than the artists themselves. This course focuses specifically on material by and of artists. By focusing on instances throughout history in which artists both succeed and fail in shaping the reception of their work, students explore what goes into the production of meaning in art.

AHU59902 UD	MD01 Studio Practice III	Montana, Star	ONLINE -	3.00	22
----------------	--------------------------	---------------	-------------	------	----

PREREQUISITES:

Course: AHU59900-Studio Practice I

COREQUISITES:

None.

SPECIAL NOTES: Students must be accepted into the MFA program to enroll in this course.

COURSE DESCRIPTION: Students work with distinguished faculty and artist mentors through a series of private studio visits and/ or practice-building experiences locally, where the student lives, or through travel to Los Angeles or elsewhere. In the case of visits, these typically occur weekly, but may occur more or less frequently, as determined by individual student needs and artist mentors. In addition, students create the work that will be presented during the MFA capstone course.

SP-21 One College Course Schedule

Graduate - Session D - Arts & Humanities

Section Course Title				Credits	Max
AHU59900 UD	MD01 Studio Practice I	Dorriz, Alexandre	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students must be accepted into the MFA program to enroll in this course.

COURSE DESCRIPTION: Students work with distinguished faculty and artist mentors through a series of private studio visits and/ or practice-building experiences locally, where the student lives, or through travel to Los Angeles or elsewhere. In the case of visits, these typically occur weekly, but may occur more or less frequently, as determined by individual student needs and artist mentors. In addition, students create the work that will be presented during the MFA capstone course.

AHU57500 UD	MD01 The History of Art in Social Change	Freilich, Jake	ONLINE	3.00	22
----------------	--	----------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: In this course students examine the history of art through to the mid-twentieth century. The course focuses on the relationship between art and society, and on art as expression of values at a specific time and of a specific place.

SP-21 One College Course Schedule

Graduate - Session D - Education Leadership

Section Course Title				Credits	Max
MEDL51021	MD01 Educational Leadership II	Hennings, Ron	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: The Master of Education Degree and Post-Degree Principal Certification Program in Educational Leadership requires a two-part summative capstone experience: Internship in Educational Administration I and II. Each part of the Internship experience requires the student to complete a minimum of 150 hours. Educational Leadership Interns receive 3 semester credits for completion of each of the two parts for a total of 6 Internship semester credits.

MEDL50040	MD01 School Finance	Florence, Linda	ONLINE	3.00	22
-----------	---------------------	-----------------	--------	------	----

PREREQUISITES:

Course: **MEDL50000-Foundations of Educational Leadership: Merging Theory and Practice** or
Course: **MEDL50000-Foundations of Educational Leadership**

COREQUISITES:

None.

COURSE DESCRIPTION: This course will focus on fundamental principles and techniques of public school finance with an emphasis on public PK-12 school finance in Arizona. Finance theory and practice; historical developments in school funding; present sources of revenue and methods of allocating funds; current problems in funding schools, and the financing of education as a social issue will be examined. Students will be expected to complete, and demonstrate at least entry level mastery of all identified Signature Assignments, Learning Targets, and field experiences as presented within this syllabus.

SP-21 One College Course Schedule

Graduate - Session D - Education, Teacher Preparation, School Counseling

	Section Course Title		Credits	Max
EDU57700 UD	MD01 Education Capstone	Matlock, Deb	0.00	10
		ONLINE		
		-		

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: The capstone study course for graduate students represents the culmination of knowledge, skill, and accomplishment for students completing a program of study within the Prescott College Education Department. In this course, students will draw upon prior coursework, academic experiences, and the education community to fulfill the requirements of the graduate program. Students will select one of the approved graduate projects appropriate to their program of study to demonstrate comprehensive command of the foundational concepts, controversial topics, and a level of aptitude germane to the field of education at the master level.

MAED57505	MD01 Exploring Ecological Identity: Theory and Practice for Educators and Counselors	Matlock, Deb	3.00	22
		ONLINE		
		-		

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: During this course, students will explore ecological identity in both theory and practice. Consideration will be given as to what ecological identity is, why it is important, how it impacts our sense of self and personal decisions, and how it can be explored and nurtured in an educational setting. Through readings, writings, experiential activities, online group discussions and individual term projects, students will gain a better understanding of their own ecological identity as well as the importance of exploring ecological identity within their own unique academic and professional interests

MAED57005	MD01 Learning Theories	Tuftte, John	3.00	22
		ONLINE		
		-		

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Candidates will learn how children and adolescents develop over time and how emerging research on learning affects instruction, assessment, and the decisions made by teachers. The art of teaching begins with understanding the learning process and the learners in the classroom. With the goal of facilitating growth in all domains, effective educators understand the holistic nature of learning and attend to the collective and individual cognitive, emotional, physical, and social needs of their students. To facilitate deep learning, effective educators understand the role of prior knowledge and experiences, language, human development, self-efficacy, creativity, motivation, and influence of culture and community in the learning process

SP-21 One College Course Schedule

Graduate - Session D - General

	Section	Course Title	Instructor	Mode	Credits	Max
ENV57904 UD	MD01	Biodiversity Issues in Food Systems: Sustainable Diets and Biodiversity	Palmer, Sharon	ONLINE -	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Sustainable Diets are "...those diets with low environmental impacts which contribute to food and nutrition security and to healthy life for present and future generations (Food and Agriculture Organization of the United Nations)." Students will examine dietary traditions from across the world while gaining knowledge and skills about diverse diets with low environmental impacts. The exploration of the linkages between agricultural diversity and dietary diversity and the environmental impacts of different diets (vegetarian; vegan; etc.) is the foundation of the course. The important role that sustainable diets can play in ensuring food and nutrition security for all will be examined.

SBM55501 UD	MD01	Building Blocks of Sustainable Business	Colman, Chad	ONLINE -	3.00	22
----------------	------	---	--------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This survey course will introduce students to key concepts of accounting, economics and statistics which form the building blocks of the quantitative considerations for business. This course will also serve to satisfy the pre-requisite courses for those students interested in entering the MBA in Sustainability Leadership.

COR57700 UD	MD01	Capstone Project: MSES & MSRSC	Curtis, Lori	ONLINE -	1.00	22
----------------	------	--------------------------------	--------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Taken near the end of graduate studies, this course engages students to develop a Capstone Project that represents the culmination of their graduate studies. Students may choose from an academic thesis or an applied professional project. Both formats offer opportunities to deeply study a topic and produce a project that may be applied to the student's current employment, help them change careers, engage them in a new community, or many other potential outcomes. During the first weeks of the course, students will draft a substantive Capstone Proposal and assemble a Capstone Committee, after which they will typically take an incomplete at the end of the block which is designed to allow ample time for them to complete and write up the project.

SP-21 One College Course Schedule

Graduate - Session D - General

Section Course Title				Credits	Max
HDP59900 UD	MD01	Capstone: Critical Psychology & Human Services	TBA	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students not in the Critical Psychology Human Services program will need permission from the Program Director or may be dropped from the course. Contact Seb Grant at sebastienne.grant@prescott.edu for permission.

COURSE DESCRIPTION: Students are required to complete the 6-credit Capstone course in their final term. In this course, students will build professional skills and experience and demonstrate mastery in critical psychology and human services. Students will choose to meet these goals through either the completion of a professional practicum or a submission-ready academic article. The final approval and grade will be given by the Capstone Instructor.

ENV55505 UD	MD01	Community Health	Davis, Jaya	3.00	22
----------------	------	------------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: After becoming familiar with existing health systems and agencies at the local, state, and national levels, students will produce an inventory of environmental, social, and behavioral health-related issues in their own communities, and investigate the possibilities for collaboration between agencies, health advocacy groups, and relevant community organizations.

HDP52212 UD	MD01	Concepts in Critical Psychology	Abell, Ellen	3.00	21
----------------	------	---------------------------------	--------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students not in the Critical Psychology Human Services program will need permission from the Program Director or may be dropped from the course. Contact Seb Grant at sebastienne.grant@prescott.edu for permission.

COURSE DESCRIPTION: Critical psychology is committed to promulgating social justice, the welfare of communities (particularly oppressed communities), and the eradication of injustices and inequities proffered by current social, economic and political systems. Toward this end, students in this course will critique the foundational underpinnings on which the field of psychology is based, using critical theory as our primary lens. Students will be asked to question valued assumptions embedded in western psychological discourse, and apply the concepts of critical psychology to situate psychological inquiry, research methods, and clinical practice within a broader social context.

SP-21 One College Course Schedule

Graduate - Session D - General

	Section	Course Title	Instructor	Mode	Credits	Max
COR57114 UD	MD01	Critical Foundations of Research & Scholarship	Kurtis, Tugce	ONLINE -	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course provides an overview of scholarly thinking, research, and writing necessary for graduate students to critically disseminate, design, and conduct sound research in interdisciplinary studies. In this course, students will develop an understanding on how to: 1) select a research problem; 2) conduct a literature review; 3) design a research question or statement; 4) go about thorough and appropriate research design; 5) incorporate theory and epistemology; and 6) decide on the appropriate research methodology(ies) and method(s). Through readings, discussions, and assignments students will consider how ethics and knowledge are situated. It focuses on the interdisciplinary conceptual and methodological approaches necessary to understand complex social and natural systems, and will include creative and emergent approaches to conducting and presenting research.

ADV52010 UD	MD01	Diversity, Equity, and Inclusion: Outdoor Education for a Just World	TBA	ONLINE -	3.00	22
----------------	------	--	-----	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Creating just and equitable experiences in the outdoors is not an ideal to hold, but a moral imperative that requires action. As society moves toward awareness and acceptance of diverse social identities, the field of outdoor education can be on the leading edge of compassionate, accessible, and inclusive educational experiences. This course will develop skills in recognizing, understanding, and addressing social issues as they manifest in outdoor programming. Students will be introduced to, and apply theories and concepts relative to gender, racial, ethnic, and class identity as applied to outdoor education.

ENV57150 UD	MD01	Ecological Restoration	Christensen, Laird	ONLINE -	3.00	22
----------------	------	------------------------	--------------------	-------------	------	----

PREREQUISITES:

Course: ENV57101-Ecology

COREQUISITES:

None.

COURSE DESCRIPTION: This course is designed to provide students with a description of the principles and practice of ecological restoration. The historical context of the field and foundational definitions will be examined as well as the recommended best practices to design and implement an ecological restoration project. The social and human dimensions of restoration will be explored within the context of resolving common conflicts and tradeoffs that occur between the science and practice of ecological restoration. The direction of the field of ecological restoration for the future will be discussed in the face of global climate change and the Anthropocene. Several case studies will be introduced throughout the course and the course will culminate in a final assignment that asks students to critically examine a restoration project or study within their bioregion.

SP-21 One College Course Schedule

Graduate - Session D - General

	Section Course Title		Credits	Max
SBM54500 UD	MD01 Environmental Law and Policy	Brooks, Christopher ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course is an introduction to the laws and policies pertaining to issues such as population, energy, pollution, land management, waste disposal, economic growth, and ecosystem management, as well as some of the theoretical underpinnings of how economic and ecological burdens and benefits are distributed within society. Students will consider historic and modern common-law mechanisms for managing land use, and modern environmental statutes including federal land management regimes, consumer protection statutes, pollution prevention regimes, and the intersection of energy regulation and transportation law with environmental laws. Using the National Environmental Policy Act's Environmental Impact Statement process as an organizing principle, students will consider a variety of environmental issues, statutes, and case law concerning environmental regulation in the United States

SBM52002 UD	MD01 Financial Decision Making in the Triple Bottom Line Organization	Eisenberg, Daniel ONLINE	3.00	22
------------------------------	--	--	-------------	-----------

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course examines the principles of finance and financial techniques for effective management decision-making in the sustainable business, nonprofit, or other organization. While the course focus is understanding economic sustainability of organizations through by analyzing, and integrating financial information as an aid to making financial decisions, topics include the integration of social and environmental performance in financial decisions; and the application sustainability performance to lower organizational risk and cost of capital.

SBM57501 UD	MD01 Organization Transformation and Sustainable Leadership	Grimm, Tamara ONLINE	3.00	22
------------------------------	--	------------------------------------	-------------	-----------

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course examines leadership theory relating to community and organizational transformation with a focus on leading for socially responsible institutions. Students consider variables that influence effective leadership in general, and the idiosyncrasies that characterize environmental issues and social change in particular. Throughout the course students examine several integral and connected issues—leadership theory and systems thinking, key environmental and related social issues for organizations, and a variety of different leadership modalities, along with Triple Bottom Line management concepts. These broad topics intertwine to provide a solid grounding to develop students' understanding of their strengths and potential as leaders for innovating environmental and social change.

SP-21 One College Course Schedule

Graduate - Session D - General

	Section Course Title			Credits	Max
SBM58000 UD	MD01 Realizing the Vision: Integrating Strategic Systems Thinking, Sustainable Supply Chains & Operation	Holmes, Michael	ONLINE -	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course explores operations management in sustainable organizations and the application of systems thinking in the design and implementation of successful supply chain and operations strategies. Topics include social/ environmental performance gains through new model application and efficiency gains; process analysis, sustainable supply chains, quality management, service systems management, and how systems respond to attempts to bring about beneficial change to non-shareholder stakeholders, including the environment. Students will also learn about leveraging small changes in the optimal part of a system to produce big results.

ENV57700 UD	MD01 Social Equity & Community Engagement	Hagedorn, Carlos	ONLINE -	3.00	22
------------------------	--	-------------------------	--------------------	-------------	-----------

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Students in this course will identify social and cultural barriers to community involvement, considering how issues of race, class, ethnicity and gender affect community decision-making. Students will research local laws, policies, and customs that may contribute to—or inhibit—equitable access to community resources, while learning to engage with multiple stakeholders in order to assess community health and needs, build and manage effective coalitions, evaluate methods for community development according to scale, and measure community participation and success in achieving sustainability.

ADV51000 UD	MD01 Sources of Knowledge: Applied Research & Evaluation in Outdoor Education	Gilmore, Rosaleen	ONLINE -	3.00	22
------------------------	--	--------------------------	--------------------	-------------	-----------

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: Critical to the support and advancement of the outdoor education field is greater program accountability through evidence-based research. This course supports students in developing foundational knowledge and skills related to evidence-based practice in outdoor education. The process and doing of practical research will be examined at all phases, from conception through to research design, data collection, and analysis.

SP-21 One College Course Schedule

Graduate - Session D - General

	Section	Course Title			Credits	Max
GRA59700 UD	MD01	Sustainability Intensive: Pulses Nutrition and Culinary Workshop	Palmer, Sharon	ONLINE -	1.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This hands-on course will review the health and environmental benefits of pulses within plant-based diet patterns, as well as the various types of pulses that are present within cultural food traditions. The workshop will culminate in an interactive culinary class, in which students will discuss the benefits and methods for including pulses in healthful plant-based diets, share bioregional ingredients and cultural food traditions, and cook together in their own kitchens on Saturday (3/27 11 – 3 PT) and Sunday (3/28 11 – 3 PT) via Zoom. This workshop will be followed with a skills-based final assignment. A shopping list will be distributed in advance of the workshop and students should expect food expenditures of up to \$60 (depending on what is in the pantry).

COURSE DESCRIPTION: Many components of sustainable systems draw on a specialized skill set and body of knowledge and are best learned in an intensive setting that combines theory and practice. This course will immerse students in a particular aspect of sustainable systems. Students will work with sustainability faculty or practitioners to explore and apply the theory and knowledge regarding the topic at hand in a workshop format.

COR57550 UD	MD01	Sustainable Food Systems Solutions: Capstone Project	Currey, Robin	ONLINE -	3.00	22
----------------	------	--	---------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: As the concluding experience in the graduate program, the Capstone Project provides students with the opportunity to leverage the skills and knowledge acquired through the program into a project that launches students into their anticipated professional/academic trajectory. Culminating in a project that offers a solution to a food sustainability challenge or a thesis, the capstone is a mentored networking and professional development experience that is the strategic step between the graduate program and a student's career and/or academic aspirations.

ENV58500 UD	MD01	Sustainable Solutions: Impact Measurement and Program Design	Currey, Robin	ONLINE -	3.00	22
----------------	------	--	---------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Agents of change develop programs and projects with stakeholders that translate theories of change into concrete action plans that are implementable and measure impact. The design of high-quality programs, their efficient and effective implementation and the measurement of outcomes and impacts are critical to finding solutions and being accountable to stakeholders. Project design, monitoring and evaluation tools and techniques will be introduced in this course. Impact measurement indicators and their association with theories of change and program activities are explored. Students will come to understand the links among them through course assignments, culminating in the design of a project with its implementation and impact measurement plan.

SP-21 One College Course Schedule

Graduate - Session D - General

	Section	Course Title	Instructor	Mode	Credits	Max
SBM57510	MD01	The Adventure of Enterprise: Ecopreneurs, Innovation, and Sustainability	Hauk, Marna	ONLINE	3.00	22
UD				-		

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Engage in the adventure of enterprise from strategic planning to a sustainable business model and social marketing. Become fluent in the main techniques and arrays of standards available for sustainable endeavors, including cradle to cradle, Natural Step, permaculture, triple bottom line, the 5 (and 7) P's, and more. This course helps students put ecopreneurship into practice, using biomimicry and ecological design from leadership and staff management to product development and program evaluation. Explore other concepts of organization and business models, including natural capitalism, social capital, local economies, gift economies, the commons, restoration, resilience and complexity, servant leadership, cooperative and collaborative structures, and new marketing. Engage in regenerative creativity and innovation to optimize collaborative organizational genius. Explore options for successful businesses including nonprofit and hybrid structures. Engage your passion and purpose with integrity and authenticity in enterprise design and management.

SBM53000	MD01	The Economics of Sustainable Organizations & Communities	Dube, Benjamin	ONLINE	3.00	22
UD				-		

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course examines the principles and tools of economics for management decision-making in sustainable organizations, communities, and projects. Beginning with an introduction to theories of economic and community development, students will evaluate classic and alternative economic models and become familiar with existing policies that may facilitate or hinder sustainable economic development and effective management of sustainable organizations.

ENV57950	MD01	Theory and Practice in Agroecological Systems	Harper, Wendy	ONLINE	3.00	22
UD				-		

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course is designed to help students understand sustainable agricultural systems from an integrated agroecosystem perspective and relate this perspective to their bioregion, the food system and agriculture. This course will provide the foundational theory and practice of agroecology with an emphasis on a systems approach to ecosystem processes, soil health, crop management, energy use, integration of animals into systems, complex agroecological landscape level system interactions, and indicators of sustainability. Various sustainable agricultural systems are examined.

SP-21 One College Course Schedule

Graduate - Session D - General

Section Course Title				Credits	Max
GRA52100 UD	MD01 Traditional Ecological Knowledge & Wisdom	Bigknife Antonio, Molly	ONLINE -	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: Indigenous “ways of knowing” have much to teach about being in good relationship with the natural world, with the self, and with other human beings. Traditional ecological knowledge and wisdom (TEKW) emerges from the experiences of Indigenous Peoples’ keen observation of and participation with their internal and external environments. TEKW represents place-based and holistic ways of knowing and being that access the mental, physical, emotional, spiritual, and social dimensions of the individual and the collective.

In this course, students will be introduced to how Indigenous cultures value(d) and utilize(d) oral narratives and histories, experience, observation, participation, creativity, movement, stillness, patience, intuition, social and spiritual activities, and kincentric ways of knowing and being in the world to connect to, and engage with, their shared environment in ways that encourage(d) holistic health, balance, and thriving for all the living beings of that community.

ENV57876 UD	MD01 Understanding Climate Change	Sesser, Amanda	ONLINE -	3.00	22
----------------	-----------------------------------	----------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course provides an overview of the dynamic Earth system and the causes and implications of climate change. Students will gain a better understanding of how deep earth history, ocean currents, and geology shape the earth’s climate system. They will also explore how human activities are altering this system and the various ways that scientists document and analyze human-induced climate change. Students will have a better understanding of climate models and how they are used, impacts on communities and resources, and how the global community is working towards addressing the challenges posed by climate change.

SP-21 One College Course Schedule

Graduate - Session D - Nature-Based/Adventure Based Counseling

Section	Course Title	Credits	Max
MAEP51020 MD01	Adventure-based & Nature-based Counseling Intensive Practicum	1.00	15
	ONLINE		
	-		

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students are required to enroll in the MAEPINTENSIVE 3: Outdoor Rural Intensive as a co-requisite.

COURSE DESCRIPTION: This course is required for those who are enrolled in the one of the MAEPIntensives as a practicum experience for either the Adventure-based Counseling or Nature-based Ed.S. degrees. This course involves scheduled online learning both prior to and following the Intensive and explores planning and development, program administration, program evaluation, and application to a specific setting or population.

MAEPINTENSIVE 3	INT3 MAEPINTENSIVE 3- Front Country Intensive	TBA	0.00	14
		-		

FEE: \$650.00

PREREQUISITES:

None.

COREQUISITES:

None.

**** NON REFUNDABLE COURSE FEE** \$650.00**

SPECIAL NOTES: Participants taking the course for 2 credits must also enroll in MAEP51020, which is a block course with scheduled online learning both prior to the course and following the course that explores planning and development, program administration, program evaluation, and application to a specific setting or population. Participants taking this for 0 credits will only attend the 3-5 day residential portion. This course is open to current Prescott students, students in similar fields, and professionals in mental health/behavioral health fields.

Intensive dates TBD but will be in April.

The April intensive is an outdoor rural intensive located in Tampa FL. Lodging is on their own (although there is often a shared option offered at the site that they register for themselves). Some shared food is included, supplemented by student. (e.g., there are shared meals for breakfast and lunch but they are on their own for dinner to go into town or cook on site).

COURSE DESCRIPTION: The purpose of the intensives are to provide participants with an adventure and nature-based experience that 1) deepens their awareness of who they are/aim-to-be in the helping profession; 2) increases compassion and capacity to provide opportunities for healing and restoration of dignity; and 3) exposes them field experts that will broaden their professional networking. The front country intensive particularly focuses on natural areas that are outside of city limits, but are still within 2 hours of medical assistance, including its application for clinical goals, its current use in both adventure-based and nature-based counseling, its cultural relevance to a variety of populations, and specific front country safety.

SP-21 One College Course Schedule

Graduate - Session D - Social Justice and Community Organizing

	Section Course Title		Credits	Max
MASJC5111 1	MD01 Advocacy Research	Banks, Michelle ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course is only for SJCO graduate students.

COURSE DESCRIPTION: Advocacy Research prepares SJCO students to plan and complete their capstone projects and to conduct ethical, and effective movement-based research. Students will explore the role of research in planning and implementing campaigns and learn appropriate research methods as well as the skills required to frame, disseminate, and position research effectively for the purposes of building power. At the end of the course, students will present and defend their capstone plans and proposals.

MASJC5900 1	MD01 Capstone: Social Justice and Community Organizing	Hoffman, April Ruth ONLINE	5.00	22
----------------	--	-------------------------------	------	----

PREREQUISITES:

Course: MASJC51111-Advocacy Research

COREQUISITES:

None.

SPECIAL NOTES: This course is for SJCO students only.

COURSE DESCRIPTION: Students are all required to design and complete a capstone project to be completed in their third and final semester. Working with their adviser, each student designs a project that best meets their learning and career goals in a manner that demonstrates mastery in critical social theory and community organizing theory and practice. Mastery is defined as meeting the departmental learning objectives of the MA Program in Social Justice and Human Rights. Students will propose one of the following Capstone options, or, with the permission of the faculty, propose to design an alternative Capstone project. Every capstone proposal and final product will be evaluated and approved by the student's adviser and an additional faculty member, who together, will serve as the student's MA Committee.

1. Organizing Research Project: Working collaboratively with a social justice organization and their MA Committee, the student will co-design and complete a research project that fulfills a research need of that organization.
2. Comprehensive Examination: Working with their MA Committee, the student will develop three reading lists (literature reviews), each containing scholarly and applied articles and books addressing a specific question or debate in the fields of community organizing and/or social movements theory. Once the two faculty committee members approve the reading lists, the students read and take notes on all of the readings. The faculty committee then gives the student an essay question for each list. The student and committee agree on a time period in which the student will write essays responding to the questions. The student and faculty will then schedule the oral part of the exam in which the faculty will ask the students to discuss their essays. If the faculty committee determines that the student has completed the essays and discussion in manner that demonstrates competence, the student will have completed their capstone.
3. Independent Movement-Based Research Project: Working with their MA Committee, the student will design a research project that offers significant analysis of a movement-based issue. The research may be presented in written or video form (to be agreed on by the student and their adviser and committee member.)
4. Organizing Practice Project: Working collaboratively with a social justice organization and their MA Committee, the student will produce something that the organization requests, for example, a campaign or program assessment, a strategic plan, a social media campaign, a fund-raising video, etc.

SP-21 One College Course Schedule

Graduate - Session D - Social Justice and Community Organizing

Section Course Title				Credits	Max
MASJC5002 0	MD01 Landscapes of Neoliberalism	Willse, Craig	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students not in the Social Justice Community Organizing program will need permission from the Program Director or may be dropped from the course. Contact Anita Fernandez at anita.fernandez@prescott.edu for permission

COURSE DESCRIPTION: Landscapes of Neoliberalism examines social crises and movement building at the transnational scale, exploring the rise of neoliberalism and the implications of neoliberal ideologies and practices for communities experiencing the most negative impacts of contemporary global development, governance, and policy. Combining close reading, discussion and scholarly research with hands-on interviews and experiential engagement, students will explore a diverse array of community perspectives and organized challenges to neoliberalism, as well as projects and visions for alternatives using new frameworks and perspectives to make sense of the crises that characterize contemporary globalization.

MASJC5000 5	MD01 Mobilizing Change	TBA	ONLINE	3.00	22
----------------	------------------------	-----	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students not in the Social Justice Community Organizing program will need permission from the Program Director or may be dropped from the course. Contact Anita Fernandez at anita.fernandez@prescott.edu for permission

COURSE DESCRIPTION: What does it mean to “build power” and what is the role of organizers in this process? In this course, students investigate contemporary theories and learn to practice key skills for building power to make change as they participate in and reflect on grassroots organizing. Students will explore, analyze, and practice different approaches to developing leadership and designing and driving strategic campaigns. At the completion of the two organizing courses, students will demonstrate knowledge in: 1. community organizing, 2. electoral organizing, and 3. union organizing.

MASJC5000 1B	MD01 Organizing 2	Saadeh, Cirien	ONLINE	1.00	22
-----------------	-------------------	----------------	--------	------	----

PREREQUISITES:

Course: MASJC50001A-Organizing 1

COREQUISITES:

None.

SPECIAL NOTES: Students not in the Social Justice Community Organizing program will need permission from the Program Director or may be dropped from the course. Contact Anita Fernandez at anita.fernandez@prescott.edu for permission

COURSE DESCRIPTION: “We make the road by walking....” A crucial component of learning to be an organizer is direct experience. Each new entering cohort will be assigned, as a group, to work directly for an online social justice organization. Students will attend regular online organizing meetings, take on tasks and responsibilities, attend periodic on-line skills trainings, and reflect on their learning through written responses and discussions with their peers and instructor. The instructor will meet regularly with the cohort as well as with each student individually to support personal and group goal-setting, time-management, problem solving, critical reflections, and the development of the dispositions required for effective, collaborative organizing work. This ongoing organizing class will inform and be informed by all of the other classes in the curriculum, and will provide real world professional connections and work experience for students’ resumes.

SP-21 One College Course Schedule

Graduate - Session D - Social Justice and Community Organizing

Section Course Title				Credits	Max
MASJC5000 1D	MD01 Organizing 4	Saadeh, Cirien	ONLINE	1.00	22

PREREQUISITES:

Course: MASJC50001C-Organizing 3

COREQUISITES:

None.

SPECIAL NOTES: Students not in the Social Justice Community Organizing program will need permission from the Program Director or may be dropped from the course. Contact Anita Fernandez at anita.fernandez@prescott.edu for permission

COURSE DESCRIPTION: "We make the road by walking..." A crucial component of learning to be an organizer is direct experience. Each new entering cohort will be assigned, as a group, to work directly for an online social justice organization. Students will attend regular online organizing meetings, take on tasks and responsibilities, attend periodic on-line skills trainings, and reflect on their learning through written responses and discussions with their peers and instructor. The instructor will meet regularly with the cohort as well as with each student individually to support personal and group goal-setting, time-management, problem solving, critical reflections, and the development of the dispositions required for effective, collaborative organizing work. This ongoing organizing class will inform and be informed by all of the other classes in the curriculum, and will provide real world professional connections and work experience for students' resumes.

MASJC5000 4	MD01 Theories of Change	Gilmore, Craig	ONLINE	3.00	22
----------------	-------------------------	----------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students not in the Social Justice Community Organizing program will need permission from the Program Director or may be dropped from the course. Contact Anita Fernandez at anita.fernandez@prescott.edu for permission

COURSE DESCRIPTION: Theories of Change and Comparative Political and Social Theory are designed to build upon and speak to each other, though need not be taken in any particular order. In each class, students engage with contemporary social and political theory to develop an analysis of social change, develop the ability to apply critical frameworks for understanding organizing and movements and taking stands within key debates about mobilization. These courses explore comparative critical approaches to the study of systemic and institutional social power relations, the dynamics of social, cultural, and political change, and movements for social transformation with an emphasis on engaged scholarship. We will read closely, discuss, reflect on, and write about texts (including scholarly and movement based articles and books, videos, documentaries, and discussions with scholars and activists) that address the following questions: How do ordinary people build the power to participate in social decisions that impact their communities? How do groups engaged in social movement building as well as scholars and movement intellectuals engage in understanding the world with the purpose of changing it? How are socio-environmental crises and systemic injustices produced, reproduced, resisted, and challenged by human beings acting across and within different scales and modalities of time and space?

SP-21 One College Course Schedule

Graduate - Term - Counseling

Section Course Title				Credits	Max
MACP51170	MT01	Addiction Counseling	Oliver, Laura	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course includes studies that are limited to providing a broad understanding of the stages, processes, and effects of chemical dependency, social and psychological dynamics of chemical dependency, and the professional's role in prevention, intervention, and aftercare. The course covers the following competencies and objectives: gain an understanding of theories and methods of chemical dependency counseling; become aware of drug classifications and effects; and learn strategies for assessing chemical dependency.

MACP55121	MT01	Addiction Counseling & Community Resources	TBA	3.00	22
-----------	------	--	-----	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course focuses on substance use prevention, intervention and social policy, including the political, legal and social effects substance use disorders. The course also addresses the ecological risk factors of substance use.

MACP55150	MT01	Advanced Skills in Marriage, Couple and Family Counseling	Johnson, Sherrina	3.00	22
-----------	------	---	-------------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: While this elective is open to all counseling students, it is also one of the approved courses for the Marriage, Couple, and Family Counseling emphasis.

COURSE DESCRIPTION: This course focuses on an advanced examination of the couple and family counseling process, including diagnosis and assessment, as well as the skills necessary to work effectively with couples and families. The course will also explore how the counselor's personal experiences influence the counseling process with couples and families.

SP-21 One College Course Schedule

Graduate - Term - Counseling

	Section	Course Title			Credits	Max
MACP55141	MT01	Advocacy and Research in Social Justice Counseling	TBA	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students are encouraged to take MACP51000 Social Justice in Counseling prior to taking this course. While this elective is open to all counseling students, it is also one of the approved courses for the Social Justice in Counseling emphasis.

DESCRIPTION: This course will review a history of social justice in counseling, history of social movements, position of dominant and non-dominant groups, and how advocacy can be explored in all systems- including political leadership, advocacy for counseling profession, advocacy for systems that support people that experience oppression, defining skills as an ally. Students will increase their cultural competency by engaging in an in depth research study of an at-risk population in their community, including a plan for future advocacy. The theoretical perspectives presented in this course are also grounded in the Counselors for Social Justice (CSJ) Advocacy Competencies

MACP50090	MT01	Assessment: Psychological Testing and Appraisal in Counseling	Pardee, Deborah	ONLINE	3.00	30
-----------	------	---	-----------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course provides an understanding of individual and group approaches to assessment and evaluation including: a. Basic concepts of standardized and non-standardized testing and other assessment techniques, statistical concepts, reliability and validity.

MACP50070	MT01	Career and Lifestyle Development: Challenges of Adulthood	Chambers, LaToya	ONLINE	3.00	22
-----------	------	---	------------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course provides an understanding of career development and related life factors, including: a. Career development theories and decision-making models; b. Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development; and c. Psychotherapy and career counseling processes, techniques, and resources, including those applicable to specific populations.

SP-21 One College Course Schedule

Graduate - Term - Counseling

Section Course Title				Credits	Max
MACP51010	MT01 Counseling Theories	Surmitis, Kendra	ONLINE	3.00	30

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course provides a comprehensive survey of the major counseling theories and principles including Cognitive behavioral, Person centered, Brief solution focused, Adlerian, Behavioral, Psychoanalytic and neopsychoanalytic and Rational emotive.

MACP50080	MT01 Group Work: Clinical Theory and Practice	Edwards, Charles	ONLINE	3.00	30
-----------	---	------------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course provides a broad understanding of group development, group dynamics, group counseling theories, group counseling methods and skills, and other group work approaches including principles of group dynamics, group leadership styles and approaches, theories of group counseling and group counseling methods.

MACP50060	MT01 Helping Relationships: Basic Counseling Skills	Cooper, Garry	ONLINE	3.00	30
-----------	---	---------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course provides a broad understanding of counseling processes, including: a. Counselor and client characteristics and behaviors that influence helping processes related to age, gender and ethnic differences, verbal and nonverbal behaviors, and personal characteristics, orientations, and skills; and b. Essential interviewing and counseling skills with a focus on the development of a therapeutic relationship, establishment of appropriate counseling goals and intervention strategies, evaluation of client outcome, and successful termination of the counseling relationship.

SP-21 One College Course Schedule

Graduate - Term - Counseling

Section Course Title				Credits	Max
MACP50020	MT01 Human Growth and Development	Oliver, Laura	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course provides an understanding of the nature and needs of individuals at all developmental levels, including: a. Theories of individual and family development and transitions across the life-span; b. Theories of learning and personality development; and c. Strategies for facilitating optimum development over the life-span.

MACP51150	MT01 Marriage, Couple & Family Counseling	Randall Reyes, Jennifer	ONLINE	3.00	22
-----------	---	----------------------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Provides a broad understanding of the structure and dynamics of the family, including assessment and methods of couple and family intervention and counseling. Reviews the major theories, principles, and applications of couples and family counseling, from systemic and postmodern approaches.

MACP51190	MT01 Professional Counseling Ethics	Randall Reyes, Jennifer	ONLINE	3.00	22
-----------	-------------------------------------	----------------------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course provides a broad understanding of professional counseling ethics, legal standards, and responsibilities.

SP-21 One College Course Schedule

Graduate - Term - Counseling

Section Course Title					Credits	Max
MACP50000	MT01	Professional Orientation to Mental Health Counseling	Chambers, LaToya	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course introduces graduate students to the field of Mental Health Counseling, and provides an essential foundation in matters of professional identity and orientation.

MACP50000	MT02	Professional Orientation to Mental Health Counseling	Chambers, LaToya	ONLINE	3.00	22
-----------	------	--	------------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course introduces graduate students to the field of Mental Health Counseling, and provides an essential foundation in matters of professional identity and orientation.

MACP50000	MT03	Professional Orientation to Mental Health Counseling	Chambers, LaToya	ONLINE	3.00	22
-----------	------	--	------------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course introduces graduate students to the field of Mental Health Counseling, and provides an essential foundation in matters of professional identity and orientation.

SP-21 One College Course Schedule

Graduate - Term - Counseling

Section Course Title					Credits	Max
MACP50010	MT01	Psychopathology: Diagnosis and Treatment Planning	Pardee, Deborah	ONLINE -	3.00	30

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course provides an understanding of the use of assessment and diagnosis to develop appropriate treatment interventions for behavioral health disorders. This course includes the study of the current Diagnostic and Statistical Manual, the integration of diagnostic and other assessment information, and the development of treatment plans.

MACP51387	MT01	Psychopharmacology & the Counseling Profession	Pardee, Deborah	ONLINE -	3.00	22
-----------	------	--	-----------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

DESCRIPTION: This course provides counselors with a basic understanding of commonly prescribed psychotropic medications and the diagnoses for which they are prescribed. It will prepare counselors to effectively communicate and collaborate in treatment planning with prescribing professionals. Content will include the merger of psychotherapy and pharmacotherapy, history, efficacy and present standard of care. Ethical and legal issues for the counselor relating to pharmacotherapy will be covered. Several case examples demonstrating effective psychopharmacologic and psychotherapeutic management will be discussed. Strategies for developing a collaborative relationship with the prescriber will be presented.

MACP50040	MT01	Research and Program Evaluation in Mental Health Counseling	Surmitis, Kendra	ONLINE -	3.00	22
-----------	------	---	------------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course provides an understanding of research methods and basic statistical analysis, including: The importance of research and opportunities and difficulties in conducting research in the counseling profession; Research methods such as qualitative, quantitative, single-case designs, action research and outcome-based research; and Use of research to improve counseling effectiveness.

SP-21 One College Course Schedule

Graduate - Term - Counseling

Section Course Title				Credits	Max
MACP50030	MT01 Social and Cultural Diversity in Counseling	Randall Reyes, Jennifer	ONLINE -	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course provides a broad understanding of issues and trends in a multicultural and diverse society, including: a. Attitudes and behaviors based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status and intellectual ability; b. Individual, family, group, and community strategies for working with diverse populations; and c. Theories of multicultural counseling, theories of identity development, and multicultural competencies.

MACP51000	MT01 Social Justice in Counseling	Elliott, Tonya	ONLINE -	3.00	22
-----------	-----------------------------------	----------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course is designed to provide basic competencies to counselors faced with social justice concerns in therapeutic and clinical settings. The implications of culture, privilege, power, and politics to social justice struggles and the subsequent communities impacted will be examined. In addition, this course will look at the effects of environmental justice and how it impacts a client's overall wellbeing. Students will gain awareness and understanding of these complex concepts and systems, the basic competencies and skills needed to be effective when working with these issues, and learn the importance of advocacy within counseling profession.

SP-21 One College Course Schedule

Graduate - Term - Counseling

Section	Course Title			Credits	Max
MACP51021	MT01 Supervised Counseling Internship	Elliott, Tonya	ONLINE T 8:00 am - 9:30 am Online Only	0.00	0

PREREQUISITES:

Course: MACP50090-Assessment: Psychological Testing and Appraisal in Counseling and
 Course: MACP51020-Supervised Counseling Practicum and
 Permission of instructor: Keith Cross

COREQUISITES:

None.

SPECIAL NOTES: Meeting times are on AZ time. Please note instructor is on Pacific Standard Time so there will be a time change in Fall. Students must complete the application process in order to be enrolled in Internship.

Internship is a total of 6 credits over two semesters. The standard credit load per semester is 3 credits. Students wishing to complete internship over more than two semesters should consult the Director of Practicum and Internship.

You will also need to enroll for COU INTERN for 1, 2 or 3 credits as this Moodle course is 0 credits until your Application packet is approved.

PREREQUISITES: Requires completion Prerequisites, except MACP 50090 Assessment: Psychology Testing & Appraisal in Counseling may be approved with concurrent enrollment in first semester of internship only.

For continuing students only: Requires approval of the Practicum / Internship Application Packet by the Practicum and Internship Director by the deadline or enrollment for practicum or internship credits and any related hours accumulated will not be approved.

TECHNOLOGY REQUIRED: High-Speed Internet and headphones with attached microphone (ex. iPhone earbuds).

The Counseling Internship is the final and most comprehensive professional clinical experience in the counseling program. The internship provides the opportunity to synthesize counseling theory and knowledge with practice under supervision. Interns select sites congruent with their career goals that serve clients representative of the ethnic, lifestyle, and demographic diversity in the community. Participation in both group and individual supervision support interns in their increasingly autonomous role with clients.

MACP51021	MT02 Supervised Counseling Internship	Cross, Keith	ONLINE Th 11:00 am -12:30 pm Online Only	0.00	0
-----------	---------------------------------------	--------------	---	------	---

PREREQUISITES:

Course: MACP50090-Assessment: Psychological Testing and Appraisal in Counseling and
 Course: MACP51020-Supervised Counseling Practicum and
 Permission of instructor: Keith Cross

COREQUISITES:

None.

SPECIAL NOTES: Meeting times are on AZ time. Please note instructor is on Arizona Time. Students must complete the application process in order to be enrolled in Internship

Internship is a total of 6 credits over two semesters. The standard credit load per semester is 3 credits. Students wishing to complete internship over more than two semesters should consult the Director of Practicum and Internship.

You will also need to enroll for COU INTERN for 1, 2 or 3 credits as this Moodle course is 0 credits until your Application packet is approved.

PREREQUISITES: Requires completion Prerequisites, except MACP 50090 Assessment: Psychology Testing & Appraisal in Counseling may be approved with concurrent enrollment in first semester of internship only.

For continuing students only: Requires approval of the Practicum / Internship Application Packet by the Practicum and Internship Director by the deadline or enrollment for practicum or internship credits and any related hours accumulated will not be approved.

TECHNOLOGY REQUIRED: High-Speed Internet and headphones with attached microphone (ex. iPhone earbuds).

The Counseling Internship is the final and most comprehensive professional clinical experience in the counseling program. The internship provides the opportunity to synthesize counseling theory and knowledge with practice under supervision. Interns select sites congruent with their career goals that serve clients representative of the ethnic, lifestyle, and demographic diversity in the community. Participation in both group and individual supervision support interns in their increasingly autonomous role with clients.

SP-21 One College Course Schedule

Graduate - Term - Counseling

Section	Course Title			Credits	Max
MACP51020	MT01 Supervised Counseling Practicum	Lung, Maurie	ONLINE M 6:30 am - 8:00 am Online Only	0.00	0

PREREQUISITES:

Course: MACP50000-Professional Orientation to Mental Health Counseling and
 Course: MACP50010-Psychopathology: Diagnosis and Treatment Planning and
 Course: MACP50060-Helping Relationships: Basic Counseling Skills and
 Course: MACP51010-Counseling Theories and
 Course: MACP51190-Professional Counseling Ethics and
 Course: MACP50080-Group Work: Clinical Theory and Practice and
 Permission of instructor: Keith Cross

COREQUISITES:

None.

SPECIAL NOTES: Mondays from 6:30am - 8:00am. Meeting times are on AZ time. Please note instructor is on Eastern Standard time so there will be a time change in Fall. Students must complete the application process in order to be enrolled in Practicum.

This course is for continuing students only. Prerequisites must be completed to begin practicum. TECHNOLOGY REQUIRED: High-Speed Internet and headphones with attached microphone (ex. iPhone earbuds).

COURSE DESCRIPTION: Counseling practicum is designed to facilitate student development and application of counseling skills under supervision. In this course, students begin to acclimate to the practice of professional counseling by engaging in supervised individual and group counseling experiences and interactive class discussions focusing on skill development, counseling process, and professional identity. These experiences provide opportunities for practicum students to counsel clients who represent the ethnic and demographic diversity of their community and to expand their repertoire of counseling techniques and skills with direct and specific feedback from site and faculty supervisors.

MACP51020	MT02 Supervised Counseling Practicum	Elliott, Tonya	ONLINE Th 6:30 am - 8:00 am Online Only	0.00	0
-----------	--------------------------------------	----------------	--	------	---

PREREQUISITES:

Course: MACP50000-Professional Orientation to Mental Health Counseling and
 Course: MACP50010-Psychopathology: Diagnosis and Treatment Planning and
 Course: MACP50060-Helping Relationships: Basic Counseling Skills and
 Course: MACP51010-Counseling Theories and
 Course: MACP51190-Professional Counseling Ethics and
 Course: MACP50080-Group Work: Clinical Theory and Practice and
 Permission of instructor: Keith Cross

COREQUISITES:

None.

SPECIAL NOTES: Meeting times are on AZ time. Please note instructor is on Pacific Standard time so there will be a time change in Fall. Students must complete the application process in order to be enrolled in Practicum.

This course is for continuing students only. Prerequisites must be completed to begin practicum. TECHNOLOGY REQUIRED: High-Speed Internet and headphones with attached microphone (ex. iPhone earbuds).

COURSE DESCRIPTION: Counseling practicum is designed to facilitate student development and application of counseling skills under supervision. In this course, students begin to acclimate to the practice of professional counseling by engaging in supervised individual and group counseling experiences and interactive class discussions focusing on skill development, counseling process, and professional identity. These experiences provide opportunities for practicum students to counsel clients who represent the ethnic and demographic diversity of their community and to expand their repertoire of counseling techniques and skills with direct and specific feedback from site and faculty supervisors.

SP-21 One College Course Schedule

Graduate - Term - Counseling

Section Course Title				Credits	Max	
MACP55031	MT01	Trauma & Crisis: Intervention and Treatment in Counseling	Taurek, Davida	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course addresses the impact of crises, disasters, and traumatic events on individuals and communities. The psycho-physiological and emotional responses of traumatic experience will be addressed, including cognitive, affective, behavioral, and neurological effects associated with trauma related disorders. Somatic therapies, innovative treatments, and evidence-based brief, intermediate, and long-term theories and approaches for the resolution of trauma symptoms will be explored, as well as assessment strategies and counseling skills applicable to crisis intervention and the treatment of trauma, including psycho-education, stress reduction, affect regulation, emotional processing, and somatically based interventions.

SP-21 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section Course Title				Credits	Max
MAED57881	MT01 Advanced Special Education Methods	TBA	ONLINE	4.00	1

PREREQUISITES:

Permission of instructor: Calvin Richards

COREQUISITES:

None.

SPECIAL NOTES: Requires instructor permission to register

COURSE DESCRIPTION: This course explores the practice, implementation, and individualization necessary to work with children with exceptionalities. Students will take this advanced course required for certification and/or degree in early childhood special education. The course will offer insight into exceptionalities common in the special education classroom, including children on the Autism Spectrum. Other exceptionalities to be explored include: Down Syndrome, children with communication disorders, children with visual impairments, children with low mobility due to physical disability, and children with social-emotional delays, among others. Students will learn strategies and educational supports necessary to work with students of all abilities and will research appropriate educational expectations for an inclusive classroom. The student will gain skills and knowledge in evaluating and assessing the special needs of children, in choosing options for intervention, in differentiated teaching strategies and practices, and in management and guidance specifically for children with exceptional learning, behavioral, and emotional challenges; characteristics are often found inter-related. This course will deepen the student's knowledge of evaluation, intervention, and differentiated teaching strategies with a focus on specific challenges presented by learners of all abilities and on current research that can enlighten and inform teachers on effective interventions, support, and guidance of young children in an inclusive classroom.

MASG51010	MT01 Counseling Theories and Techniques	Gray, Tara	ONLINE	3.00	22
-----------	---	------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course introduces and applies counseling theories and techniques along with case studies and counseling skill development. The study and application of major counseling theories and techniques includes an evidence-based, developmental, multicultural and social justice and advocacy approach to helping diverse individuals and groups. Application of theories and techniques provides skills-based counseling practice throughout the course.

MASG51300	MT01 Creative & Expressive Arts in School Counseling	Gray, Tara	ONLINE	3.00	22
-----------	--	------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Creative and Expressive Arts in School Counseling explores hands on, experiential, evidence-based activities for school counselors using creative and expressive arts in 11 different areas such as visual arts, music, dance, narrative and drama therapy. Research and interventions will also include sandtray, play therapy, mindfulness, animal assisted therapy, adventure therapy and nature-based therapies in schools.

SP-21 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section Course Title				Credits	Max
MAED57898	MT01 Early Childhood Education Practicum	Houtz, Allison	ONLINE	4.00	21

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: The practicum course is the final capstone classroom experience that allows the student to practice the application of theoretical knowledge and demonstrate professional proficiency working with children with exceptionalities ages birth to age 8. Students participate in every facet of classroom teaching and receive constructive feedback from a cooperating teacher who is certified in early childhood special education.

Please Note: This course requires prior approval from core faculty/student teaching coordinator prior to enrollment.

Learning Targets (LT):

Students will demonstrate mastery of student teaching competencies throughout their student teaching experience. As a result of their completion of this experience, students will also demonstrate mastery of the following learning targets:

1. Signature Assignments

a. Unit and Lesson Plans - In collaboration with your cooperating teacher develop a unit plan that includes a minimum of 5 lessons. This unit plan should be age and subject appropriate to your student teaching. Within your lessons identify how you address diverse populations. At least one lesson should include the incorporation of technology. The unit plan should be based on the national common core standards. Your unit plan is due by the 5th week of the semester to your cooperating teacher. Lesson plans should be modeled from the Lesson Plan Template located on the PC Professional Preparation Resource Site on Moodle. The rubric for Unit and Lesson Plans will be used for evaluation purposes (located on the Moodle site and the Student Teaching webpage).

MAED57001	MT01 Foundations of Education	Brown, Jennifer	ONLINE	3.00	1
-----------	-------------------------------	-----------------	--------	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course is available to all Prescott College students. This course is a pre-requisite to a Professional Program pathway in Education.

COURSE DESCRIPTION: This course examines the historical and philosophical foundations of the American educational system as it engages with learners from birth through Grade 12. Current trends in education will be reviewed and evaluated. Issues affecting the role of the teacher, including school governance and finance, legal foundations, social influences, and educational reform will be explored. Attention will be given to the role of the federal government in public education especially as it applies to the Elementary and Secondary Education Act of 1965 and subsequent reauthorizations. Students will develop a basic understanding of the eligibility, and current placement for individuals with exceptional learning needs as determined by legal statutes. In addition, students will examine state, tribal, and national standards, including the Common Core State Standards Initiative.

SP-21 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section Course Title	Credits	Max
MAED58750 MT01 Foundations of Language & Literacy Romano, Victoria ONLINE	3.00	1

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course is part of a group of courses to meet the requirements for an Arizona Department of Education Reading Endorsement (K-8).

COURSE DESCRIPTION: This course is a comprehensive overview of the foundations of language and literacy designed for ALL educators who teach reading in either inclusion or self-contained settings K-12. Current research and best practice methods are provided in an interactive course format designed to meet the needs of a variety of staff including classroom teachers, special education resource and self contained teachers who are responsible for literacy assessment and instruction. Participants will learn the principles and components of scientifically based reading instruction and also focus on basic principles of writing instruction.

MASG50000 MT01 Foundations of School Counseling Delgado, Cristal ONLINE	3.00	22
---	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course introduces the history, philosophy, development and trends in school counseling and educational systems, as well as the roles and responsibilities of a school counselor. This course provides an overview of the functions and skills critical to delivering a comprehensive competency-based school counseling program (ASCA Model) for all students p-12.

MASG50080 MT01 Group Dynamics Processing and Counseling Brown, Heather ONLINE	3.00	22
---	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Through this course, the student will gain a theoretical and experiential understanding of group development, dynamics, group counseling theories, methods and skills and the effectiveness of using group counseling to address the influence of multiple factors, (e.g. abuse, violence, eating disorders, ADHD, childhood depression) on the personal, social and academic functioning of students. Students will explore individual and small group appraisal and advisement, group process assessment, counseling and consultation processes, and knowledge and skill requirements for school counselors. Peer intervention programs will also be explored as viable options for supporting and enhancing student academic, career, and personal/social development.

SP-21 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section Course Title				Credits	Max
MASG50020	MT01 Human Growth and Development	Hoop, Michelle	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course introduces students of individual, family, and life-span developmental theories. Developmental differences influenced by social forces, cultural backgrounds, socioeconomic status, gender, race, sexual orientation, age and environment will be examined, as well as the exploration of typical and atypical development.

MAED57019	MT01 Nature and Place-Based Methods Integration: Mathematics and Science	TBA	ONLINE	4.00	21
-----------	---	-----	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

Nature and Place-Based Methods Integration: Mathematics and Science

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course will explore curriculum design at a practical level with relevant applications through an experiential and interdisciplinary focused unit design. Students will design and implement an integrated unit that makes explicit connections across the subject areas of Mathematics, Science, and Reading, meeting specific state standards. Strategies for successful curricular implementation, effective use of technology to support curriculum, and accommodations for special situations and individual differences are required. The course will address the role that setting, time-frame, age, and culture play in the design of curriculum through authentic experience. Diverse assessment tools, strategies for using student assessment data to improve instruction, and appropriate ways to share the data will be required. Cultural and environmental impacts on assessment will be considered.

Extended Description

Students will be expected to implement original lesson plans in their unit design that are grade and state standards appropriate for Mathematics, Science, and Reading integration:

selecting one or more of the math standards appropriate to the unit and grade level; selecting one or more of the science standards appropriate to the unit and grade level, including STEAM content; and including effective reading and writing strategies in the content areas.

v

SP-21 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title	Credits	Max		
MAED57697 MT01	Practicum in Early Childhood Special Education	TBA	ONLINE	4.00	0

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Practicum in Early Childhood Education (birth through pre-K) is an opportunity for Early Childhood Education (ECE) teacher candidates to have a guided learning experience in a professional agency that provides services to children and families. Students will use their practicum experience to connect theory and practice as they develop professional behaviors and build a comprehensive understanding of the demographics of their community, the impact of early education in that community, and how to create a positive, supportive, and collaborative learning culture. The course uses the practicum experience to examine the developing child in a societal context and focuses on the importance of respectful, reciprocal relationships that support and empower families in a diverse society. It also examines culturally relevant and linguistically appropriate anti-bias approaches that support children in becoming competent members of society their communities and explores anti-bias strategies that can be utilized in parenting, classroom, or social settings to support families and children. Students develop skills and techniques in parent-teacher conferencing, home-school communication, parent education, group contacts with parents, and parent involvement in early childhood education.]

MASG50112 MT01	Program Development, Implementation, & Evaluation	Talamante-Montoya, Dayna	ONLINE	3.00	22
----------------	---	--------------------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: In this course students' will study the design, implementation, monitoring, and evaluation of comprehensive competency-based school counseling programs. This course will explore the means to work collaboratively in a competency-based program with students, their families, teachers, administrators, school support personnel, business partners and community leaders

MAED57217 MT01	Reading Methods and Literacy in the Secondary Classroom	TBA	ONLINE	3.00	21
----------------	---	-----	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: The student will review AZ (or home state) secondary Reading Standards and core English and Language Arts curricula, including the national common core standards, in order to support skills and include them into her/his specific content area(s). Topics such as phonemic awareness, phonics, vocabulary, reading fluency and comprehension are central components of this course, as well as comprehension in both literary and informational texts such as expository, functional, and persuasive writing. The student will consult with district reading/instructional specialists and other professional personnel to become informed of reading diagnostic tools used within the district and state as well as additional tools and technology available to assist the struggling reader. The student will review the Arizona Department of Education (or the state in which she/he is being certified) website to maintain a working knowledge of legislation and programs that address literacy issues. The student will engage in an in-depth study of systems involved in the reading process at the secondary level. After observing in public school classrooms, the student will design lessons suitable for middle and high school students in his/her subject area, emphasizing reading skills.

SP-21 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section Course Title				Credits	Max
MAED57020	MT01 Reading: Methods and Practice	Romano, Victoria	ONLINE	3.00	21

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Taught with EDU47020.

This course is part of the required curriculum for Elementary Education Teacher Preparation students. Additionally, this course may be added to a group of courses to meet the requirements for a "Reading Endorsement" for Arizona teachers. The required courses are: Decoding Strategies and Techniques for Beginning and Remedial Readers; Reading Instruction for Diverse Learners from Assessment and Balanced Literacy Programs; Diagnosis and Remediation of Reading Difficulties

COURSE DESCRIPTION: The student will examine the Arizona K-12 Reading/Language Arts Academic Standards, in order to identify and understand the components of a comprehensive reading program designed to ensure student mastery in grade level skills. The student will understand legislative and state board of education mandates pertaining to the elementary reading program. The student will explore diagnostic and remedial strategies which can be incorporated as part of an effective classroom reading program. The student will investigate environmental and cultural factors that influence reading, as well as methods for teaching diverse learners.

MASG50111	MT01 Research Practices for School Counselors	Delgado, Cristal	ONLINE	3.00	22
-----------	---	------------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course will provide students with fundamental knowledge about the area of research method and design in the field of school counseling. After demonstrating competency in research methodologies students should be versed well enough in research methods to 1) read and critically review current research in the field of school guidance counseling, and 2) design, implement, and confidently articulate the underlying theoretical principles used in the required scholarly research project and in the field.

MAED57208	MT01 Secondary Content Methods	Yost, Abby	ONLINE	3.00	22
-----------	--------------------------------	------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: During this course the student will study methods and practices for instruction in the student's selected content area. The student will become familiar with the content of texts in the subject area, state and national standards, including the national common core academic standards, for the grade levels of the subject, and a variety of methods of instruction relevant to the subject area. The student will develop strategies to meet the needs of a diverse population of learners as well as any environmental or ethical issues impacting the specific field of study. An additional area of emphasis will be placed on constructing assessment experiences which provide opportunities to analyze and interpret results for reporting strengths, areas of concern and interventions needed to ensure student learning outcomes.

SP-21 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section Course Title	Credits	Max
MASG50030 MT01 Social and Ecological Perspectives Callender, Rachaun ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course provides a broad understanding of the cultural, ethical, economic, legal and political issues surrounding diversity, equity and excellence in terms of student learning. Students will explore the implications for providing school counseling to the diverse groups in the U.S., and understand the ways in which educational policies, programs, and practices can be developed, adapted and modified to be culturally congruent with the needs of students and their families.

MAED57004 MT01 Structured English Immersion Complete Sallu, Adama ONLINE	3.00	1
--	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: 'Structured English Immersion Methods (SEI) Complete has been designed to meet Arizona teacher and administrator licensure requirements effective July 1, 2015. SEI Complete provides a dynamic combination of Basic Language Acquisition and Language Learning Theory from leading ELA researchers Noam Chomsky, Stephen Krashen, Jim Cummings and expert practitioners Lilly Wong Fillmore, Deborah Short and Jo Gusman. SEI Complete students select ELA topics in which to conduct extended guided research and prepare three Dual Objective ESL/ SEI- SIOP Lessons addressing Madeline Hunter's (7) Elements of Effective Instruction'.

MAED57199 MT01 Student Teaching - Elementary Education Smith, Andy ONLINE	8.00	0
---	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students must complete the Education Clinical Practice Contract to enroll in Student teaching.

COURSE DESCRIPTION: Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the student teaching/practicum assignment, the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to duties assigned outside of the classroom, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the Supervision Practitioner within the specific teaching environment.

SP-21 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section Course Title				Credits	Max
MAED57299	MT01 Student Teaching - Secondary Education	Smith, Andy	ONLINE	8.00	0

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students must complete the Education Clinical Practice Contract to enroll in Student teaching.

COURSE DESCRIPTION: The student teaching/practicum course is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the student teaching/practicum assignment, the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to duties assigned outside of the classroom, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the Supervision Practitioner within the specific teaching environment. If in Early Childhood Education, Early Childhood Special Education only - The early childhood practicum must include a minimum of 4 semester credits in a supervised field experience, practicum, internship, or student teaching setting serving children birth through prekindergarten and a minimum of 4 semester credits in a supervised student teaching setting serving children kindergarten through grade three/age eight. This is the first of the two required practicum courses for Early Childhood Education students. Please Note: Six weeks (180 Practicum hours) is required in each of the two Practicum experiences for a total of 360 hours. This course requires prior approval from core faculty/student teaching coordinator prior to enrollment.

MAED57395	MT01 Student Teaching - Special Education	TBA	ONLINE	8.00	0
-----------	---	-----	--------	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students must complete the Education Clinical Practice Contract to enroll in Student teaching.

COURSE DESCRIPTION: The student teaching/practicum course is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the student teaching/practicum assignment, the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to duties assigned outside of the classroom, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the Supervision Practitioner within the specific teaching environment. If in Early Childhood Education, Early Childhood Special Education only - The early childhood practicum must include a minimum of 4 semester credits in a supervised field experience, practicum, internship, or student teaching setting serving children birth through prekindergarten and a minimum of 4 semester credits in a supervised student teaching setting serving children kindergarten through grade three/age eight. This is the first of the two required practicum courses for Early Childhood Education students. Please Note: Six weeks (180 Practicum hours) is required in each of the two Practicum experiences for a total of 360 hours. This course requires prior approval from core faculty/student teaching coordinator prior to enrollment.

SP-21 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section Course Title	Credits	Max
MAED57899 MT01 Student Teaching Early Childhood Education Smith, Andy ONLINE	4.00	0

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students must complete the Education Clinical Practice Contract to enroll in Student teaching.

COURSE DESCRIPTION: Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment, the student is expected to respond to critical feedback and participate in every facet of the special education classroom for early learners, teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in an ECSE classroom.

MAED57698 MT01 Student Teaching in Early Childhood Special Education ONLINE	4.00	0
---	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students must complete the Education Clinical Practice Contract to enroll in Student teaching.

COURSE DESCRIPTION: Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment, the student is expected to respond to critical feedback and participate in every facet of special education classroom teaching in K, 1st and 2nd grade levels, from daily instruction to playground duties, IEPs case management, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a special education classroom focusing on Kinder, 1st & 2nd graders. **NOTE:** In accordance with State Board of Education Rule, placement of student teachers pursuing the specific special education exceptionality must be with a cooperating teacher certified in learning disabilities AND in a special education classroom comprised of at least 51% of students formally diagnosed with this disability. A Prescott College form must be completed by the cooperating teacher and the student teacher verifying that these two conditions for placement have been met.

MASG51020 MT01 Supervised School Counseling Internship Gray, Tara ONLINE	8.00	0
--	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: The school counseling practicum is designed to provide the opportunity for graduate students to participate in all forms of the School Counseling Program setting under the supervision of a certified school guidance counselor and Prescott College core faculty. The 600 supervised clock hours (with a minimum of 240 direct service clock hours) of graduate practicum builds upon the student's graduate studies in school counseling. Students will work in a school setting under the supervision of an experienced school counselor.

SP-21 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section Course Title					Credits	Max
MASG50081	MT01	The Transformed School Counselor: 21 st Century Ready	Newbury, Joel	ONLINE	1.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course will provide students with the final preparation needed to transition into their supervised school practicum and beyond, to their role as a 21st century school counselor. They will review their prior learning from course work and field experience application through the lens of technology and the tools needed to effectively maximize their roles in leadership, advocacy, consultancy, coordination, collaboration, and resource management, as well as effectively maximizing legal and ethical behavior while meeting their program vision of supporting a safe and equitable school environment and educational system to meet the needs of all students.

MAED57804	MT01	The Whole Child	Houtz, Allison	ONLINE	3.00	1
-----------	------	-----------------	----------------	--------	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: In this course students engage in holistic study of typical and atypical early child development, address issues of health, safety, and nutrition, and research the impact of early experience on the young child's behavior and learning progress. Focus of study is on the multiple and interrelated physical, environmental, and social factors that impact child growth and development from pre-birth to 8 years of age and on methods of evaluation and assessment of development. Students study patterns and indicators of healthy development for each age and stage of growth and learn to recognize, document, and respond appropriately to signs of developmental delays or problems that can affect a child's growth and development. Nutritional and health guidelines for optimal physical and intellectual growth are examined, as well as the developmental processes that support healthy emotional and social relationships and successful learning. The importance of access to safe spaces and responsive adults to optimal growth and development is emphasized. Research data on the positive impact of meaningful times and places for inclusive experiential learning and outdoor play and exploration for all young children is also examined.

MASG50070	MT01	Vocational Counseling and Career Develop	Morris, Michael	ONLINE	3.00	22
-----------	------	--	-----------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course examines career and vocational development theories; occupational and advanced education planning, information sources and systems. During this course, the students will be exposed to curriculum design, lesson plan development, classroom management strategies and differentiated instructional strategies for teaching counseling and guidance related material.

SP-21 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section Course Title				Credits	Max
MAED57050	MT01 Working in Schools: Orientation	Brown, Jennifer	ONLINE	1.00	21

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course is available to all Prescott College students. This course is a pre-requisite to a Professional Program pathway in Education.

COURSE DESCRIPTION: Students in this course are introduced to the profession of education as related to schooling from pre-kindergarten through 12th grade. Participants are orientated to the professional classroom, personnel, education resources, field guidelines, and school placements. School professionalism, law, safety clearance guidelines, school etiquette, conduct, and dispositional requirements while working in schools are also reviewed. This course meets the professional educator course requirement for all students seeking to volunteer, intern, student teach, or other fieldwork related to working with underage children in school settings from pre-kindergarten through high school.

SP-21 One College Course Schedule

Graduate - Term - Equine-Assisted Learning and Mental Health

Section Course Title				Credits	Max
MAEA51034	MT01 Best Practices in Equine Assisted Mental	McPhee, Pam	ONLINE	3.00	11

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course supports advanced study and practice of equine-assisted mental health (EAMH) as a treatment approach in counseling and psychotherapy. Students will explore how EAMH can be applied within various counseling theories and incorporated into treatment for different populations. Emphasis is placed on the potential for equine-assisted services to optimize treatment through appropriate application. Indications, precautions and contraindications as well as advanced elements of ethics, cultural considerations and examination of standards and research in EAMH. Students will critically assess and articulate their view of current best practices in EAMH.

MAEQ51034	MT01 Best Practices in Equine-Assisted Learning	McPhee, Pam	ONLINE	3.00	22
-----------	---	-------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course supports advanced study and practice of equine-assisted mental health (EAMH) as a treatment approach in counseling and psychotherapy. Students will explore how EAMH can be applied within various counseling theories and incorporated into treatment for different populations. Emphasis is placed on the potential for equine-assisted services to optimize treatment through appropriate application. Indications, precautions and contraindications as well as advanced elements of ethics, cultural considerations and examination of standards and research in EAMH. Students will critically assess and articulate their view of current best practices in EAMH.

MAEA51033	MT01 Group Process and Facilitation for EAMH	McPhee, Pam	ONLINE	3.00	22
-----------	--	-------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course increases the student's familiarity and practice with individual and group facilitation with emphasis on including equines as part of the process. Facilitation skills such as establishing and maintaining rapport, framing and structuring activities, facilitating reflection and transference will be taught and practiced along with specific considerations for working with groups when providing equine-assisted services.

SP-21 One College Course Schedule

Graduate - Term - Equine-Assisted Learning and Mental Health

Section Course Title					Credits	Max
MAEQ51033	MT01	Group Process and Facilitation for Equine-Assisted Learning	McPhee, Pam	ONLINE	3.00	11

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course increases the student's familiarity and practice with individual and group facilitation with emphasis on including equines as part of the process. Facilitation skills such as establishing and maintaining rapport, framing and structuring activities, facilitating reflection and transference will be taught and practiced along with specific considerations for working with groups when providing equine-assisted services.

MAEQ51020	MT01	Professional Field Experience in Equine-Assisted Learning	McPhee, Pam	ONLINE	3.00	11
-----------	------	---	-------------	--------	------	----

PREREQUISITES:

Course: MAEQ51031-Explorations in Equine-Assisted Mental Health and Learning and
Course: MAEQ51032-Equines in the Therapeutic and Learning Environment

COREQUISITES:

None.

SPECIAL NOTES: Students are required to contact the instructor prior to the beginning of the course in order to get their PFE site and supervisor approved and to discuss their PFE plan. Students can only enroll in this course if they know they will be able to complete all requirements for the PFE (200 hours) by the end of the semester.

COURSE DESCRIPTION: The Professional Field Experience (PFE) in Equine-Assisted Mental Health is the fifth and last course in the Equine Concentration Prescott College. This 3 credit course offers students the opportunity to explore the possibilities connected to a wide variety of equine-assisted work and to find their own path. They first spend 100 hours of exploration during which they attend a wide variety of equine-related workshops, seminars, and presentations. As they broaden their horizons and acquire a breadth of new skills and knowledge, they narrow their focus in order to synthesize their knowledge and deepen their expertise. This is done through 100 hours of client/student-related work in the field under the supervision of an equine-assisted mental health professional. Most importantly, this course is designed for students to customize their experiences to meet their individualized learning goals and to become an equine-assisted professional who knows and follows her or his calling.

SP-21 One College Course Schedule

Graduate - Term - Equine-Assisted Learning and Mental Health

Section Course Title				Credits	Max	
MAEA51020	MT01	Professional Field Experience in Equine-Assisted Mental Health	McPhee, Pam	ONLINE	3.00	11

PREREQUISITES:

Course: MAEA51031-Explorations in Equine-Assisted Mental Health and Learning and
Course: MAEA51032-Equines in the Therapeutic and Learning

COREQUISITES:

None.

SPECIAL NOTES: Students are required to contact the instructor prior to the beginning of the course in order to get their PFE site and supervisor approved and to discuss their PFE plan. Students can only enroll in this course if they know they will be able to complete all requirements for the PFE (200 hours) by the end of the semester.

COURSE DESCRIPTION: The Professional Field Experience (PFE) in Equine-Assisted Mental Health is the fifth and last course in the Equine Concentration at Prescott College. This 3 credit course offers students the opportunity to explore the possibilities connected to a wide variety of equine-assisted work and to find their own path. They first spend 100 hours of exploration during which they attend a wide variety of equine-related workshops, seminars, and presentations. As they broaden their horizons and acquire a breadth of new skills and knowledge, they narrow their focus in order to synthesize their knowledge and deepen their expertise. This is done through 100 hours of client/student-related work in the field under the supervision of an equine-assisted mental health professional. Most importantly, this course is designed for students to customize their experiences to meet their individualized learning goals and to become an equine-assisted professional who knows and follows her or his calling.

SP-21 One College Course Schedule

Graduate - Term - Expressive Arts Therapy

Section	Course Title			Credits	Max
MAAT51301	MT01 EAT I: Foundation in Expressive Art Therapy: History and Theory of Expressive Art Therapy	Carlock-Russo, Margaret	ONLINE -	3.00	12

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This foundational course examines the history and the development of expressive art therapy as a distinct therapeutic practice. This course identifies anthropological precursors, the major events and founding practitioners that have shaped the development of the modality and profession of expressive art therapy. An overview of the theories of psychotherapy relevant to art therapy and expressive arts therapies, as well as theories of creativity and the creative process are included in this course.

MAAT51302	MT01 Expressive Art Therapies II: Materials and Techniques of Practice in Expressive Art Therapy	Carlock-Russo, Margaret	ONLINE -	3.00	12
-----------	--	-------------------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: The focus of this course involves direct experience of the therapeutic utility and psychological influence of art process and materials. Through engagement in studio art processes students learn art therapy techniques and approaches which contribute to understanding the therapeutic effect of art making and creative expression in the application of intervention strategies and establishment of therapeutic goals. Students will gain an understanding of the Expressive Therapies Continuum and its application in expressive art therapies. This course encompasses the beginning study of symbolism and metaphor as applied in expressive art therapy.

MAAT51303	MT01 Expressive Art Therapies III: Applications of Exp Art Therapy w/People in Different Treatment Setting	Epstein, Cheri	ONLINE -	3.00	12
-----------	--	----------------	-------------	------	----

PREREQUISITES:

Course: MAAT51301-Expressive Art Therapies I: History and Theory of Expressive Art Therapy or
Course: MAAT51301-EAT I: Foundation in Expressive Art Therapy: History and Theory of Expressive Art Therapy

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course examines clinical interventions for the treatment of children, adolescents, adults, couples and families within in-patient, partial treatment programs, and aftercare; essential interviewing and counseling skills for developing the therapeutic relationship; exploration of verbal, behavioral, and artistic and expressive communication, assessment, treatment planning approaches, relationship dynamics and role on the treatment team. The student will continue study of the Expressive Therapies Continuum as a tool in designing art/expressive therapy interventions. The student will continue to deepen understanding of symbolism and metaphor and their uses in art/expressive therapies.

SP-21 One College Course Schedule

Graduate - Term - Expressive Arts Therapy

	Section Course Title			Credits	Max
MAAT51306	MT01 Expressive Art Therapies VI: Ethical & Legal Issues-Standards of Good Practice in Expres Art Therapy	Thurman, Patrick	ONLINE -	3.00	12

PREREQUISITES:

- Course: MAAT51301-Expressive Art Therapies I: History and Theory of Expressive Art Therapy or
- Course: MAAT51301-EAT I: Foundation in Expressive Art Therapy: History and Theory of Expressive Art Therapy and
- Course: MAAT51303-Expressive Art Therapies III: Applications of Exp Art Therapy w/People in Different Treatmnt Setting or
- Course: MAAT51303-Expressive Art Therapies III:Applications of Exp Art Therapy w/People in Different Treatment Setting

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course examines professional identity, professional ethics and ethical practice of art therapy; familiarity with the ethical standards of the AATA and ATCB, as well as the ACA and other related fields, proper application of ethical and legal principles of art therapy and expressive art therapy practice. This course examines the professional role as an expressive art therapist with regard to function and relationships with other mental health professional organizations. Understanding of credentialing and licensure, public policy, advocating for the profession and client advocacy are included in this course. Areas of focus also include preparation to enter the job market and practice in resume writing and professional interviewing skills.

MAAT59301	MT01 Expressive Arts Therapy Capstone Project	Carlock-Russo, Margaret	ONLINE -	3.00	12
-----------	---	----------------------------	-------------	------	----

PREREQUISITES:

- Course: MAAT51301-EAT I: Foundation in Expressive Art Therapy: History and Theory of Expressive Art Therapy or
- Course: MAAT51302-Expressive Art Therapies II: Materials and Techniques of Practice in Expressive Art Therapy or
- Course: MAAT51303-Expressive Art Therapies III:Applications of Exp Art Therapy w/People in Different Treatment Setting or
- Course: MAAT51304-Expressive Art Therapies IV: Group Work and Dynamics in Expressive Art Therapy or
- Course: MAAT51305-Expressive Art Therapies V: Assessment in Expressive Art Therapy or
- Course: MAAT51306-Expressive Art Therapies VI: Ethical & Legal Issues-Standards of Good Practice in Expres Art Therapy and
- Permission of instructor: Instructor TBA

COREQUISITES:

None.

SPECIAL NOTES: Students must have a complete and approved Capstone Proposal prior to registering for this course.

COURSE DESCRIPTION: The Expressive Arts Therapy (EAT) Capstone Project is designed as a culminating scholarly project. The Capstone course provides students with knowledge and skills related to understanding and evaluating research and understanding research methodology, including qualitative and quantitative designs. The importance of research in the mental health professions, ethical, practical, and legal considerations, and the use of research to assess effectiveness of mental health services will be addressed. Students will develop a research based project that addresses an area of need within expressive arts and/or art therapy practice.

SP-21 One College Course Schedule

Graduate - Term - Expressive Arts Therapy

Section Course Title				Credits	Max
MAAT51310	MT01 Studio Art-Expressive Arts Studio	Epstein, Cheri	ONLINE	1.00	12

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course will focus on further development of studio art skills and practices and or expressive arts techniques, as applicable. Areas of focus may include a specific studio art technique such as drawing, painting or clay work, mixed media materials explorations, or intermodal expressive arts such as visual art, poetry, performance, movement, sound and music.

MAAT51310	MT02 Studio Art-Expressive Arts Studio	Haley, Carmen	ONLINE	1.00	12
-----------	--	---------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course will focus on further development of studio art skills and practices and or expressive arts techniques, as applicable. Areas of focus may include a specific studio art technique such as drawing, painting or clay work, mixed media materials explorations, or intermodal expressive arts such as visual art, poetry, performance, movement, sound and music.

MAAT51021	MT01 Supervised Expressive Art Therapy Internship: Clinical Case Consultation	Randick, Nicole	ONLINE	2.00	12
-----------	---	-----------------	--------	------	----

PREREQUISITES:

Course: MAAT51301-Expressive Art Therapies I: History and Theory of Expressive Art Therapy and
 Course: MAAT51302-Expressive Art Therapies II: Materials and Techniques of Practice in Expressive Art Therapy and
 Course: MAAT51303-Expressive Art Therapies III: Applications of Exp Art Therapy w/People in Different Treatmnt Setting and
 Course: MAAT51304-Expressive Art Therapies IV: Group Work and Dynamics in Expressive Art Therapy and
 Course: MAAT51305-Expressive Art Therapies V: Assessment in Expressive Art Therapy and
 Course: MAAT51306-Expressive Art Therapies VI: Ethical & Legal Issues-Standards of Good Practice in Expres Art Therapy and
 Course: MAAT51020-Supervised Expressive Art Therapy Practicum

COREQUISITES:

None.

SPECIAL NOTES: The internship will be split into Parts I and II over at least 2 semesters of enrollment.

COURSE DESCRIPTION: Students gain professional experience in supervised clinical settings and engage in on-going case consultation with faculty throughout the internship experience. The EAT Internship provides the opportunity to synthesize theory and knowledge with practice under supervision. EAT interns select sites that are congruent with their career goals and serve clients representative of the ethnic, lifestyle and demographic diversity in their community. Participation in both group and individual supervision support EAT Internship students in their increasingly autonomous role with clients. This course involves a MYCLASSROOM/MOODLE based, cohort component and video, as well as face to face faculty provided group supervision.

SP-21 One College Course Schedule

Graduate - Term - Expressive Arts Therapy

Section Course Title					Credits	Max
MAAT51020	MT01	Supervised Expressive Art Therapy Practicum	Carlock-Russo, Margaret	ONLINE -	1.00	12

PREREQUISITES:

Course: MAAT51301-EAT I: Foundation in Expressive Art Therapy: History and Theory of Expressive Art Therapy

COREQUISITES:

None.

SPECIAL NOTES: Students must file separate EAT Practicum Application and Agreement prior to start of the Term in order for these hours to count toward your total required hours.

PREREQUISITES: MAAT51301 Foundations in Expressive Art Therapy: History and Theory of Expressive Art Therapy

COURSE DESCRIPTION: The Practicum in Expressive Art Therapy is designed to facilitate the application of theory and development of expressive art therapy skills under supervision. EAT Students are provided with opportunities to provide expressive art therapy for client's representative of the ethnic and demographic diversity of their community. Through closely supervised individual and group expressive art therapy experiences students expand their repertoire of expressive art therapy techniques and interpersonal relationship skills. Student receives direct and specific feedback from clinical and faculty supervisors. Ideally students will spend at least 50% of this 100-hour clinical field experience providing EAT directly for clients. This course has a MYCLASSROOM/MOODLE based, cohort component and also includes video conferenced supervision.

SP-21 One College Course Schedule

Graduate - Term - General

Section Course Title				Credits	Max
COR5000 UD	MT01 Individualized Studies	Stogsdill, Gary	ONLINE -	0.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: The Individualized Studies course serves as a homeroom to provide students with regular and substantive faculty oversight for any studies that fall outside of a regular class offering. Such studies may include independent learning, mentored learning, internship learning, structured noncredit learning, and any creative combination of these options. The Individualized Studies course offers students the opportunity to discuss their learning with peers and the instructor, who assesses student work.

SP-21 One College Course Schedule

Graduate - Term - Nature-Based/Adventure Based Counseling

Section	Course Title		Credits	Max
MAEP51042	MT01 Assessment & Interventions in Adventure-based Counseling	ONLINE	3.00	12

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course explores assessment as it relates to the application of adventure-based counseling techniques with a variety of populations and settings. Exploration of utilization of adventure-based therapy interventions as methods of assessment as well as traditional assessments will be explored for both screening and clinical decision-making of treatment planning.

MAEP51032	MT01 Assessment and Interventions in Nature-based Counseling	ONLINE	3.00	12
-----------	--	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: Assessment and Intervention planning in mental health counseling is essential in quality and ethical practice. This course is designed to support students in understanding how to utilize Ecotherapy interventions as methods of assessment. Further, this course is also designed to help the student identify and become competent in utilizing Ecotherapy interventions in their area of excitement (deep ecology, Biophilia, environmental science). Topics that will be covered are: the Adventure Wave, Therapeutic Alliance, Matching, Treatment Skills, Processing while using Ecotherapy concepts.

MAEP51050	MT01 Capstone for Adventure-based Counseling or Nature-based Counseling	Lung, Maurie	ONLINE	3.00	14
-----------	---	--------------	--------	------	----

PREREQUISITES:

Course: MAEP51034-Research in Ecopsychology or
Course: MAEP51044-Research in Adventure Based Psychotherapy

COREQUISITES:

None.

SP-21 One College Course Schedule

Graduate - Term - Nature-Based/Adventure Based Counseling

	Section	Course Title	Instructor	Mode	Credits	Max
MAEP51043	MT02	Ethics & Risk Mitigation in Adventure-based Counseling	Wynn, Tiffany	ONLINE -	3.00	15

PREREQUISITES:

Course: MAEP51030-Foundations of Ecopsychology or
 Course: MAEP51040-Foundations of Adventure-based Psychotherapy

COREQUISITES:

None.

COURSE DESCRIPTION: This course explores ethical considerations and risk mitigation policies and procedures as they relate to adventure-based counseling with a variety of populations and settings. This includes review of clinical decision-making, safety, environmental stewardship, clinical documentation, and organizational documentation. Safety protocols, organizational policies, and professional standards specific to populations and settings will be examined, including accreditation and professional certification.

MAEP51033	MT01	Ethics & Risk Mitigation in Nature-based Counseling	Wynn, Tiffany	ONLINE -	3.00	12
-----------	------	---	---------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course explores ethical considerations and risk mitigation policies and procedures as they relate to nature-based counseling with a variety of populations and settings. This includes review of clinical decision-making, safety, environmental stewardship, clinical documentation, and organizational documentation. Safety protocols, organizational policies, and professional standards specific to populations and settings will be examined, including accreditation and professional certification.

MAEP51010	MT01	Foundations of Experiential Counseling	TBA	ONLINE -	3.00	22
-----------	------	--	-----	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course explores the fundamental theories, philosophy, and principles of nature-based and adventure-based counseling. It provides an overview of scholarly and critical thinking, research, and writing in the fields of ecopsychology, ecotherapy, experiential therapy, wilderness therapy, nature-based therapy, outdoor therapy, and adventure therapy. Students will investigate the fundamental influences and principles on which these fields were founded, where they intersect, and where they diverge. Of particular attention is historical and influential developments related to the field in the United States, the varying definitions found in the literature, and shared concepts, such as negotiating risk and stress, natural consequences, experiential learning, deep ecology, earth-based traditional healing practices, non US-centric nature healing practices, horticulture, ritual and rites of passage, biophilia, and mindfulness. This course guides students to clarify their future focus in either ecotherapy or adventure-based therapy.

SP-21 One College Course Schedule

Graduate - Term - Nature-Based/Adventure Based Counseling

Section	Course Title	Credits	Max
MAEP51041 MT01	Treatment Applications in Adventure-based Counseling	3.00	15
	Maturo-Tolisano, Heather		
	ONLINE		
	-		

PREREQUISITES:

Course: MAEP51040-Foundations of Adventure-based Psychotherapy or
 Course: MAEP51030-Foundations of Ecotherapy

COREQUISITES:

None.

COURSE DESCRIPTION: This course explores how the concepts of adventure-based are incorporated in counseling interventions with a variety of populations and settings. Of particular focus is co-creating therapeutic alliance, incorporating the natural environment, facilitating toward clinical change, guiding processing of experiences, and matching adventure activities with clinical goals. Special attention is paid to the specific and diverse context of various clients (e.g., social, cultural, systemic, ethnic, gender, and sexual orientation, etc.)

MAEP51031 MT01	Treatment Applications in Nature-based Counseling	3.00	12
	Maturo-Tolisano, Heather		
	ONLINE		
	-		

PREREQUISITES:

Course: MAEP51030-Foundations of Ecotherapy or
 Course: MAEP51040-Foundations of Adventure-based Psychotherapy

COREQUISITES:

None.

COURSE DESCRIPTION: This course explores how the concepts of nature-based are incorporated in counseling interventions with a variety of populations and settings. Of particular focus is co-creating therapeutic alliance, incorporating elements of the natural environment, facilitating toward clinical change, guiding processing of experiences, integrating environmental stewardship, and matching nature-based philosophies and activities with clinical goals. Special attention is paid to the specific and diverse context of various clients (e.g., social, cultural, systemic, ethnic, gender, and sexual orientation, etc.)

SP-21 One College Course Schedule

Doctoral Registration & Placeholders for Mentored Courses Limited Residency PhD Enrollment

Mentored Study Courses

Use these course numbers when creating your Mentored Course Contracts for the term.

- Indicate the number of credits you will be doing for each course. Credits listed are minimum required for degree.

Course Id	Title	Credits	Mentor	Capacity
PHD77000	Qualifying Paper course	1	TBD	N/A
PHD73001	Dissertation Project/Proposal	4	TBD	N/A
PHD73002	Practicum	Varying	TBD	N/A
Optional requirements as of SP17, with maximum of 6 credits				
PHD73111	Advance Research Methodologies	4	TBD	N/A
PHD79000	Independent Study	Variable	TBD	N/A
SPECIAL NOTES: Title must be general enough to allow specialization within the course but not to then need a change to the title at the end of the course.				
PHD79001	Dissertation	16	TBD	N/A
Enrollment is split over at least 2 terms				
PHD79003	Dissertation Completion	3	TBD	N/A
SPECIAL NOTES: Title must be general enough to allow specialization within the course but not to then need a change to the title at the end of the course.				

Undecided/still developing courses?

MA. PHD Mentored Placeholder Course

PLACEHOLDER	Credits	Section
MA. PhD Mentored Placeholder Course	1	XX01
MA. PhD Mentored Placeholder Course	2	XX02
MA. PhD Mentored Placeholder Course	3	XX03
MA. PhD Mentored Placeholder Course	4	XX04
MA. PhD Mentored Placeholder Course	5	XX05
MA. PhD Mentored Placeholder Course	6	XX06
MA. PhD Mentored Placeholder Course	7	XX07
MA. PhD Mentored Placeholder Course	8	XX08
MA. PhD Mentored Placeholder Course	9	XX09

SP-21 One College Course Schedule

Doctorate - Session C – Sustainability Education

Section Course Title				Credits	Max
EDU71014	MC01 Climate Advocacy & Praxis	Ramsey, Scott	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Climate Advocacy and Praxis is a foundational doctoral course designed to explore the many complex and interconnected facets of climate change. The course will purposefully investigate how these conditions are influencing human, other than human, and natural systems, as well as the connections between climate change and a multitude of contemporary issues we are facing. To move towards addressing the critical issue of climate change, students will investigate basic climate science as well as examine how past climatic changes have influenced social, cultural, and economic arenas. Additionally, students will dive into current and future planetary, regional, and local disturbances and consider how these trends are disproportionately impacting segments of the population. Through the process of community-based experiential projects, students will deepen their capacity for being able to promote climate change communication, advocacy, and climate education. Within this framework, students will have the opportunity to deepen their critical thinking skills, enhance their research techniques, and enrich their ability to analyze complex arguments regarding climate change.

EDU71013	MC01 Sustainability Education	Greeson, Kimberley	ONLINE	3.00	22
----------	-------------------------------	--------------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Sustainability education is an iterative process through which individuals and organizations engage in transformational learning experiences — growing from reflexive positionality, entangled empathy, and involving diverse ways of knowing. Students in the “Sustainability Education” core course will critically and creatively examine issues within the field of sustainability education. This class will explore theories, processes, and conditions through which humans (individuals, groups, and organizations) and other than human species and living systems learn and transform in ways that support a sustainable future for all. From a human systems standpoint, this may include the examination of current educational approaches and strategies, as well as Indigenous and other ways of knowing, and innovations that challenge hegemonic and inequitable assumptions and practices.

SP-21 One College Course Schedule

Doctorate - Session C - General

Section Course Title				Credits	Max
GRA58001 UD	MC01 Quantitative Research Methods	Gilmore, Rosaleen	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Quantitative methods rely on forming and testing hypotheses on phenomena. The "Quantitative Research Methods" course examines the basic concepts of quantitative methods in order to build a functional understanding of statistical and mixed methods. While statistical concepts form the backbone of quantitative methods, the focus of this course will remain on the fundamentals of experimental design, the interpretation of statistics in the literature, applications, and analysis (including but not limited to: measures of center and spread, t-tests, ANOVA, correlation and regression, chi-square, p-values, power analysis, and post-hoc tests). Recommended practices in the use of quantitative methods will be discussed. From this course, students will develop their critical statistical literacy, and work on incorporating quantitative and mixed methods into their research.

SP-21 One College Course Schedule

Doctorate - Session D – Sustainability Education

Section Course Title					Credits	Max
EDU72100	MD01	Going Public: Strategies for Socially Engaged Scholarship	Gano, Gretchen	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Socially engaged scholarship involves generating and circulating knowledge for and with publics and communities. This course prepares students to share expertise through diverse communication practices and outlets including scholarly and popular publication, media engagement, consulting and community partnerships. The rewards of “going public” include enriching research, creative activity, and public knowledge; enhancing curriculum, teaching and learning; preparing informed and engaged citizens; strengthening democratic values and civic responsibility; tackling critical social and environmental problems; and contributing to the co-creation of public good.

SP-21 One College Course Schedule

Doctorate - Session D - General

Section Course Title				Credits	Max
WRW57001 UD	MD01 Academic Writing Seminar	Ramsey, Scott	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: The "Academic Writing Seminar" class will support graduate students in writing, refining, and advancing a scholarly paper for publication in an approved peer review journal of their selection. A student is expected to enter the course with a substantive draft paper from which they will be coached in refining and elevating for an academic audience. The paper will need to meet formatting conventions of the journal of their selection in length and style (such as APA 7th edition). The outcome of this course is the signature assignment entitled the "Qualifying Paper" which, upon approval, will indicate the paper is primed for journal submission. Doctoral students will produce an approved Qualifying Paper in order to advance to their Dissertation Proposal; Doctoral Research Design coursework. Master's students will produce a Capstone Paper, journal article, or other document supporting their thesis development.

GRA58002 UD	MD01 Qualitative Research	Santo, Bev	ONLINE	3.00	22
----------------	---------------------------	------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Quantitative methods rely on forming and testing hypotheses on phenomena. The "Quantitative Research Methods" course examines the basic concepts of quantitative methods in order to build a functional understanding of statistical and mixed methods. While statistical concepts form the backbone of quantitative methods, the focus of this course will remain on the fundamentals of experimental design, the interpretation of statistics in the literature, applications, and analysis (including but not limited to: measures of center and spread, t-tests, ANOVA, correlation and regression, chi-square, p-values, power analysis, and post-hoc tests). Recommended practices in the use of quantitative methods will be discussed. From this course, students will develop their critical statistical literacy, and work on incorporating quantitative and mixed methods into their research.

SP-21 One College Course Schedule