

Fall 2021



All College
Registration Instructions,
Course Schedule
&
Descriptions

REVISION 3.16.2021

Fall 2021

August 24 – December 12, 2021

REGISTRATION DEADLINE: July 2, 2021

TUITION DEADLINE: July 2, 2021

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

Contents

General Information	3
How to Register On-line	5
Tuition and Fee Schedule	7
Annual Notification to Students of FERPA..... (Family Educational Rights and Privacy Act).....	8
Notice of Drug Violation Penalties	9
Fall 2021 Undergraduate Registration Information	10
Student Health Insurance Notice.....	11
Undergraduate Mentored Study, Senior Project/Student Teaching Placeholder Registration Courses.....	12

General Information

Fall 2021 Term Dates

Term Dates:	Tuesday, August 24 – Sunday, December 12, 2021
Session A:	Tuesday, August 24 – Sunday, October 17, 2021
Session B:	Tuesday, October 19 – Sunday, December 12, 2021
Fall Block 1:	Tuesday, August 24 – Thursday, September 16, 2021
Fall Block 2:	Tuesday, September 21 – Thursday, October 14, 2021
Fall Block 3:	Tuesday, October 19 – Thursday, November 11, 2021
Fall Block 4:	Tuesday, November 16 – Thursday, December 9, 2021
Semester:	Tuesday, September 28 – Sunday, December 12, 2021

TERM	[-----16 weeks-----]
BLOCK 1, 2, 3, 4	[---4 weeks---] [---4 weeks---] [---4 weeks---] [---4 weeks---]
Semester	[-----12 weeks-----]
BLOCK A/BLOCK B	[-----8 weeks-----] [-----8 weeks-----]

Resident Orientations	
New Student Move-In Day	TBD
Resident Undergrad Check-In	TBD
All Faculty Meeting	TBD
Online Program Orientations	
Undergraduate	August 17, 2021
MS Counseling	In Person August 18, 2021
PhD	August 23-25, 2021
All Other Graduate	August 17, 2021
Additional Residencies, Colloquia	
MS Counseling	August 19 – August 21, 2021
Masters Programs	TBD

Grading Deadlines	
Term	Friday, December 17, 2021
Session A	Friday, October 22, 2021
Session B	Friday, December 17, 2021
Block 1	Tuesday, September 21, 2021
Block 2	Tuesday, October 19, 2021
Block 3	November 16, 2021
Block 4	Friday, December 17, 2021
Semester	Friday, December 17, 2021

*Grades are typically due no later than 5 day after the end of term.

Registration Opens	Monday, April 5, 2021 All Programs			
Tuition Deadline	Friday, July 2, 2021*			
Session/Start Date	Last Day Add/Drop	Tuition Refund		Last Day to request W
Term Course 08-24-2021	09-06-2021	100% 75% 0%	until midnight 09/06/2021 09/06/2021 through 09/13/2021 09/14/2021 and later	11-26-2021
Session A Course 08-24-2021	08-30-2021	100% 0%	until midnight 08/30/2021 09/01/2021 and later	10-01-2021
Session B Course 10-19-2021	10-25-2021	100% 0%	until midnight 10/25/2021 10/26/2021 and later	11-26-2021
Semester 09-28-2021	10-04-2021	100% 0%	until midnight 10/04/2021 10/05/2021 and later	11-26-2021
Block 1 Course 08-24-2021	08-26-2021	100% 0%	until midnight 08/26/2021 08/27/2021 and later	09-03-2021
Block 2 Course 09-21-2021	09-23-2021	100% 0%	until midnight 09/23/2021 09/24/2021 and later	10-01-2021
Block 3 Course 10-19-2021	10-21-2021	100% 0%	until midnight 10/21/2021 10/22/2021 and later	10-30-2021
Block 4 Course 11-16-2021	11-18-2021	100% 0%	until midnight 11/18/2021 11/19/2021 and later	11-26-2021

*Late Registration Fee assessed starting 5pm on Tuition Deadline. **Note:** Online Registration will close on Sunday one week (9 days) before term start at Drop form. No Shows for Block 1 or A will be dropped from ALL courses for the term.

Registration opens April 5, 2021 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, July 2, 2021*

*\$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 August 13, 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 (NelNet)

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 NelNet 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/Lecture/XX01	Mentored Placeholder Course	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, Mogolio Room BioLab
5/16/2016 - 8/5/2016	2016 Summer Full Term	4.00		

- Registration Type
- Fees
- Instructors
- Duration
- Schedule
- Prerequisites

Traditional
N/A
Piccari, Joseph F.
1/12/2016 - 5/6/2016
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 2021/22 Tuition And Fees For All Programs

On Campus Undergraduate					
Semester Credits		F/T	8 cr.	4 cr.	Per Credit
Tuition (12+*)	OCU	\$ 16,488.00	\$ 10,992.00	\$ 5,496.00	\$ 1,374.00
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-21 Insurance	TBD		Fall Term		
SP/SU-22 Insurance	TBD		Spring Term		
Online Undergraduate and Post-Bac Teacher Prep					
Semester Credits		F/T	P/T or Over 12 Per Credit		
Tuition (12)		\$ 5,976.00	\$498		
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		
Online Masters (MS) in Counseling and graduate certificates in Counseling					
Semester Credits		F/T	P/T or Over 12 Per Credit		
Tuition (12)		\$ 9,960.00	\$830		
Orientation Fee		\$ 260.00	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		
<small>*Professional Liability Insurance Covered by Prescott College (Educator's Legal)</small>					
Online Masters (MA) in Critical Psychology					
Online Masters (MFA) in Social & Environmental Arts Practice					
Semester Credits		F/T	P/T or Over 12 Per Credit		
Tuition (12)		\$ 7,404.00	\$617		
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		
Online Masters (M.Ed.) in Education and post-degree certification in Education					
Online Masters of Arts in Education (with/without) emphasis in Environmental Education					
Semester Credits		F/T	P/T or Over 12 Per Credit		
Tuition (12)		\$ 7,176.00	\$598		
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		
Online Masters (MS) in Environmental Studies					
Online Masters (MA) in Interdisciplinary Studies					
Online Masters (MA) in Outdoor Education Leadership					
Online Masters (MS) in Resilient and Sustainable Communities					
Online Masters (MS) in Sustainable Food Systems					
Online Masters (MBA) in Sustainability Leadership					
Semester Credits		F/T	P/T or Over 12 Per Credit		
Tuition (12)		\$ 9,288.00	\$774		
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		
Online Masters (MA) Social Justice and Community Organizing					
Semester Credits		F/T	P/T or Over 12 Per Credit		
Tuition (12)		\$ 3,900.00	\$325		
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		
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		\$ 280.00	One Time (or per orientation)		
Sustainability Fee		\$ 50.00	Each Term		
Technology Fee		\$ 115.00	Each Term		
Online Masters (MA) Teach out Program Only) in Adventure Education, Education, Environmental Studies or Humanities					
Semester Credits		F/T	P/T or Over 12 Per Credit		
Tuition (12)		\$ 11,220.00	\$935		
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		
On Campus Masters in Social Justice and Community Organizing (Teach Out)					
Semester Credits		F/T	P/T or Over 12 Per Credit		
Tuition (12)		\$ 7,404.00	\$617		
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		

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)).

Fall 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 2, 2021, paid or not.

Block 1

➤ ADV24050	B101	Environmental Perspectives & Whitewater	\$284
➤ CRS40003	B101	Globalization and Urban Politics in LA	\$1,120

Block 2

➤ CRS22706/42706	B202	Decolonial Pedagogy	\$552
➤ ADV23151/43151	B101	Backcountry Skiing & Avalanche Forecasting	\$818

Session B

➤ ADV21710/41710	MBB1	Leading Inclusively I	\$84
------------------	------	-----------------------	------

Co-Requisite Courses

Session A & Session B

➤ EDU22707/CRS28060	Critical Literacy for Social Justice & Urban Env Justice	\$552
---------------------	--	-------

COURSE FEE is updated

Remember to update your anticipated graduation date (the month AND the year)—required for tuition & financial aid processing. IF YOU PLAN TO GRADUATE IN December 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 Fall 2021 term is August 1, 2021 through December 31, 2021. Please contact Student Accounts 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 Fall 2021 insurance has not yet been set.
- **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 has not yet been set. Once it is set, the online waiver process may be accessed here: prescott.myahpcare.com. Please read the questions for the waiver before attempting to waive. You will need specific benefit information regarding your coverage. If AHP has questions about your coverage, they will contact you via email.
- 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://prescott.myahpcare.com>.
- 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 Accounts regarding changes to eligibility.

For questions regarding enrollment, call Aetna directly at 855.844.3001. For questions regarding the benefits, call Aetna directly at 877.480.4161. For any questions regarding billing, call Student Accounts at 928.350.400.

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

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

Semester			Credits	Course ID	Section	Credits
Course ID	Section					
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

* On Campus Undergraduates are REQUIRED to take Core Curriculum 4 COR40005 with their Senior Project/Student Teaching

Full-Term			Credits	Course ID	Section	Credits
Course ID	Section					
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			

** Online Undergraduates are REQUIRED to take COR40005 or PASS47002 with their Senior Project/Student Teaching

FA-21 One College Course Schedule

Undergraduate - Block 1 - Adventure Education

	Section	Course Title		Credits	Max
ADV22048	B001	Rock Climbing & Geology	Hovater, Stevo	6.00	6
LD			Field, Derek		
			MTThF 8:00 am - 5:00 pm		
			San Juan 201-A		

FEE: \$109.00

PREREQUISITES:

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

COREQUISITES:

None.

SPECIAL NOTES: Course meets for the first week on zoom Tuesday through Friday 9 -3. Weeks two and three are in the field and week four is in San Juan 201A from 9 - 3.

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.

ADV24050	B001	Environmental Perspectives & Whitewater	Barnes, Joel	6.00	12
LD					
			MTThF 8:00 am - 5:00 pm		
			Field - See Notes		
			MTThF 8:00 am - 5:00 pm		
			San Juan 201-B		

FEE: \$284.00

*** NON-REFUNDABLE FEE ***

PREREQUISITES:

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

COREQUISITES:

None.

SPECIAL NOTES: Meets 1st 4-5 days 9-5 in San Juan 201-B, then the course is entirely field-based; \$450.00 estimated student expenses for equipment, books, guides, food in the field, misc. A fee of \$300 will be collected and used for group food purchases for the field.

COURSE DESCRIPTION: In the context of an expedition on one of the classic whitewater rivers of the West, students are introduced to the natural and cultural history of the Colorado Plateau as well as the skills and knowledge pertinent to technical whitewater and cooperative group expeditions. Topics for study include vegetation, wildlife, geography, geology, high desert ecology, general aspects of Indian and non-Indian cultures of the bioregion, and critical analysis of contemporary conservation issues. Students will study these topics in the context of a collaborative research project, coordinated with the BLM or other land management agencies. Research methods, data collection and reporting will be central to the project. Developing skills in whitewater hydrology, piloting watercraft, whitewater safety, conducting river trip logistics, and performing equipment repair and maintenance are also integral parts of the curriculum. As the course progresses, students will learn to embrace a holistic approach to wilderness river leadership that integrates bioregional studies, resource management assessments and backcountry travel in a seamless fashion.

FA-21 One College Course Schedule

Undergraduate - Block 1 - Adventure Education

Section	Course Title		Credits	Max
ADV42048 UD	B001 Rock Climbing & Geology	Field, Derek Hovater, Steve	6.00	4
		MTThF 8:00 am - 5:00 pm San Juan 201-A		

FEE: \$109.00

PREREQUISITES:

Course: ORI26002-Orientation: Desert, Mountain & Canyon Expedition and
Course: ADV22010-Rock Climbing, Introduction to

COREQUISITES:

None.

SPECIAL NOTES: Course meets for the first week on zoom Tuesday through Friday 9 -3. Weeks two and three are in the field and week four is in San Juan 201A from 9 - 3.

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.

ADV43005 UD	B001 Alpine Mountaineering	Brown, Mathieu	4.00	8
		MTThF 8:00 am - 5:00 pm Field - See Notes MTThF 8:00 am - 5:00 pm San Juan 201-C		

FEE: \$345.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: First few days of class is 8am-5pm in San Juan 201-C. Students who enroll in this course should have the ability to lead climb 5.7 traditional routes, at least 2 multi-pitch rock climbs and efficient anchor building skills. A climbing logbook with a minimum of 15 documented >/= 5.7 traditional leads is required; Wilderness Emergency Care or WFR certification recommended. This course is based in the field after initial classroom meetings; \$400.00 estimated student expense for personal equipment (i.e., stormproof clothing), food in the field, misc. A fee of \$100 will be collected for food money contributing to group dinners in the field.

COURSE DESCRIPTION: This is an intermediate/advanced course for students with solid backgrounds in rock climbing and general back country skills. The concentration is on acquiring basic alpine mountaineering skills and perfecting them to a level suitable for use in conducting adventure experiences in an alpine setting. This field-oriented course takes place in a suitable alpine region and emphasizes ascents of mountains with a broad range of characteristics. Topics covered include: expedition planning and logistics; safety and hazard evaluation; communication and leadership; self-rescue and emergency procedures; snow and ice climbing technique; glacier travel and crevasse rescue; avalanche awareness; route finding; applied rock climbing; practical weather forecasting, accident prevention, and modern trends in mountaineering.

FA-21 One College Course Schedule

Undergraduate - Block 1 - Adventure Education

Section	Course Title	Credits	Max	
ADV46000 UD	B001 Wilderness Orientation Instructors Practicum	TBA Goodman, Cecil	SSu 8:00 am - 5:00 pm Manzanita Chapel	6.00 10

PREREQUISITES:

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

COREQUISITES:

None.

PREREQUISITES: Permission from instructor or Julie Munro required 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)

The course will meet in the Chapel on August 14, 15, 21, & 22, 2021.

SPECIAL NOTES: 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). Instructors will begin the mandatory staff training on August 14th. Course meets every day from 8/14/21 -9/17/21.

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.

FA-21 One College Course Schedule

Undergraduate - Block 1 - Arts & Humanities

Section	Course Title	Credits	Max		
AHU22382 LD	B001 ST in AHU: Acting/Non-acting: Developing Openness & Resilience through Performance Practice	Pongstaphone, Ruth	MTThF 9:00 am - 1:00 pm Manzanita Chapel	4.00	10

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Writing emphasis

COURSE DESCRIPTION: This is a studio course for actors and non-actors in which students will explore different approaches to acting and the ways in which various acting exercises and techniques operate to nurture and support individual and communal, emotional and physical, openness and resilience. Studio work begins the basics of presence and awareness, connecting body, mind, and being through breath and movement, cultivating emptiness, trust, and receptivity, and developing instincts that are fundamental for entering explorations as an actor. The diverse sources of the techniques introduced within the course include: Butoh / Kundalini Yoga / Red Nose clowning / Yoshi Oida / Peter Brook / Stanford Meisner / Konstantin Stanislavski / Augusto Boal. During the course students will develop individual ways of employing acting techniques as tools to form personal strategies for engaging diverse subject matter encompassing roles and situations within a theatre play, as well as, circumstances and conflicts that arise in life.

AHU23323 LD	B001 Sense of Place	Sanderson, Sheila	MTThF 1:00 pm - 5:00 pm Crossroads Center 201	4.00	10
----------------	---------------------	-------------------	--	------	----

PREREQUISITES:

Course: WRW26000-Writing Workshop

COREQUISITES:

None.

SPECIAL NOTES: Students must meet the prerequisite, WRW26000-Writing Workshop or have a transcript notation of successful completion of a freshman, college-level composition, writing, or literature course from another college.

COURSE DESCRIPTION: In this creative writing and literature course, students will explore their relationships to places by writing about them as well as expand their understanding of the human connection to place by reading works of literature in which place is central. They will read poetry and prose by both classic and contemporary authors; engage in a variety of writing exercises designed to enhance their facility with a variety of literary techniques; present their own works-in-progress for class critique; and compile a manuscript of revisions.

AHU25000 LD	B001 Collage and Assemblage	Greenblum, Ellen	MTThF 9:00 am - 1:00 pm Marina 1	4.00	8
----------------	-----------------------------	------------------	-------------------------------------	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: None

COURSE DESCRIPTION: This course explores the inclusion of collage and assemblages through art history as a way to understand how concepts are literally constructed into coherent artworks. Students will review contemporary works to inform the many possibilities for planning and creating their own pieces based on the personal stories they want to depict in a form that allows for layering of meaning, metaphor and responsivity to one's conditions and environment.

FA-21 One College Course Schedule

Undergraduate - Block 1 - Arts & Humanities

Section	Course Title	Credits	Max
AHU42382 UD	B001 ST in AHU: Acting/Non-acting: Developing Openness & Resilience through Performance Practice	Pongstaphone, Ruth CONF MTThF 9:00 am - 1:00 pm Manzanita Chapel	4.00 4

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Writing emphasis

COURSE DESCRIPTION: This is a studio course for actors and non-actors in which students will explore different approaches to acting and the ways in which various acting exercises and techniques operate to nurture and support individual and communal, emotional and physical, openness and resilience. Studio work begins the basics of presence and awareness, connecting body, mind, and being through breath and movement, cultivating emptiness, trust, and receptivity, and developing instincts that are fundamental for entering explorations as an actor. The diverse sources of the techniques introduced within the course include: Butoh / Kundalini Yoga / Red Nose clowning / Yoshi Oida / Peter Brook / Stanford Meisner / Konstantin Stanislavski / Augusto Boal. During the course students will develop individual ways of employing acting techniques as tools to form personal strategies for engaging diverse subject matter encompassing roles and situations within a theatre play, as well as, circumstances and conflicts that arise in life.

AHU43323 UD	B001 Sense of Place	Sanderson, Sheila MTThF 1:00 pm - 5:00 pm Crossroads Center 201	4.00 4
----------------	---------------------	---	-----------

PREREQUISITES:

Course: WRW26000-Writing Workshop

COREQUISITES:

None.

SPECIAL NOTES: Students must meet the prerequisite, WRW26000-Writing Workshop or have a transcript notation of successful completion of a freshman, college-level composition, writing, or literature course from another college. Plus have one additional writing or literature course.

COURSE DESCRIPTION: In this creative writing and literature course, students will explore their relationships to places by writing about them as well as expand their understanding of the human connection to place by reading works of literature in which place is central. They will read poetry and prose by both classic and contemporary authors; engage in a variety of writing exercises designed to enhance their facility with a variety of literary techniques; present their own works-in-progress for class critique; and compile a manuscript of revisions.

AHU45000 UD	B001 Collage and Assemblage	Greenblum, Ellen MTThF 9:00 am - 1:00 pm Marina 1	4.00 4
----------------	-----------------------------	---	-----------

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: None

COURSE DESCRIPTION: This course explores the inclusion of collage and assemblages through art history as a way to understand how concepts are literally constructed into coherent artworks. Students will review contemporary works to inform the many possibilities for planning and creating their own pieces based on the personal stories they want to depict in a form that allows for layering of meaning, metaphor and responsivity to one's conditions and environment.

FA-21 One College Course Schedule

Undergraduate - Block 1 - Core Curriculum

Section	Course Title	Credits	Max	
ORI26005 LD	B001 Orientation: Community-Based - Connections	Goodman, Cecil Tison, Eleanor	MTThF 8:00 am - 5:00 pm Cicada	4.00 18

FEE: \$1,075.00

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: CBO is intended to orient new students to the colleges' unique educational philosophy, structure, and community in the context of a Prescott-based course. This fall, Community Based Orientation is an exploration of community through the multifaceted project of Food Justice. Students will engage in a range of experiential and classroom-based activities to investigate such topics as food systems, food insecurity, school and community gardens, agroecology, and nutrition. Coursework will aid students in learning how to analyze the relationships between community and the environment, while cultivating a sense of place and in-depth introduction to the philosophies and practices of Prescott College. As in other sections of Orientation, student learning activities will include readings, discussions, student delivered presentations, group projects, community building activities, required field trips, and a student-built learning portfolio. This course is based in Prescott and is an interdisciplinary 4 credit Liberal Arts course.

ORI26002 LD	B001 Orientation: Desert, Mountain & Canyon Expedition	Goodman, Cecil		4.00	75
----------------	---	----------------	--	------	----

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 will meet in CRC202, 204, 203, 205, Ironwood A, B, & C the first week of block from 8/22 - 8/27, 2021. After that activities will take place in the field.

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.

FA-21 One College Course Schedule

Undergraduate - Block 1 - Core Curriculum

Section	Course Title	Instructor	Credits	Max
ORI46001 UD	B001 Community Based Orientation	Goodman, Cecil	4.00	4

COREQUISITES:

None.

PREREQUISITES: Permission of instructor after application process (please contact instructor to apply): Cecil Goodman and Courses: At least 1 education skills course. Identified course include: Foundation of Education, Curriculum Design, Teaching & Learning in AE, Barrion Pedagogy, Environmental Education Methods or Fundamentals Teaching methods for Adventure Educators And At least 1 course that focuses on building mentoring, coaching and community building skills. Identified courses include: Counseling Skills or Peer Education Training, Peer Education Practicum, Group Process of Adventure Educators, Maasailand I, II, III, Youth Empowerment: Developing & Facilitating Transformational Experiences.

SPECIAL NOTES: Senior level status preferred. Completion of the application process includes a supportive faculty reference. Contact Orientation Director (Cecil Goodman) for application to register. Students participate in a staff training beginning on 8/18/21. This training will take place daily until the beginning of the Block. Students will also receive a \$100 stipend to cover gear and food expenses. See Orientation Director for all details.

COURSE DESCRIPTION: Qualified students will have the opportunity to implement an interdisciplinary and diverse skill set including, counseling and mentoring skills, teaching and learning skills, and community building skills within the context of Community Based Orientation. Students will work one-on-one with a mentor instructor to co-plan curriculum, co-facilitate learning activities, co-teach classes, and support new students in the Community Based Orientation course. The overall goal of this course is for qualified students to hone their diverse skill set to orient new students in Community Based Orientation to the Prescott College learning community and to the philosophy and practices of Prescott College. Students must apply via the Orientation Instructor to enroll.

COR20005 LD	B001 Core Curriculum 2: Ways of Knowing		TTh 9:00 am -12:30 pm Crossroads Center 205	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.

COR47001 UD	MB01 PASS 1 - Education	Brown, Jennifer	ONLINE	1.00	22
------------------------	--------------------------------	------------------------	---------------	-------------	-----------

PREREQUISITES:

None.

COREQUISITES:

None.

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	MB02 PASS 1 - Liberal Arts	Bigknife Antonio, Molly	ONLINE	1.00	22
------------------------	-----------------------------------	------------------------------------	---------------	-------------	-----------

PREREQUISITES:

None.

COREQUISITES:

None.

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.

FA-21 One College Course Schedule

Undergraduate - Block 1 - Education & Teacher Preparation

Section	Course Title	Credits	Max
EDU27033 LD	B001 Place-based Education Theory TBA	4.00	12
MTThF 1:00 pm - 5:00 pm Field - See Notes			

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Fingerprint Clearance may be required for observation/practicum aspects. This will meet at the Highland Center on Walker Road.

COURSE DESCRIPTION: In this course, students will engage with a Sense of Place from a variety of cultural and theoretical viewpoints, examining the philosophies, benefits, and methods, while also critically reflecting on their personal past and present connections to place. These understandings will then expand to include the scholastic perspectives of Place-based Education: a pedagogy and methodology that utilizes local community and environment as a starting point to teach concepts in a variety of disciplines. Emphasizing experiential and interdisciplinary learning, Place-based Education has been shown to increase academic achievement, strengthen communities, enhances students' appreciation for the natural world, and foster a healthy commitment to serving as active, contributing citizens. Students in this course will critically examine these claims through research, discussion, and observation of initiatives in their community. In culmination, students will design and facilitate a lesson cultivating a sense of place through what they perceive to be the most efficacious place-based educational method.

EDU47033 UD	B001 Sense of Place and Place-Based Education TBA	3.00	12
MTThF 1:00 pm - 5:00 pm Field - See Notes			

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course will meet in the Highland Center on Walker Road.

In this course, students will engage with a Sense of Place from a variety of cultural and theoretical viewpoints, examining the philosophies, benefits, and methods, while also critically reflecting on their personal past and present connections to place. These understandings will then expand to include the scholastic perspectives of Place-based Education: a pedagogy and methodology that utilizes local community and environment as a starting point to teach concepts in a variety of disciplines. Emphasizing experiential and interdisciplinary learning, Place-based Education has been shown to increase academic achievement, strengthen communities, enhances students' appreciation for the natural world, and foster a healthy commitment to serving as active, contributing citizens. Students in this course will critically examine these claims through research, discussion, and observation of initiatives in their community. In culmination, students will design and facilitate a lesson cultivating a sense of place through what they perceive to be the most efficacious place-based educational method.

FA-21 One College Course Schedule

Undergraduate - Block 1 - Environmental Studies/Sustainable Community Development

Section	Course Title		Credits	Max
ENV42020 UD	B001 Conservation Biology	Altrichter, Mariana	4.00	12
		MTThF 9:00 am - 1:00 pm Sinagua B		

PREREQUISITES:

Course: WRW26000-Writing Workshop and
 Course: ENV22015-Biological Principles: Life on Earth or
 Course: ENV22725-Ecology, Concepts of or
 Course: ENV22730-Natural History & Ecology of the Southwest, Phase I

COREQUISITES:

None.

SPECIAL NOTES: NONE

Writing emphasis

COURSE DESCRIPTION: This course focuses on the nature and importance of biological diversity, modern threats to its integrity, and the emergence of conservation biology as a crisis-oriented, applied, scientific discipline. Biological, political, and managerial considerations are given to a broad range of topics, including: biodiversity, island biogeography, extinction, minimum viable population size, endangered species, design of nature reserves, and ecosystem management. Students gain a broad overview of conservation biology, as well as focus on a specific topic of their choice through completion of a personal project. Extensive readings of original literature are required.

ENV23000 LD	B001 Ecology of Human Evolution	Dailey, Mark	4.00	10
		MTThF 9:00 am - 1:00 pm Mogollon EARSCI		

FEE: \$65.00

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: It is not possible to completely understand the reciprocal character of the human/nature relationship without looking closely at the very long history of that relationship. Furthermore, evolutionary trends need to be evaluated from an ecological perspective. The seeds of hominid ecology that were sown millions of years ago bear fruit even today in human populations. This course identifies those seeds and follows their development through the course of hominid evolution. We will ask hard questions about the past and seek answers that have meaning for today's world. How did physical adaptations to natural conditions over the last few million years affect our ability to adapt to the present day environments? How did adaptive behaviors and values forged in the face of inhospitable environments hundreds of thousands of years ago help create the predicaments in which we find ourselves today? Does the past limit our future? The mechanisms of biological and cultural evolution will guide our investigations of these and other critical questions. This course is designed for students who already understand the basic concepts in ecology and evolutionary theory.

FA-21 One College Course Schedule

Undergraduate - Block 1 - Environmental Studies/Sustainable Community Development

Section	Course Title	Instructor	Credits	Max
ENV43000 UD	B001 Ecology of Human Evolution	Dailey, Mark	4.00	4

FEE: \$65.00

PREREQUISITES:

Permission of instructor: Mark Dailey

COREQUISITES:

None.

COURSE DESCRIPTION: It is not possible to completely understand the reciprocal character of the human/nature relationship without looking closely at the very long history of that relationship. Furthermore, evolutionary trends need to be evaluated from an ecological perspective. The seeds of hominid ecology that were sown millions of years ago bear fruit even today in human populations. This course identifies those seeds and follows their development through the course of hominid evolution. We will ask hard questions about the past and seek answers that have meaning for today's world. How did physical adaptations to natural conditions over the last few million years affect our ability to adapt to the present day environments? How did adaptive behaviors and values forged in the face of inhospitable environments hundreds of thousands of years ago help create the predicaments in which we find ourselves today? Does the past limit our future? The mechanisms of biological and cultural evolution will guide our investigations of these and other critical questions. This course is designed for students who already understand the basic concepts in ecology and evolutionary theory.

ENV22100 LD	B001 Form & Pattern in Nature	Riegner, Mark	4.00	14
			MTThF 9:00 am - 1:00 pm	
			Sinagua A	

FEE: \$60.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course addresses aspects of form and pattern in nature based especially on the botanical work of Goethe (who coined the term "morphology"), as well as the classic studies of D'Arcy Thompson ("On Growth and Form"), the mathematics of Fibonacci, the environmental art of Andy Goldsworthy, new developments in pattern analysis, fractal geometry and chaos theory, and other contributions. Students explore the nature of cognition and examine in detail plant and animal morphology from aesthetic, functional, and phenomenological perspectives and ultimately apply these observations to an understanding of landscape quality and sense of place. Selected form elements, such as the sphere and spiral, which recur throughout nature, are also studied, as well as the fluid dynamics of water. In addition, students are introduced to the application of projective geometry as a tool to understand the qualitative features and interrelationships of natural forms and the processes of metamorphosis. We will have several local field trips, and each student is required to complete a final project that elaborates a theme from the course.

FA-21 One College Course Schedule

Undergraduate - Block 1 - Environmental Studies/Sustainable Community Development

Section		Course Title			Credits	Max
ENV42022 UD	B001	Wildlife Management: Applied Conservation Biology	Hartl, Brett	MTThF 1:00 pm - 5:00 pm Sinagua B	4.00	14

FEE: \$296.00

PREREQUISITES:

Permission of instructor: Brett Hartl or
Permission of instructor: Edward Boyer

COREQUISITES:

None.

SPECIAL NOTES: Occasional long field days, including optional overnight field experience with black-footed ferret recovery program.
Binoculars recommended.

COURSE DESCRIPTION: Today, preservation of biodiversity is supplanting old notions of wildlife management. This intensive course, a sequel to Conservation Biology, will expose students to the wildlife management field -- past, present, projected future. We will examine aspects of applied conservation biology, wildlife policy, endangered species, and captive breeding, with a special focus on management of wildlife in Arizona. We will visit with land managers, wildlife biologists, researchers and conservation activists.

FA-21 One College Course Schedule

Undergraduate - Block 1 - Global Studies

Section	Course Title	Credits	Max
CRS25001 LD	MB01 Critical Animal Studies and Non-Human Rights	Greeson, Kimberley 4.00	ONLINE MTThF 9:00 am - 1:00 pm Ironwood A 7

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course will be offered in Hiflex, with options for students to take the course from a distance or face-to-face. Students who take the course from a distance will participate on Moodle and have the opportunity to participate in bi-weekly Zoom sessions (which will be recorded for any students who cannot participate). Students who take the course face-to-face will participate in Moodle and Zoom-based activities with online students and, in addition, will meet twice weekly for face-to-face discussion sessions and experiential activities and take day-long field trips on Fridays from 9 am to 5 pm. There will be no course fee for the field trips.

COURSE DESCRIPTION: Based on existing scientific evidence, certain nonhuman animals – specifically great apes, dolphins, and elephants – should be entitled to such basic legal rights as bodily liberty and integrity. Despite scientific proof that they are self-aware autonomous beings with complex cognitive abilities, non-human animals are not granted rights within the Liberal legal tradition or system. This has raised some complex questions about who should have these rights and how these rights might be determined and distributed along the continuum of species. Critical Animal Studies examines animal-human relationships, the role of animals in human societies, the boundaries between humans and animals, the politics of the representation of animals, and our ethical imperatives concerning animals. The course enables students to develop a rigorous engagement with some of the more complex questions of animal treatment and the role of social systems in creating these inequalities. We will explore issues, including: the historical and philosophical scope of animal studies; animal agency; sociality and consciousness; animal representation in popular culture; animal advocacy; social movements and humane education; and animal questions in science and technology.

CRS45001 UD	MB01 Critical Animal Studies and Non-Human Rights	Greeson, Kimberley 4.00	ONLINE MTThF 9:00 am - 1:00 pm Ironwood A 7
----------------	---	----------------------------	--

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course will be offered in Hiflex, with options for students to take the course from a distance or face-to-face. Students who take the course from a distance will participate on Moodle and have the opportunity to participate in bi-weekly Zoom sessions (which will be recorded for any students who cannot participate). Students who take the course face-to-face will participate in Moodle and Zoom-based activities with online students and, in addition, will meet twice weekly for face-to-face discussion sessions and experiential activities and take day-long field trips on Fridays from 9 am to 5 pm. There will be no course fee for the field trips.

COURSE DESCRIPTION: Based on existing scientific evidence, certain nonhuman animals – specifically great apes, dolphins, and elephants – should be entitled to such basic legal rights as bodily liberty and integrity. Despite scientific proof that they are self-aware autonomous beings with complex cognitive abilities, non-human animals are not granted rights within the Liberal legal tradition or system. This has raised some complex questions about who should have these rights and how these rights might be determined and distributed along the continuum of species. Critical Animal Studies examines animal-human relationships, the role of animals in human societies, the boundaries between humans and animals, the politics of the representation of animals, and our ethical imperatives concerning animals. The course enables students to develop a rigorous engagement with some of the more complex questions of animal treatment and the role of social systems in creating these inequalities. We will explore issues, including: the historical and philosophical scope of animal studies; animal agency; sociality and consciousness; animal representation in popular culture; animal advocacy; social movements and humane education; and animal questions in science and technology.

FA-21 One College Course Schedule

Undergraduate - Block 1 - Global Studies

Section	Course Title	Credits	Max
CRS40003 UD	B001 Globalization and Urban Politics in Los Angeles	4.00	10
	Hammer-Tomizuka, Zoë	MTWThF 8:00 am - 5:00 pm	Crossroads Center 206

FEE: \$1,120.00 ***NON-REFUNDALBE COURSE FEE***

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course takes place in Los Angeles after an initial meeting on campus. Course fee is non-refundable and includes all housing for the first 4 weeks of the term.

COURSE DESCRIPTION: Contemporary globalization has reconfigured landscapes of power, in part, through the emergence of global cities such as Los Angeles. In addition, for the first time in history, the majority of humans live in urban areas. The study of urbanization has become crucial to understanding processes of uneven development, social decision making, and struggles for social transformation and sustainability. This course will take students to Los Angeles to immerse them in processes of experiential learning, expose them to major questions and debates in the interdisciplinary and applied study of urbanization and globalization, to build an intentional learning community, and to explore themes of justice, home, and community in diverse contexts of social justice organizing and activism.

CRS21205 LD	B001 Radical Media: Podcasting	4.00	8
	TBA	MTThF 1:00 pm - 5:00 pm	Cottonwood A

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Radical Media offers students an academic curriculum focusing on journalistic ethics and how to use media production to promote social justice. Throughout the course we will cover the journalistic "toolkit" that is necessary to convey social and political messages effectively. Students will research, write, create and edit a media product about a contemporary and pressing social issue. Students will work in production teams and travel off campus to interview people, working with non-profits and community organizations to create media with a powerful social message. The aim of this course is to help students become media literate and to sharpen their skills as producers and consumers of news through screenings, critiques, and guest lectures. Readings and discussions focus on current news, media ethics, media literacy, social justice issues and the powerful role of media (TV news, documentaries, new media, digital storytelling) as tools for civic engagement and positive social change.

FA-21 One College Course Schedule

Undergraduate - Block 1 - Global Studies

Section		Course Title			Credits	Max
CRS41205 UD	MB01	Radical Media: Podcasting	TBA	MTThF 1:00 pm - 5:00 pm Cottonwood A	4.00	8

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Radical Media offers students an academic curriculum focusing on journalistic ethics and how to use media production to promote social justice. Throughout the course we will cover the journalistic "toolkit" that is necessary to convey social and political messages effectively. Students will research, write, create and edit a media product about a contemporary and pressing social issue. Students will work in production teams and travel off campus to interview people, working with non-profits and community organizations to create media with a powerful social message. The aim of this course is to help students become media literate and to sharpen their skills as producers and consumers of news through screenings, critiques, and guest lectures. Readings and discussions focus on current news, media ethics, media literacy, social justice issues and the powerful role of media (TV news, documentaries, new media, digital storytelling) as tools for civic engagement and positive social change.

FA-21 One College Course Schedule

Undergraduate - Block 1 - Human Development

Section		Course Title			Credits	Max
HDP25115 LD	B001	Astropsychology	Farrow, Galeet	MTThF 9:00 am - 1:00 pm Summit A	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.

FA-21 One College Course Schedule

Undergraduate - Block 2 - Adventure Education

Section	Course Title	Instructor	Credits	Max
ADV21200 LD	B202 Maps & Wilderness Navigation	Goodman, Cecil	4.00	8
				TF 8:00 am - 5:00 pm San Juan 201-A MTh 1:00 pm - 5:00 pm San Juan 201-A

FEE: \$70.00

PREREQUISITES:

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

COREQUISITES:

None.

SPECIAL NOTES: N/A

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	B202 Maps & Wilderness Navigation	Goodman, Cecil	4.00	4
				TF 8:00 am - 5:00 pm San Juan 201-A MTh 1:00 pm - 5:00 pm San Juan 201-A

FEE: \$70.00

PREREQUISITES:

Permission of instructor: Julie Munro and

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

COREQUISITES:

None.

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.

FA-21 One College Course Schedule

Undergraduate - Block 2 - Adventure Education

Section	Course Title	Credits	Max
ADV42015 UD	B202 Rock Climbing, Intermediate	4.00	10
	TBA		
	MTThF 8:00 am - 5:00 pm San Juan 201-C		

FEE: \$84.00

PREREQUISITES:

Course: ADV22010-Rock Climbing, Introduction to or
Permission of instructor: Julie Munro

COREQUISITES:

None.

SPECIAL NOTES: Previous climbing experience required.

COURSE DESCRIPTION: This course is designed to introduce students to high angle, traditionally protected multi-pitch rock climbing. It is a concentrated course designed to equip aspiring lead climbers with the necessary skills, decision-making ability, and safety consciousness to accomplish traditionally protected multi-pitch rock climbs in a self-sufficient manner. A review of basic skills and anchors precedes a basic lead climbing progression. Students have an opportunity to climb in teams and practice lead climbing protection placement, route finding, cleaning and descents in multi-pitch settings. The course is not designed solely around pushing student climbing standards, but rather providing a supportive environment in which to reinforce technical skills and safe climbing practices at a comfortable standard. Other intermediate skills such as belay escape, self rescue, rappel retrieval, ascending fixed lines, and problem solving are also covered. Current trends and issues in rock climbing are covered including land management policies, impacts of rock climbing, ethics, and service work in local climbing areas. If student interest and skills are suitable, an introduction to aid climbing and hauling, and/or an overview of curricular standards followed in the Single Pitch Instructors (SPI) certification used by the American Mountain Guide Association (AMGA) may be included.

ADV22010 LD	B202 Rock Climbing, Introduction to	4.00	10
	TBA		
	Munro, Julie		
	MTThF 8:00 am - 5:00 pm San Juan 201-B		

FEE: \$59.00

PREREQUISITES:

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

COREQUISITES:

None.

SPECIAL NOTES: Estimated 250.00 expense for the following required equipment: climbing helmet, climbing shoes, harness, belay carabiner, belay device. Equipment list will be provided following registration. All other equipment provided by Prescott College warehouse

COURSE DESCRIPTION: This course introduces students to the basic technical skills associated with rock climbing. The appropriate student has little to no rock climbing experience, and is led through a gentle progression of technical skills in both single-day and overnight excursions. Emphasis is placed on climbing at outdoor top rope and multi-pitch sites, utilizing natural and fixed anchor systems. Students are introduced to basic knots, rope handling, belaying, signals, anchors, and rigging. In addition, students are asked to consider risk management, problem solving, and decision making in the development of these skills. Movement on rock, balance, as well as physical and emotional safety are incorporated daily as the group moves through this progression of skills.

FA-21 One College Course Schedule

Undergraduate - Block 2 - Arts & Humanities

Section	Course Title	Instructor	Credits	Max
AHU42860 UD	B202 Advanced Photoshop	Sweets, Carl	4.00	5
			MTThF 1:00 pm - 5:00 pm Ponderosa ITV	

FEE: \$75.00

PREREQUISITES:

Course: AHU22860-Photoshop I or
Permission of instructor: Carl Sweets

COREQUISITES:

None.

SPECIAL NOTES: A digital camera (DSLR, point and shoot, or cell phone) is required. An external hard drive or flash drive is recommended.

COURSE DESCRIPTION: Advanced Photoshop is designed to provide students with an opportunity to advance their learning in technical and creative use of Adobe Photoshop CC. Students will be exposed to the technical application of design principles and encouraged to develop their own concepts and propositions. In this course students will learn to: articulate compositional elements of the digital image, use the functions of the Adobe Photoshop image manipulation program, convert images to a digital format using scanning hardware and software, import elements into an Adobe Photoshop document, export Adobe Photoshop images to other software programs, manipulate and enhance digital images, plan, design and execute an original digital image project, output digital images to a printer or electronic file, identify, analyze and utilize the formal elements and principles of design, recognize historical or contemporary examples of the fine arts or crafts, and use media specific terminology to critique and evaluate works of art.

AHU24510 LD	B202 Ceramics	TBA	4.00	6
			MTThF 9:00 am - 1:00 pm Marina 2	

FEE: \$100.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course introduces students to the fundamentals of pottery-making. Through hands-on work they will discover the various uses of clay, as well as glazing techniques and kiln-firings. The students will explore the hand-building techniques of pinch, coil and slab construction. Emphasis will be placed on good design and the development of technical skills. Students taking this course for upper division will further hone their ceramics skills, with special attention to improved craftsmanship and advanced design. Upper division students will be expected to take on a leadership role in the class.

FA-21 One College Course Schedule

Undergraduate - Block 2 - Arts & Humanities

Section	Course Title	Instructor	Days/Time	Credits	Max
AHU44510 UD	B202 Ceramics	Crocker, Jessica	MTThF 9:00 am - 1:00 pm Marina 2	4.00	6

FEE: \$100.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course introduces students to the fundamentals of pottery-making. Through hands-on work they will discover the various uses of clay, as well as glazing techniques and kiln-firings. The students will explore the hand-building techniques of pinch, coil and slab construction. Emphasis will be placed on good design and the development of technical skills. Students taking this course for upper division will further hone their ceramics skills, with special attention to improved craftsmanship and advanced design. Upper division students will be expected to take on a leadership role in the class.

AHU21045 LD	B202 Just Art: Art & Social Change	Greenblum, Ellen	MTThF 9:00 am - 1:00 pm Marina 1	4.00	10
----------------	------------------------------------	------------------	-------------------------------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

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.

AHU41045 UD	B202 Just Art: Art & Social Change	Greenblum, Ellen	MTThF 9:00 am - 1:00 pm Marina 2	4.00	2
----------------	------------------------------------	------------------	-------------------------------------	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

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.

FA-21 One College Course Schedule

Undergraduate - Block 2 - Arts & Humanities

Section		Course Title			Credits	Max
AHU22860 LD	B202	Photoshop I	Sweets, Carl	MTThF 1:00 pm - 5:00 pm Ponderosa ITV	4.00	7

FEE: \$75.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: A digital camera (DSLR, point and shoot, or cell phone) is required. An external hard drive or flash drive is recommended.

COURSE DESCRIPTION: Photoshop I is designed to provide students with an opportunity to learn technical and creative use of Adobe Photoshop CC. Students will be exposed to the technical application of design principles and encouraged to develop their own concepts and propositions. In this course students will learn to: articulate compositional elements of the digital image, use the functions of the Adobe Photoshop image manipulation program, convert images to a digital format using scanning hardware and software, import elements into an Adobe Photoshop document, export Adobe Photoshop images to other software programs, manipulate and enhance digital images, plan, design and execute an original digital image project, output digital images to a printer or electronic file, identify, analyze and utilize the formal elements and principles of design, recognize historical or contemporary examples of the fine arts or crafts, and use media specific terminology to critique and evaluate works of art.

FA-21 One College Course Schedule

Undergraduate - Block 2 - Core Curriculum

Section Course Title					Credits	Max
COR20000 LD	B202	Core Curriculum 1: Explorations of Self: Interdependence & Resilience	Dailey, Mark	MTThF 9:00 am - 1:00 pm Crossroads Center 202	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.

FA-21 One College Course Schedule

Undergraduate - Block 2 - Education & Teacher Preparation

Section	Course Title	Credits	Max
EDU21100 LD	B202 Environmental Education, Fundamentals of Bashor, Ellen	4.00	10
		MTWTh 9:00 am - 1:00 pm Sinagua A	

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

Writing emphasis

COURSE DESCRIPTION: This course is important for educators who intend to incorporate environmental awareness and action into their teaching. The definition of environmental education will be examined and refined by comparing it to other related fields such as experiential education, adventure education, and science education. Students will explore the theoretical and philosophical framework of environmental education and seek to understand the relationship to disciplines which inform the field: environmental studies, education, psychology, political science, fine arts, language arts, history, performance studies, etc. Students will also inventory various methods, curricula and techniques currently used by environmental educators and evaluate them against criteria which screen for developmental appropriateness, learner needs, and cultural sensitivity. After observing in a variety of local educational settings, students will apply environmental education theory by developing integrated thematic units which can be implemented during subsequent methods courses.

EDU41100 UD	B202 Environmental Education, Fundamentals of Bashor, Ellen	4.00	2
		ONLINE MTWTh 9:00 am - 1:00 pm Sinagua A	

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

Writing emphasis

COURSE DESCRIPTION: This course is important for educators who intend to incorporate environmental awareness and action into their teaching. The definition of environmental education will be examined and refined by comparing it to other related fields such as experiential education, adventure education, and science education. Students will explore the theoretical and philosophical framework of environmental education and seek to understand the relationship to disciplines which inform the field: environmental studies, education, psychology, political science, fine arts, language arts, history, performance studies, etc. Students will also inventory various methods, curricula and techniques currently used by environmental educators and evaluate them against criteria which screen for developmental appropriateness, learner needs, and cultural sensitivity. After observing in a variety of local educational settings, students will apply environmental education theory by developing integrated thematic units which can be implemented during subsequent methods courses.

FA-21 One College Course Schedule

Undergraduate - Block 2 - Environmental Studies/Sustainable Community Development

Section	Course Title	Credits	Max
ENV22010 LD	B202 Animal Biology Riegner, Mark	4.00	14
MTThF 9:00 am - 1:00 pm Mogollon BioLab			

FEE: \$60.00

PREREQUISITES:

None.

COREQUISITES:

None.

This course offers a survey of the major groups of invertebrate and vertebrate animals. Topics include classification, anatomy, physiology, behavior, and ecology within an evolutionary context. The course consists of readings, lectures and discussions, laboratory exercises, web assignments, projects, and field trips to zoological parks and an aquarium.

ENV22800 LD	B202 Ecological Thinking: Design Strategies for the Future; ECOSA	Brown, Tony	4.00	10
MTThF 9:00 am - 1:00 pm ECOSA				

FEE: \$227.00

PREREQUISITES: LD: Writing Certification I or concurrent enrollment in Writing Workshop; UD: Writing Certification I plus successful completion of college-level coursework in the areas of permaculture, ecological design, agroecology, sustainable community, or equivalent with permission of instructor.

COREQUISITES:

None.

Ecological thinking requires a shift in current values to put the health of the planet ahead of all other considerations. Designing our homes, our jobs, and our free time while keeping planetary needs in mind requires us to live in the present, make decisions consciously, and always question the consequences of our actions. Humility makes us aware of what we don't understand, while arrogance provokes us to act without considering what we don't understand. Arrogance fosters short-term thinking when we respond to challenges and crises. Einstein advocated that it is impossible to solve a problem with the same kind of thinking that created the problem in the first place. Therefore, if we are to tackle the ecological challenges facing us now successfully, we will need to develop a long-term perspective about the problems we face through an ecological way of thinking. In this course, students explore how ecological design principles help create a new paradigm for the future. Student projects will implement those principles by designing solutions to problems with humility instead of arrogance.

ENV42800 UD	B202 Ecological Thinking: Design Strategies for the Future; ECOSA	Brown, Tony	4.00	4
MTThF 9:00 am - 1:00 pm ECOSA				

FEE: \$227.00

PREREQUISITES:

Permission of instructor: Antony Brown

PREREQUISITES: LD: Writing Certification I or concurrent enrollment in Writing Workshop; UD: Writing Certification I plus successful completion of college-level coursework in the areas of permaculture, ecological design, agroecology, sustainable community, or equivalent with permission of instructor.

SPECIAL NOTES: Writing Emphasis

Ecological thinking requires a shift in current values to put the health of the planet ahead of all other considerations. Designing our homes, our jobs, and our free time while keeping planetary needs in mind requires us to live in the present, make decisions consciously, and always question the consequences of our actions. Humility makes us aware of what we don't understand, while arrogance provokes us to act without considering what we don't understand. Arrogance fosters short-term thinking when we respond to challenges and crises. Einstein advocated that it is impossible to solve a problem with the same kind of thinking that created the problem in the first place. Therefore, if we are to tackle the ecological challenges facing us now successfully, we will need to develop a long-term perspective about the problems we face through an ecological way of thinking. In this course, students explore how ecological design principles help create a new paradigm for the future. Student projects will implement those principles by designing solutions to problems with humility instead of arrogance.

FA-21 One College Course Schedule

Undergraduate - Block 2 - Environmental Studies/Sustainable Community Development

Section	Course Title	Credits	Max
ENV22850 LD	B202 Environmental Studies: Root Causes, Innovative Solutions	4.00	14
	Sherman, Peter		
	MTThF 1:00 pm - 5:00 pm Sinagua B		

FEE: \$60.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course will travel to Kino Bay which requires a current active Passport.

COURSE DESCRIPTION: This course will study the most pressing issues of global, ecological, and sociological relevance within the environmental fields and explore the root causes of our current state of the world. We will question how and why the diversity of environmental philosophies have simultaneously broadened and weakened the collaborative capacity of the environmental movement. Topics include the life-giving services that nature provides and how and why the field of economics fails to account for those services in their decision making. The course will cover international legislative actions from the 1970s to the present to explain why the US lost its standing as environmental leader. The successes and failures of international response to global environmental issues will be contrasted. The course will analyze controversial solutions in the international mainstream (e.g., globalization, sustainable development, and industrialized agriculture) and consider alternatives. A study of ancient civilizations will focus on choices that led to collapse. Naturally, discussion will focus on involvement of the U.S. both domestically and internationally, and how our unique culture may be our undoing... or our salvation.

ENV23321 LD	MB01 Marine Studies I: Natural History of the Gulf of California	4.00	8
	Espinosa Gonzalez Garza, Irene		
	-		

FEE: \$1,175.00

PREREQUISITES:

Permission of instructor: Lorayne Meltzer

COREQUISITES:

ENV23319
ENV23322

SPECIAL NOTES: <<A VALID US PASSPORT IS REQUIRED for travel to Kino Bay, Mexico>> This class will spend 4-6 weeks at the Kino Bay Center in Sonora, Mexico.

COURSE DESCRIPTION: This class combines with Bio-cultural Geography and Society and Environment to introduce students to the relationship between humans and the environment in the bio-culturally rich Midriff Island Region of the Gulf of California. The Gulf of California is one of the most productive marine environments on earth. Its islands, biological diversity, and geologic and cultural history make it a remarkable place for students to learn about marine and coastal natural history. Class and field sessions introduce students to the coastal ecosystems, islands and offshore environments of the Gulf of California. Students develop skills in field observation, species identification, and field journaling and demonstrate their learning through the completion of a series of species accounts, a detailed field journal, participation in field activities, readings, and participation in class discussions. This class gives students unparalleled opportunities to experience and learn about the diversity of marine life in the Gulf of California, including invertebrates, fish, birds, marine turtles, marine mammals and marine and coastal plants.

FA-21 One College Course Schedule

Undergraduate - Block 2 - Environmental Studies/Sustainable Community Development

Section	Course Title	Credits	Max
ENV43321 UD	MB01 Marine Studies I: Natural History of the Gulf of California	Espinosa Gonzalez Garza, Irene	4.00 2

FEE: \$1,175.00

PREREQUISITES:

Permission of instructor: Irene Espinosa Gonzalez Garza

COREQUISITES:

ENV43319
ENV43322

SPECIAL NOTES: <<A VALID US PASSPORT IS REQUIRED for travel to Kino Bay, Mexico>> This class will spend 4-6 weeks at the Kino Bay Center in Sonora, Mexico. Instructor permission needed.

COURSE DESCRIPTION: This class combines with Bio-cultural Geography and Society and Environment to introduce students to the relationship between humans and the environment in the bio-culturally rich Midriff Island Region of the Gulf of California. The Gulf of California is one of the most productive marine environments on earth. Its islands, biological diversity, and geologic and cultural history make it a remarkable place for students to learn about marine and coastal natural history. Class and field sessions introduce students to the coastal ecosystems, islands and offshore environments of the Gulf of California. Students develop skills in field observation, species identification, and field journaling and demonstrate their learning through the completion of a series of species accounts, a detailed field journal, participation in field activities, readings, and participation in class discussions. This class gives students unparalleled opportunities to experience and learn about the diversity of marine life in the Gulf of California, including invertebrates, fish, birds, marine turtles, marine mammals and marine and coastal plants.

ENV43819 UD	B202 Transforming Community Food Systems	Tison, Eleanor	4.00 14
----------------	--	----------------	------------

FEE: \$110.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: There will be occasional Saturday field trips to local Farmers Markets.

Writing emphasis

COURSE DESCRIPTION: A watershed is an area of land that drains to a particular waterbody. Landscapes and organisms are connected through this flow of water. A foodshed similarly can be thought of as the geographic links between farm and fork and the multitude of relationships between producers, processors, and consumers. Prescott's foodshed, as in most places, is global. As concerns about the ecological, social, and health impacts of cosmopolitan food mount, there is an increasing call to shift the policies and practices of this global, industrial model toward regional, diversified agroecosystems. Despite rising interest among consumers and expanding markets, locally grown foods remain a relatively small percentage of total food purchases. This course will examine the current status of Prescott's foodshed. Based on this community food assessment and an exploration of other regionally based community food initiatives, we will collaborate on projects that highlight alternatives to current the food system and evaluate their effectiveness. Watersheds are delineated by topography. Foodsheds, however, are malleable. This course aims to vision and map more durable food routes.

FA-21 One College Course Schedule

Undergraduate - Block 2 - Global Studies

Section	Course Title	Credits	Max
CRS22100 LD	B202 Color Line in U.S. History, The Poole, Mary	4.00	10
		MTThF 9:00 am - 1:00 pm Cottonwood A	

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Writing Emphasis

COURSE DESCRIPTION: This course explores the origin and history in the U.S. of what we refer to as "race", which is neither a biological difference or an 'idea,' but rather a social production, a component of a shared cultural reality rooted in the structure of economic systems that function to move wealth from the many to the few. Race was invented originally to facilitate slavery and displacement of native communities in the Americas and it has proved tenacious as an ideology over time, as it continues to be profitable, changing in form but not in effect. In this class we will reconstruct that history, from the early European colonization of North America and establishment of chattel slavery, through U.S. statehood and settler colonial appropriation of land, through industrialization, internal colonization of the south and western regions, the rise of U.S. imperialism and current race politics today. The class will also introduce the several hundred year tension in North America between dominant--white, Euro-American, protestant, middle classes and radical Black, Chicano, and Indigenous challenges, and the conflicts and collaborations that have emerged from those tensions. We will read the words of the social theorists and activists who have sought racial justice through the history of the U.S., including slave and Indigenous revolts, Civil Rights, Black Power, and other movements and efforts.

CRS42100 UD	B202 Color Line in U.S. History, The Poole, Mary	4.00	6
		MTThF 9:00 am - 1:00 pm Cottonwood A	

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Writing Emphasis

COURSE DESCRIPTION: This course explores the origin and history in the U.S. of what we refer to as "race", which is neither a biological difference or an 'idea,' but rather a social production, a component of a shared cultural reality rooted in the structure of economic systems that function to move wealth from the many to the few. Race was invented originally to facilitate slavery and displacement of native communities in the Americas and it has proved tenacious as an ideology over time, as it continues to be profitable, changing in form but not in effect. In this class we will reconstruct that history, from the early European colonization of North America and establishment of chattel slavery, through U.S. statehood and settler colonial appropriation of land, through industrialization, internal colonization of the south and western regions, the rise of U.S. imperialism and current race politics today. The class will also introduce the several hundred year tension in North America between dominant--white, Euro-American, protestant, middle classes and radical Black, Chicano, and Indigenous challenges, and the conflicts and collaborations that have emerged from those tensions. We will read the words of the social theorists and activists who have sought racial justice through the history of the U.S., including slave and Indigenous revolts, Civil Rights, Black Power, and other movements and efforts.

FA-21 One College Course Schedule

Undergraduate - Block 2 - Global Studies

Section	Course Title		Credits	Max
CRS22706 LD	B202 Decolonial Pedagogy	Fernandez, Anita	MTWThF 9:00 am - 5:00 pm Field - See Notes	4.00 6

FEE: \$552.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course takes place in Tucson. Transportation to and from Tucson will be provided. Please note that due to the up front expenses associated with this course, the course fee for this class is non-refundable upon enrollment. The student fee will cover housing costs in Tucson.

COURSE DESCRIPTION: This course explores the theories and methodologies associated with barrio pedagogy, critical pedagogy and social justice education as a means for countering the hegemonic forces so prevalent in our public school system. By engaging in specific educational movements in southern Arizona, with a focus on Latinx and border communities, students will have an opportunity to apply theory and practice to on-the-ground community organizing and learn from experts in the areas of Ethnic Studies and educational access for Latinx students. A key component of this course will be a focus on activist teaching as a method for deconstructing the impact of neoliberalism in education and for working toward a pedagogy of liberation.

CRS42706 UD	B202 Decolonial Pedagogy	Fernandez, Anita	MTWThF 9:00 am - 5:00 pm Field - See Notes	4.00 4
----------------	--------------------------	------------------	---	-----------

FEE: \$552.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course takes place in Tucson. Transportation to and from Tucson will be provided. Please note that due to the up front expenses associated with this course, the course fee for this class is non-refundable upon enrollment. The student fee will cover housing costs in Tucson.

COURSE DESCRIPTION: This course explores the theories and methodologies associated with barrio pedagogy, critical pedagogy and social justice education as a means for countering the hegemonic forces so prevalent in our public school system. By engaging in specific educational movements in southern Arizona, with a focus on Latinx and border communities, students will have an opportunity to apply theory and practice to on-the-ground community organizing and learn from experts in the areas of Ethnic Studies and educational access for Latinx students. A key component of this course will be a focus on activist teaching as a method for deconstructing the impact of neoliberalism in education and for working toward a pedagogy of liberation.

FA-21 One College Course Schedule

Undergraduate - Block 2 - Global Studies

Section	Course Title	Credits	Max
CRS43710 UD	B202 ST in CRS: Social Ecology as Ecological Humanism	Gano, Gretchen MTThF 1:00 pm - 5:00 pm Ironwood A	4.00 16

FEE: \$80.00

PREREQUISITES:

None.

COREQUISITES:

None.

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

COURSE DESCRIPTION: This special topics course introduces the tradition of ecological humanism and one of its foundational fields, known as "social ecology." Ecological humanism -- conceptualizing humans and the environment as interconnected and co-evolving -- emerged as a critique of the industrial revolution and its scientific and technological advances. Social Ecology advocates a reconstructive and transformative outlook on social and environmental issues, and promotes a directly democratic, confederal politics.

Examining the writings of Murray Bookchin (1921-2006) and parallel critiques of industrial society in the work of Lewis Mumford (1895-1990) and others, students will read, interpret, and craft written and presentation responses to foundational texts. In addition, students will consider real-world examples of how ideas in this space have influenced material, political and social practices including the Garden Cities movement, cooperative living, and modes of governance. Special attention will be given to the recently developed democratic experiment of the Kurdistan Workers Party (PKK) based on communalist ideas in social ecology to build a new kind of civil society in the Middle East as an alternative to an independent Kurdish state.

FA-21 One College Course Schedule

Undergraduate - Block 2 - Human Development

Section	Course Title	Instructor	Days/Time	Credits	Max
HDP41000 UD	B202 Care Farming	Grant, Sebastienne	MTThF 1:00 pm - 5:00 pm Summit A	4.00	10

FEE: \$186.00

PREREQUISITES:

Course: HDP22210-Psychology, Introduction to and
Permission of instructor: Sebastienne Grant

COREQUISITES:

None.

SPECIAL NOTES: This course includes significant field work including some overnight camping.

COURSE DESCRIPTION: Care farming is based on the premise that engagement in farming and gardening practices holds inherent therapeutic potential. This model pairs client participation in farming and gardening practices with therapeutic guidance, typically in a group format. Drawing on theory from Ecopsychology, Critical Psychology, Existential Psychology, and more, care farming has become popular in Europe in recent years, where it is also sometimes referred to as Social Farming. Care farming is used with a wide variety of populations (including youths, veterans, people with disabilities, older adults, etc.), and challenges (including physical, social, and learning difficulties; addiction and recovery; trauma and grief; depression; and more). This field-based course offers students the opportunity to immerse themselves in the daily work and rhythms of farming while engaging in coursework connecting their experiences to theory. This course will involve overnight camping onsite at regional farms.

HDP21401 LD	B202 Expressive Arts Therapies	Farrow, Galeet	MTThF 9:00 am - 1:00 pm Summit A	4.00	10
----------------	--------------------------------	----------------	-------------------------------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: \$45.00 estimated student expense for art supplies

Writing emphasis

COURSE DESCRIPTION: This 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. Students explore both traditional arts therapies and emerging modalities in the expressive arts, such as painting and drawing, journal methods, mask making, movement and dance therapies, and poetry. Students work intensively with their own life stories and internal processes, documenting their learning in journal form. The theory and practice of expressive arts may serve a vital role for students pursuing work in human services, counseling, wilderness leadership, and education.

FA-21 One College Course Schedule

Undergraduate - Block 2 - Human Development

Section		Course Title			Credits	Max
HDP41401 UD	B202	Expressive Arts Therapies	Farrow, Galeet	MTThF 9:00 am - 1:00 pm Summit A	4.00	4

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: \$45.00 estimated student expense for art supplies

Writing emphasis

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. Students explore both traditional arts therapies and emerging modalities in the expressive arts, such as painting and drawing, journal methods, mask making, movement and dance therapies, and poetry. Students work intensively with their own life stories and internal processes, documenting their learning in journal form. The theory and practice of expressive arts may serve a vital role for students pursuing work in human services, counseling, wilderness leadership, and education.

FA-21 One College Course Schedule

Undergraduate - Block 3 - Environmental Studies/Sustainable Community Development

Section	Course Title	Credits	Max	
ENV23319 LD	B303 Marine Studies II: Cultural Geography	TBA Meltzer, Lorayne	4.00	8

PREREQUISITES:

Permission of instructor: Lorayne Meltzer

COREQUISITES:

ENV23321 Marine Studies I: Natural History
 ENV23322 Marine Studies III: Society and Environment

SPECIAL NOTES: <<A VALID US PASSPORT IS REQUIRED for travel to Kino Bay, Mexico>> This class will spend 4-6 weeks at the Kino Bay Center in Sonora, Mexico.

COURSE DESCRIPTION

This class combines with Natural History and Society and Environment to introduce students to the relationship between humans and the environment in the bio-culturally rich Midriff Island Region of the Gulf of California. Human communities and cultures are shaped the landscapes, histories, languages and geographies in which they develop. This course explores the cultural history and geography of the communities and cultural groups of the Sonoran coastal regions of the Eastern Midriff Island region of the Gulf of California, Mexico. Students learn from readings, assignments and discussions, as well as from interactions with individuals from indigenous, rural Mexican and urban communities of the region. Students map the historical and contemporary geographies of major cultural groups in the region, understand and describe the major historical events influencing cultural development and geography in the region and learn appropriate tools for learning about culture. This course provides an excellent foundation for students wishing to pursue further studies at the Kino Bay Center or in Latin American Studies.

ENV43319 UD	B303 Marine Studies II: Cultural Geography	TBA Meltzer, Lorayne	4.00	8
----------------	--	-------------------------	------	---

PREREQUISITES:

Permission of instructor: Lorayne Meltzer

COREQUISITES:

env43321 Marine Studies I: Natural History
 env43322 Marine Studies III: Society and Environment

SPECIAL NOTES: This class will spend 4-6 weeks at the Kino Bay Center in Sonora, Mexico. Passport required.

COURSE DESCRIPTION

This class combines with Natural History and Society and Environment to introduce students to the relationship between humans and the environment in the bio-culturally rich Midriff Island Region of the Gulf of California. Human communities and cultures are shaped the landscapes, histories, languages and geographies in which they develop. This course explores the cultural history and geography of the communities and cultural groups of the Sonoran coastal regions of the Eastern Midriff Island region of the Gulf of California, Mexico. Students learn from readings, assignments and discussions, as well as from interactions with individuals from indigenous, rural Mexican and urban communities of the region. Students map the historical and contemporary geographies of major cultural groups in the region, understand and describe the major historical events influencing cultural development and geography in the region and learn appropriate tools for learning about culture. This course provides an excellent foundation for students wishing to pursue further studies at the Kino Bay Center or in Latin American Studies.

FA-21 One College Course Schedule

Undergraduate - Block 4 - Environmental Studies/Sustainable Community Development

Section	Course Title	Credits	Max
ENV23322 LD	B404 Marine Studies III: Society and Environment Meltzer, Lorayne	4.00	8

FEE: \$1,175.00

PREREQUISITES:

Permission of instructor: Lorayne Meltzer

COREQUISITES:

ENV23319 Marine Studies II: Cultural Geography
ENV23321 Marine Studies I: Natural History

SPECIAL NOTES: This class will spend 4-6 weeks at the Kino Bay Center in Sonora, Mexico. Passport required.

COURSE DESCRIPTION

This class combines with Natural History and Cultural Geography to introduce students to the relationship between humans and the environment in the bio-culturally rich Midriff Island Region of the Gulf of California. Societies adapt, transform and depend upon the environments they inhabit. They also assign meanings to the environment that vary over place and time, and that help define their identity and values within the world. Healthy human-environment relationships are vital to environmental conservation and sustainable community development. This course explores the rich bio-cultural landscape of the Midriff Island Region of the Gulf of California. Through first-hand field observation and participation, students gain an understanding of the dynamic and complex relationships between human communities and marine ecosystems in the Gulf of California. For example, students engage in dialog and field activities with fishermen, indigenous elders, school teachers, resource managers and families to gain insight into the different economic, physical, spiritual, and social relationships that people have with the ocean. Through presentations, readings and discussions, students begin to understand the dimensions of these human-environment relationships. As students explore a range of cultural perceptions of the sea, they reflect up their own relationships with nature. Students engage in local case studies to examine the human-environment relationship in the context of regional climate change, fisheries and coastal development scenarios.

ENV43322 UD	B404 Marine Studies III: Society and Environment Meltzer, Lorayne	4.00	2
----------------	--	------	---

FEE: \$1,175.00

PREREQUISITES:

Permission of instructor: Lorayne Meltzer and
Course: ENV22725-Ecology, Concepts of or
Course: ENV42020-Conservation Biology or
Course: ENV44800-Environmental Ethics

COREQUISITES:

ENV23319 Marine Studies II: Cultural Geography
ENV43321 Marine Studies I: Natural History

SPECIAL NOTES: <<A VALID US PASSPORT IS REQUIRED for travel to Kino Bay, Mexico>> This class will spend 4-6 weeks at the Kino Bay Center in Sonora, Mexico. See Special Notes for ENV23322 Marine Studies I.

COURSE DESCRIPTION

This class combines with Natural History and Cultural Geography to introduce students to the relationship between humans and the environment in the bio-culturally rich Midriff Island Region of the Gulf of California. Societies adapt, transform and depend upon the environments they inhabit. They also assign meanings to the environment that vary over place and time, and that help define their identity and values within the world. Healthy human-environment relationships are vital to environmental conservation and sustainable community development. This course explores the rich bio-cultural landscape of the Midriff Island Region of the Gulf of California. Through first-hand field observation and participation, students gain an understanding of the dynamic and complex relationships between human communities and marine ecosystems in the Gulf of California. For example, students engage in dialog and field activities with fishermen, indigenous elders, school teachers, resource managers and families to gain insight into the different economic, physical, spiritual, and social relationships that people have with the ocean. Through presentations, readings and discussions, students begin to understand the dimensions of these human-environment relationships. As students explore a range of cultural perceptions of the sea, they reflect up their own relationships with nature. Students engage in local case studies to examine the human-environment relationship in the context of regional climate change, fisheries and coastal development scenarios.

FA-21 One College Course Schedule

Undergraduate - Session A - Core Curriculum

Section	Course Title	Credits	Max
COR47100 UD	A001 Accelerated Master's Orientation Hammer-Tomizuka, Zoë	1.00	50

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	MBA1 Mathematical Explorations Stogsdill, Gary	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.

FA-21 One College Course Schedule

Undergraduate - Session A - Environmental Studies/Sustainable Community Development

Section	Course Title	Instructor	Mode	Credits	Max
ENV47730 UD	MBA1 Children & Nature	Shorb, Terril	ONLINE -	4.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Children and Nature course will bring to students, teachers, parents, and other learners who are concerned for the quality of life of young people an understanding of how children's physical and mental health is served by the presence of the natural world in daily life. Students will read and discuss the fascinating research presented in the required readings. These texts illuminate theories that suggest direct interaction with nature provides neurological nourishment to enhance children's cognitive capacities and their sense of emotional well being. Activities in the course will help students observe and note the relative presence or absence of nature in children's lives, and will offer students a chance to bring a modest project to their household, school, neighborhood, or to local decision-makers. That project will be designed to bring some measure of direct experience of nature into the lives of young people in the community.

ENV46100 UD	MBA1 Climate Studies: The Future of the Planet	TBA	ONLINE -	4.00	22
----------------	--	-----	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This interdisciplinary course is designed to explore the many complex and interconnected facets of climate change. We will purposefully investigate how these conditions are influencing human and natural systems, as well as the connections between climate change and a multitude of contemporary issues we are facing. Through the process of community-based experiential projects, students will deepen their capacity for being able to promote climate change communication, climate justice, 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.

FA-21 One College Course Schedule

Undergraduate - Session A - Environmental Studies/Sustainable Community Development

Section	Course Title	Credits	Max	
ENV47001 UD	MBA1 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.

FA-21 One College Course Schedule

Undergraduate - Session A - Human Development

Section	Course Title	Instructor	Mode	Credits	Max
HDP47000 UD	MBA1 Core Curriculum: Human Development Professional Perspectives	Young, Vicky	ONLINE -	4.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: The Core Curriculum: 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 Curriculum, 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.

HDP47120 UD	MBA1 Ecopsychology	Canty, Jeanine	ONLINE -	4.00	22
----------------	--------------------	----------------	-------------	------	----

PREREQUISITES:

Successful completion of PASS1 writing workshop, or a mentored course.

COREQUISITES:

None.

SPECIAL NOTES: As part of this course, students will work with the instructor to develop unique course contracts. In terms of the reading, students will read 3 books or 2 books and a series of articles. The instructor will provide a list of recommended books.

COURSE DESCRIPTION: Ecopsychology is an emerging area of inquiry concerned with the psychological dimensions of our relationship to non-human nature. Ecopsychology identifies the dysfunctional relationships humans of western civilization have developed with the rest of the natural community, over time, as a result of the dominating values of western culture. It is a study of the rift between the human psyche and that of the natural world. A true ecopsychological view recognizes that the individual's psyche is embedded within the natural world and that the natural world is, in turn, affected by the individual's psyche. The relationship is reciprocal. This does not mean that humans are half of the relationship and all other sources of life comprise the other half, but instead, recognizes that all of life is interconnected in infinite ways. Ecopsychology thus provides the opportunity to identify that which constitutes healthy, or conversely degrading, relationships with our planetary system.

HDP47150 UD	MBA1 Positive Psychology and Social Engagement	Abell, Ellen	ONLINE -	4.00	22
----------------	--	--------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: In 2000, Positive Psychology introduced itself to the world by asking the question: What makes life worth living? Over the next decade, the field emerged as it attempted to reframe the traditional paradigms of psychological thought with practical applications including activism, healthcare, spirituality, ecology, and consumerism. This course will explore the underpinnings of Positive Psychology with an eye towards emerging fields and practical applications. Students will examine issues of self-happiness and community involvement as they effectuate positive change within and throughout society.

FA-21 One College Course Schedule

Undergraduate - Session B - Adventure Education

Section	Course Title	Credits	Max
ADV21000 LD	MBB1 Adventure Education I: Expeditionary & Technical Skills	TBA	4.00
		MTWThF 8:00 am - 5:00 pm San Juan 201-C	10

PREREQUISITES:

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

COREQUISITES:

ADV21002 Adventure Education II: Teaching Methods for Adventure Educators

SPECIAL NOTES: This course is part of a 2 course suite. Students should enroll in both AE I and AE II. The course will meet in Prescott for the first week but will be largely field-based for the duration. This is a capstone course for AE competence and breadth students. Recommended prerequisites include: Teaching and Learning; Group Process; Leading Inclusively; and/or Origins and Directions. The combined course fee will include \$250 toward group food money.

COURSE DESCRIPTION: This course will introduce students to fundamental expedition skills and models through presentations, discussions, and practice. Topics will include minimum impact camping techniques, map and compass, equipment use and management, group living and decision-making processes, public land access issues, and recreational considerations in a variety of environments. We will also investigate fundamental theories and current issues in expedition leadership. In rigorous field settings, students will cultivate proficiency in outdoor technical skills congruent with the environment in which they are traveling; rock, snow, water.

ADV21002 LD	MBB1 Adventure Education II: Teaching Methods for Adventure Educators	TBA	6.00	8
		MTWThF 8:00 am - 5:00 pm San Juan 201-C		

FEE: \$304.00

PREREQUISITES:

None.

COREQUISITES:

ADV21000 Adventure Education I: Expeditionary & Technical Skills

SPECIAL NOTES: See Adventure Education I, ADV21000 special notes. It is highly encouraged that students take Intro to Rock Climbing prior to this course. Some introductory rafting is also recommended, but not required.

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.

FA-21 One College Course Schedule

Undergraduate - Session B - Adventure Education

Section	Course Title	Credits	Max
ADV41002 UD	MBB1 Adventure Education II: Teaching Methods for Adventure Educators	6.00	2

FEE: \$304.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: See Special Notes in ADV21000 Adventure Education I.

COURSE DESCRIPTION: This capstone field course is designed to equip current or aspiring adventure educators with the tools to instruct in river and top-rope climbing outdoor education environments. Progressing from hands-on training in Adventure Education I, this follow-up course continues developing concepts in experiential education theory and practice 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 camp craft, 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 skillset, leadership style and decision-making in wilderness environments. Finally, students will develop a diverse range of experiential teaching methods in preparation for the practicum offered in Adventure Education III.

ADV21710 LD	MBB1 Leading Inclusively I: Culturally Responsive Pedagogy in Adventure Education	Goodman, Cecil	4.00	10
			M 1:00 pm - 3:00 pm San Juan 201-C F 8:00 am - 5:00 pm San Juan 201-C	

FEE: \$84.00

***** NON-REFUNDABLE FEE *****

PREREQUISITES:

Course: ORI26002-Orientation: Desert, Mountain & Canyon Expedition and
Course: ADV21075-Introduction to Outdoor Expeditionary Skills: Canoeing Black Canyon

COREQUISITES:

None.

SPECIAL NOTES: A possible weekend field trip is TBD. It will be noted in the syllabus day one of the class.

COURSE DESCRIPTION: In response to the low rates of racial and ethnic diversity in the outdoors and, by extension, in Adventure Education (AE), this leadership course is intended to cultivate more compassionate, inclusive, and culturally responsive outdoor instructors. In order to move towards a future of meaningful racial and ethnic diversity in AE, students and practitioners must look critically at the history of race, colonization, class, as well as gender, and understand how it applies to outdoor recreation and education. Students will be introduced to relevant theories and concepts (e.g. critical race theory, racial capitalism, critical indigenous studies, and decolonizing education pedagogy) and asked to critically engage by reading texts, participating in course discussions, and completing a research project on a related and relevant topic of their choice. With weekly field activity days and possible extended field trips in multiple disciplines (e.g. white water rafting, backpacking, rock climbing), students will implement their learning in real-life adventure education contexts. The field of AE can and should be at the forefront of compassionate, equitable, and inclusive outdoor programming, and students in this course can help to shape that reality.

FA-21 One College Course Schedule

Undergraduate - Session B - Adventure Education

Section	Course Title	Credits	Max
ADV41710 UD	MBB1 Leading Inclusively I: Culturally Responsive Pedagogy in Adventure Education	4.00	2
		M 1:00 pm - 3:00 pm San Juan 201-C F 8:00 am - 5:00 pm San Juan 201-C	

FEE: \$84.00 *** NON-REFUNDABLE FEE ***

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: A possible weekend field trip is TBD. It will be noted in the syllabus day one of the class.

COURSE DESCRIPTION: In response to the low rates of racial and ethnic diversity in the outdoors and, by extension, in Adventure Education (AE), this leadership course is intended to cultivate more compassionate, inclusive, and culturally responsive outdoor instructors. In order to move towards a future of meaningful racial and ethnic diversity in AE, students and practitioners must look critically at the history of race, colonization, class, as well as gender, and understand how it applies to outdoor recreation and education. Students will be introduced to relevant theories and concepts (e.g. critical race theory, racial capitalism, critical indigenous studies, and decolonizing education pedagogy) and asked to critically engage by reading texts, participating in course discussions, and completing a research project on a related and relevant topic of their choice. With weekly field activity days and possible extended field trips in multiple disciplines (e.g. white water rafting, backpacking, rock climbing), students will implement their learning in real-life adventure education contexts. The field of AE can and should be at the forefront of compassionate, equitable, and inclusive outdoor programming, and students in this course can help to shape that reality.

ADV41050 UD	MBB1 Origins & Directions in Adventure Education	Jackson, Mary	ONLINE -	4.00	22
----------------	--	---------------	-------------	------	----

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: This course is recommended for students in their Junior or Senior year.

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.

FA-21 One College Course Schedule

Undergraduate - Session B - Adventure Education

Section	Course Title	Credits	Max
ADV21052 LD	MBB1 Outdoor Education & Recreation Munro, Julie	4.00	10
	F 8:30 am - 5:00 pm Field - See Notes M 8:30 am -10:30 am San Juan 201-B		

FEE: \$236.00

PREREQUISITES:

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

COREQUISITES:

None.

SPECIAL NOTES: There will be 3 multi-day field trips scheduled for this course and determined by day one of the class. Field trips will be on the weekend to avoid scheduling conflicts with other classes.

COURSE DESCRIPTION: this course provides an overview to the field of Adventure Education and its rich contributions to the understanding of the human experience. Although this is a foundational course in the Adventure Education program, students from all areas of study are encouraged to enroll and explore the many facets comprising this unique discipline. Using both academic theory and field-based practice, students pursue personal and professional growth by way of planning and implementing an adventure pursuit in an outdoor setting. Through this experience students contemplate the origins and future direction of the field relative to industrialization, technology, and the changing views of both leisure and nature, thus understanding the successes and failures of adventure education's attempt to serve society. While in the field, students will take part in processes such as group development, education, communication, feedback, self-awareness, risk management and other skills essential to a continued progression in crafting and leading outdoor experiences. Upon course completion the successful student will have developed the ability to converse intelligently regarding the past, current and future significance of outdoor leadership and recreational pursuits.

ADV21225 LD	MBB1 Teaching & Learning in Adventure Education	TBA	4.00	14
		TTh 1:00 pm - 4:00 pm San Juan 201-B		

FEE: \$59.00

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.

FA-21 One College Course Schedule

Undergraduate - Session B - Arts & Humanities

Section	Course Title	Credits	Max
AHU22705 LD	MBB1 Introduction to Digital Photography: Essential Skills for Visual Literacy in the Digital Age	Sweets, Carl MWF 1:00 pm - 3:00 pm Ponderosa ITV 4.00	12

FEE: \$175.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course (or equivalent from another institution or with instructor permission) is required to take **Documentary Photography: Kino Bay in the Spring**. Students should have **Basic Computing Skills**, access to a **DSLR camera** (the instructor and the library have cameras to borrow), and a recommended external hard drive or flash drive. Estimated student expense of \$500 for camera and flash drive. 2 required field trips on 10/29/21 and 11/12/21.

COURSE DESCRIPTION: This course is designed for students across academic disciplines to gain an essential understanding of Digital Photography as a means of visual expression and communication in the Digital Age. Skills include: manual DSLR camera operation, image editing in Adobe Photoshop, introduction to digital printing, and final presentation methods for print-based and virtual platforms. Relevant historic and contemporary photographers and approaches will be covered. Emphasis is on the development of visual communication through photography, enabling students to expertly document and visually articulate their learning from any academic or extracurricular area, as well as gain an aesthetic appreciation for the natural world, the cultural environment, and the power of photography.

AHU47210 UD	MBB1 Photographic Tactics for the Environmental Thinker	Caswell, Cole ONLINE -	4.00 22
----------------	--	------------------------------	------------

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: A digital camera is required.

COURSE DESCRIPTION: From the dawn of photography, image-makers have been exploring how their technologically driven medium can depict and represent the world around them. These historically situated methods of recording the environment offer us present day insights into how the environment can be investigated with a camera. Given the contemporary digital condition of photography and the new parameters this technology adds to the medium, it is imperative that today's environmental thinkers develop and capitalize on these contemporary tools and perspectives. In this course students will explore basic camera controls while developing the conceptual tools needed to document, sample, and express their ideas about the natural world and its ecosystems. Classes will be held online through a combination of educational, blogging and social networking sites. Students will work with digital cameras and will be introduced to the wide range of tactics needed to visualize the landscape and its many diverse ecosystems and social conditions. Each student needs his or her own digital camera for the duration of the course.

FA-21 One College Course Schedule

Undergraduate - Session B - Arts & Humanities

Section	Course Title		Credits	Max
AHU23350 LD	MBB1 Poetry Workshop	Sanderson, Sheila	4.00	10
		TTh 1:00 pm - 4:30 pm Crossroads Center 201		

PREREQUISITES:

Course: WRW26000-Writing Workshop

COREQUISITES:

None.

SPECIAL NOTES: Students must meet the prerequisite, WRW26000-Writing Workshop or have a transcript notation of successful completion of a freshman, college-level composition, writing, or literature course from another college.

COURSE DESCRIPTION: "The world is never the same once a poem has been added to it," said Dylan Thomas...this "contribution to reality...helps to change the shape of the universe" by extending our understanding of ourselves and the world around us. In Poetry Workshop, student writers experiment with ways of translating their experience of the world into a language and form accessible to others. During the first few weeks of the course, students will engage in informal, in-class writing exercises and discussions of published poetry. After gaining some familiarity and facility with a variety of expressive techniques, students will begin drafting their own poems, and reading and responding to their classmates' work. The workshop will not only provide students with the invaluable gift of an attentive audience for their works-in-progress, but also the gift of learning to give and receive thoughtful, constructive criticism. Students will also compile a manuscript of revisions and complete an individual project.

AHU43350 UD	MBB1 Poetry Workshop	Sanderson, Sheila	4.00	4
		TTh 1:00 pm - 4:30 pm Crossroads Center 201		

PREREQUISITES:

Course: WRW26000-Writing Workshop

COREQUISITES:

None.

SPECIAL NOTES: Students must meet the prerequisite, WRW26000-Writing Workshop or have a transcript notation of successful completion of a freshman, college-level composition, writing, or literature course from another college. Plus have one additional writing or literature course.

COURSE DESCRIPTION: "The world is never the same once a poem has been added to it," said Dylan Thomas...this "contribution to reality...helps to change the shape of the universe" by extending our understanding of ourselves and the world around us. In Poetry Workshop, student writers experiment with ways of translating their experience of the world into a language and form accessible to others. During the first few weeks of the course, students will engage in informal, in-class writing exercises and discussions of published poetry. After gaining some familiarity and facility with a variety of expressive techniques, students will begin drafting their own poems, and reading and responding to their classmates' work. The workshop will not only provide students with the invaluable gift of an attentive audience for their works-in-progress, but also the gift of learning to give and receive thoughtful, constructive criticism. Students will also compile a manuscript of revisions and complete an individual project.

FA-21 One College Course Schedule

Undergraduate - Session B - Arts & Humanities

Section	Course Title			Credits	Max
AHU43330 UD	MBB1 The Memoir	Sanderson, Sheila	MWF 1:00 pm - 3:00 pm Crossroads Center 201	4.00	14

PREREQUISITES:

Course: WRW26000-Writing Workshop

COREQUISITES:

None.

SPECIAL NOTES: Students must meet the prerequisite, WRW26000-Writing Workshop or have a transcript notation of successful completion of a freshman, college-level composition, writing, or literature course from another college. Plus have one additional writing or literature course.

COURSE DESCRIPTION: "Memoir isn't the summary of a life; it's a window into a life," says William Zinsser in his classic text *On Writing Well*. And rather than attempting to offer a view of the writer's entire life, memoir offers a richly textured view into one aspect of the writer's life. This creative writing and literature course on the memoir is designed to help students generate and shape the stories central to their life experience. In addition to learning from published models—book-length memoirs as well as essays, articles, and chapter-length excerpts—students will engage in a variety of in-class writing exercises to inspire creativity and experimentation. Students will present original works-in-progress for class critique, receive and offer thoughtful, constructive criticism, and revise their work.

AHU47400 UD	MBB1 The Pursuit of Wisdom	Stogsdill, Gary	ONLINE -	4.00	22
----------------	----------------------------	-----------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: What value is a liberal arts education in the 21st century? This course suggests that wisdom may be the primary goal of a successful life and that a liberal arts education may be essential to the pursuit of wisdom. In this course we explore four vital components in the pursuit of wisdom: we deepen our self-knowledge, purpose, and lifepath through a series of introspective journaling exercises; we develop a better understanding of the human condition and our own potential through reading and reflecting on Thoreau's *Walden* and Gandhi's *Autobiography*; we cultivate personal meaning and connection to others through a self-chosen experiential service project; and we sharpen our ability to think well and to love well through all of the course opportunities. The intention of this course is that we will be inspired to become lifelong learners in pursuit of wisdom.

FA-21 One College Course Schedule

Undergraduate - Session B - Core Curriculum

Section	Course Title			Credits	Max
WRW27001 LD	MBB1 Academic Writing Skills	Young, Vicky	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.

MTH26050 LD	MBB1 Applied Algebra	Boyer, Ed	MWF 8:30 am -10:30 am Crossroads Center 202	4.00	14
----------------	----------------------	-----------	--	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students must have TI-83 or TI-84 graphing calculator.

COURSE DESCRIPTION: The goal of this course is to equip students with the basic algebra skills necessary to understand and address common topics in their lives and prepare them for further studies for which mathematics is essential. The successful student will learn how to manipulate and apply linear, quadratic and logarithmic functions; exponential growth and decay; systems of equations; and plane trigonometry. Through cooperative learning and experiential exercises, students will gain comfort in algebraic reasoning, develop critical thinking skills, and see relevant connections so that math has practical, not just theoretical, value. Numeracy is as important in a good liberal arts education as is literacy (you can count on it).

COR20000 LD	MBB1 Core Curriculum 1: Explorations of Self: Interdependence & Resilience	Altrichter, Mariana	TTh 9:00 am -12:30 pm Crossroads Center 203	4.00	16
----------------	--	---------------------	--	------	----

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.

FA-21 One College Course Schedule

Undergraduate - Session B - Core Curriculum

Section	Course Title			Credits	Max
COR20005 LD	MBB1 Core Curriculum 2: Ways of Knowing	TBA	ONLINE	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.

COR40000 UD	MBB1 Core Curriculum 3: Inquiry & Analysis in the Liberal Arts	Dailey, Mark	TTh 9:00 am -12:30 pm Crossroads Center	4.00	25
----------------	--	--------------	--	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis

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.

FA-21 One College Course Schedule

Undergraduate - Session B - Core Curriculum

Section	Course Title		Credits	Max
COR47500 UD	MT01 Internship	Ormond, Rich	-	4.00 14

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Research has shown that, when hiring recent graduates, employers across industries value a student's practical experience during college even over academics. Intended primarily to foster professional development, an internship provides this experience, as well, as a real-world look at what employment in a student's desired field might be like. Interns receive direct supervision and on-the-job training, helping hone relevant skills that are invaluable in the work place. They will gain a concrete understanding of work protocols and professional expectations within that industry. Students will also work with a faculty member to complete academic assignments relating their work on the ground to their overall degree plan. Where possible, interns are compensated monetarily for their time.

COR47101 UD	MBB1 Graduate Seminar	Hammer-Tomizuka, Zoë	-	1.00 16
----------------	-----------------------	-------------------------	---	------------

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. Will meet via zoom 2:30p- 5:00p AZ Time.

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.

WRW26000 LD	MBB1 Writing Workshop	Yost, Abby	TTh 9:00 am -12:30 pm Crossroads Center 203	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.

FA-21 One College Course Schedule

Undergraduate - Session B - Education & Teacher Preparation

Section	Course Title	Credits	Max
EDU22707 LD	MBB1 Critical Literacy for Social Justice Davolt, Kye	4.00	8

FEE: UPDATED **COURSE FEE is \$552**

PREREQUISITES:
None.

COREQUISITES:
CRS28060 Urban Environmental Justice

SPECIAL NOTES: This course takes place in Tucson. Transportation to and from Tucson will be provided. Please note that due to the up-front expenses associated with this course, the course fee for this course is non-refundable upon enrollment. The fee will cover housing costs in Tucson.

In January of 2012, the Tucson Unified School District removed Latin@ and Native American literary works from the classrooms and deemed them banned. These works include books by Leslie Silko, Ana Castillo, Rudy Acuña, Paulo Freire, Simon Ortiz, Sherman Alexie, Matt de la Peña, Sandra Cisneros, Luis Alberto Urrea and others. This course will apply a critical literacy lens to analyze not only the literature itself but also how it is situated in a much larger political context that impacts educational access for Latin@ youth. Freire and Macedo's theories on "reading the world before reading the word" will be applied to the critical analysis of this literature. Students will have an opportunity to hear first hand from several of the authors of the "banned books" as they share their insights on this historical removal of acclaimed literature from the classroom. Teachers from the former Mexican-American Studies program will also offer insights into how this literature was formerly used in the classroom and the results of its removal.

EDU42707 UD	MBB1 Critical Literacy for Social Justice Davolt, Kye	4.00	2
----------------	--	------	---

FEE: UPDATED **COURSE FEE is \$552**

PREREQUISITES:
None.

COREQUISITES:
CRS48060

SPECIAL NOTES: This course takes place in Tucson. Transportation to and from Tucson will be provided. Please note that due to the up-front expenses associated with this course, the course fee for this course is non-refundable upon enrollment. The fee will cover housing costs in Tucson.

In January of 2012, the Tucson Unified School District removed Latin@ and Native American literary works from the classrooms and deemed them banned. These works include books by Leslie Silko, Ana Castillo, Rudy Acuña, Paulo Freire, Simon Ortiz, Sherman Alexie, Matt de la Peña, Sandra Cisneros, Luis Alberto Urrea and others. This course will apply a critical literacy lens to analyze not only the literature itself but also how it is situated in a much larger political context that impacts educational access for Latin@ youth. Freire and Macedo's theories on "reading the world before reading the word" will be applied to the critical analysis of this literature. Students will have an opportunity to hear first hand from several of the authors of the "banned books" as they share their insights on this historical removal of acclaimed literature from the classroom. Teachers from the former Mexican-American Studies program will also offer insights into how this literature was formerly used in the classroom and the results of its removal.

FA-21 One College Course Schedule

Undergraduate - Session B - Education & Teacher Preparation

Section	Course Title			Credits	Max
EDU47001 UD	MBB1 Foundations of Education	Yost, Abby	ONLINE TTh 1:00 pm - 4:30 pm Crossroads Center 202	3.00	16

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.

EDU27033 LD	MBB1 Place-based Education Theory	Gano, Gretchen	ONLINE MTThF 9:00 am -11:00 am Sinagua A	4.00	11
----------------	-----------------------------------	----------------	--	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Fingerprint Clearance may be required for observation/practicum aspects.

COURSE DESCRIPTION: In this course, students will engage with a Sense of Place from a variety of cultural and theoretical viewpoints, examining the philosophies, benefits, and methods, while also critically reflecting on their personal past and present connections to place. These understandings will then expand to include the scholastic perspectives of Place-based Education: a pedagogy and methodology that utilizes local community and environment as a starting point to teach concepts in a variety of disciplines. Emphasizing experiential and interdisciplinary learning, Place-based Education has been shown to increase academic achievement, strengthen communities, enhances students' appreciation for the natural world, and foster a healthy commitment to serving as active, contributing citizens. Students in this course will critically examine these claims through research, discussion, and observation of initiatives in their community. In culmination, students will design and facilitate a lesson cultivating a sense of place through what they perceive to be the most efficacious place-based educational method.

FA-21 One College Course Schedule

Undergraduate - Session B - Education & Teacher Preparation

Section Course Title				Credits	Max
EDU47033 UD	MBB1	Place-based Education Theory	Gano, Gretchen ONLINE	4.00	11

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Fingerprint Clearance may be required for observation/practicum aspects.

COURSE DESCRIPTION: In this course, students will engage with Place-based Education from a variety of cultural and theoretical viewpoints, examining philosophies, benefits, and methods, while also critically reflecting on their personal past and present connections to place. These understandings will then expand to include the scholastic perspectives of Place-based Education: a pedagogy and methodology that utilizes local community and environment as a starting point to teach concepts in a variety of disciplines. Emphasizing experiential and interdisciplinary learning, Place-based Education has been shown to increase academic achievement, strengthen communities, enhances students' appreciation for the natural world, and foster a healthy commitment to serving as active, contributing citizens. Students in this course will critically examine these claims through research, discussion, and observation of initiatives in their community. Additionally, students will have the opportunity to focus on an age group, such as early childhood, elementary, adolescents, or adult populations.

FA-21 One College Course Schedule

Undergraduate - Session B - Environmental Studies/Sustainable Community Development

Section	Course Title	Instructor	Credits	Max
ENV22015 LD	MBB1 Biological Principles: Life on Earth	Boyer, Ed	4.00	14
			TTh 9:00 am -12:30 pm Mogollon BioLab	

FEE: \$75.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Additional lab time required - instructor will advise. \$100.00 estimated student expense for supplies, misc.

COURSE DESCRIPTION: This course is an introduction to the basic concepts in biology, with an emphasis on organic chemistry, prokaryotic and eukaryotic cell structure and function, cellular respiration and photosynthetic metabolism, DNA structure and function, genetic regulation, DNA technology genetics, and evolution. The course is designed for students who anticipate a concentration in biological or environmental studies and serves as a prerequisite for courses in ecology and plant and animal biology. Classes consist of lectures, discussions, and lab exercises that involve microscopy, spectrophotometry, and PCR electrophoresis. Ethical implications of current biological events such as genetic engineering are discussed.

ENV44004 UD	MBB1 Designing the Future: Design Studio; ECOSA	Brown, Tony	4.00	14
			MTThF 8:30 am -10:30 am ECOSA	

FEE: \$128.00

PREREQUISITES:

Permission of instructor: Antony Brown

COREQUISITES:

env44005 Regenerative Design: Architecture, Permaculture and Resilience; ECOSA

SPECIAL NOTES: While not required, it is strongly recommended that students take ENV24006 Creating Change Through Design Thinking in addition to this class.

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 redesign aspects of Juniper Wells Ranch, a retreat center in Skull Valley. We will work with the client and staff to define the needs and issues. 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.

FA-21 One College Course Schedule

Undergraduate - Session B - Environmental Studies/Sustainable Community Development

Section	Course Title	Credits	Max
ENV24752 LD	MBB1 Earth Science: An Introduction to the Home Planet	4.00	12
	Field, Derek		
	TTh 1:00 pm - 4:30 pm Mogollon EARSCI		

FEE: \$128.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Class meets half day Wednesday; One multi-day field trip required; \$75.00 estimated student expense for camping, misc.

COURSE DESCRIPTION: This is an introductory geology course in which we explore the fundamental components of the inorganic Earth and their interactions with each other and with the biosphere (e.g. exchanges of energy and materials). Topics we will cover include rock and mineral identification, processes of landscape formation, atmospheric circulation, and surface and groundwater hydrology. The goal of these studies is to augment students' understanding of natural landscapes and to provide them with a foundation of geologic knowledge that they can apply to advanced courses in environmental studies.

ENV21500 LD	MBB1 Energy & the Environment	4.00	14
	Sherman, Peter		
	TTh 1:00 pm - 4:30 pm Crossroads Center 203		

FEE: \$60.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: The United States and other industrialized countries account for about twenty percent of the world's population and almost eighty percent of the world's energy consumption. Conservation efforts seem to fall on deaf ears, as we continue to guzzle gasoline, cruise the open roads, build poorly insulated homes, and produce energy rich goods. Not only are we using up our resources, but we are polluting our environment in the process. Students in this course will examine the nature of the major energy industries in the U.S., including the economics and politics of oil, gas, and electricity and the environmental consequences of our current consumption patterns. We will re-examine energy conservation in the light of current economic policy, and look at the future of "alternative" energy sources and sustainable energy use. Students will be encouraged to undertake individualized research projects as well as participate in class and short field trips.

ENV22731 LD	MBB1 Natural History & Ecology of the Southwest, Phase II	4.00	14
	Johnson, Jeremy		
	MWF 11:00 am - 1:00 pm Mogollon BioLab		

PREREQUISITES:

None.

COREQUISITES:

CRS21016

CRS41016

ENV22730

Natural History & Ecology of the Southwest, Phase I

SPECIAL NOTES: See phase 1 for all required details.

COURSE DESCRIPTION: This intensive course will provide both descriptive and quantitative tools of analysis as applied to ecosystems within the state of Arizona. Students will learn natural history skills such as field identification of organisms, use of dichotomous keys, record-keeping, basic sampling techniques, and the fundamentals of writing a scientific paper. These skills will be developed within the context of ecological principles such as natural selection and evolution, homeostasis, population dynamics and life-history patterns, community organization and structure, ecosystem functioning, and biogeographic concepts. Students will practice the art of thinking ecologically and will consider how ecological principles can be applied.

FA-21 One College Course Schedule

Undergraduate - Session B - Environmental Studies/Sustainable Community Development

Section	Course Title	Credits	Max
ENV22730 LD	MBB1 Natural History & Ecology of the Southwest, Phase I	Johnson, Jeremy	4.00 14
		MWF 8:30 am -10:30 am Mogollon BioLab	

FEE: \$411.00

PREREQUISITES:

None.

COREQUISITES:

ENV22731 Natural History & Ecology of the Southwest, Phase II

SPECIAL NOTES: Binoculars REQUIRED (up to \$150.00 if not already owned)

COURSE DESCRIPTION: This intensive course will provide both descriptive and quantitative tools of analysis as applied to ecosystems within the state of Arizona. Students will learn natural history skills such as field identification of organisms, use of dichotomous keys, record-keeping, basic sampling techniques, and the fundamentals of writing a scientific paper. These skills will be developed within the context of ecological principles such as natural selection and evolution, homeostasis, population dynamics and life-history patterns, community organization and structure, ecosystem functioning, and biogeographic concepts. Students will practice the art of thinking ecologically and will consider how ecological principles can be applied.

ENV41701 UD	MBB1 Organic Evolution	Riegner, Mark	4.00 14
		MWF 8:30 am -10:30 am Sinagua A	

FEE: \$60.00

PREREQUISITES:

Course: ENV22015-Biological Principles: Life on Earth and

Course: ENV22725-Ecology, Concepts of and

Course: WRW26000-Writing Workshop

COREQUISITES:

None.

***Writing Emphasis**

COURSE DESCRIPTION: This course focuses on the genetic basis of organic evolution. Topics include the study of diversity and the history of evolutionary thought; Darwin's evidence for evolution and common descent; the nature of inheritance, adaptation, and speciation; the history of life; and evolutionary developmental biology. The course consists of lectures, discussions, web site explorations, extensive readings, and a field trip to the Arizona Museum of Natural History. Students will develop the ability to evaluate the various theories regarding the processes of organic evolution as well as gain a broad overview of evolution as a unifying theme in biology. In addition, students will focus on specific topics of their choice by completing personal projects.

ENV21015 LD	MBB1 Philosophies of Interpretive Naturalists	Christensen, Laird	4.00 10
		TTh 1:00 pm - 4:30 pm Crossroads Center 204	

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis

COURSE DESCRIPTION: Wilderness has had a profound effect on art, literature, and political thought in America. This course will consider the historical influences wilderness and nature have had in shaping our contemporary philosophies and attitudes. Beginning with an overview of definitions of nature from the roots of western civilization, we will gain a historical context for considering the writings of interpretive naturalists such as Henry David Thoreau, John Muir, Aldo Leopold, and Rachel Carson. Selected essays will be read and discussed with respect to their influence on political and philosophical perspectives in America.

FA-21 One College Course Schedule

Undergraduate - Session B - Environmental Studies/Sustainable Community Development

Section	Course Title	Instructor	Credits	Max
ENV41015 UD	MBB1 Philosophies of Interpretive Naturalists	Christensen, Laird	4.00	4

TTh 1:00 pm - 4:30 pm
Crossroads Center 204

PREREQUISITES:

Course: WRW26000-Writing Workshop

COREQUISITES:

None.

COURSE DESCRIPTION: Wilderness has had a profound effect on art, literature, and political thought in America. This course will consider the historical influences wilderness and nature have had in shaping our contemporary philosophies and attitudes. Beginning with an overview of definitions of nature from the roots of western civilization, we will gain a historical context for considering the writings of interpretive naturalists such as Henry David Thoreau, John Muir, Aldo Leopold, and Rachel Carson. Selected essays will be read and discussed with respect to their influence on political and philosophical perspectives in America.

ENV21610 LD	MBB1 Physics, Foundations of	Murray, James	4.00	14
----------------	------------------------------	---------------	------	----

MWF 8:00 am -12:00 pm
Mogollon BioLab

FEE: \$75.00

PREREQUISITES:

None.

COREQUISITES:

None.

This course is an introduction to various themes in physics including motion, energy, waves, discuss the social context and philosophical implications of developments in physics, from its foundation in high school algebra is required for entry into this course although the emphasis

electricity and magnetism, and modern physics. We will inception in ancient times to modern particle physics. A solid will be on concepts and not mathematics.

ENV44005 UD	MBB1 Regenerative Design: Architecture, Permaculture and Resilience; ECOSA	Brown, Tony	4.00	14
----------------	--	-------------	------	----

MTThF 11:00 am - 1:00 pm
ECOSA

FEE: \$172.00

PREREQUISITES:

Permission of instructor: Antony Brown

COREQUISITES:

env44004 Designing the Future: Design Studio; ECOSA

SPECIAL NOTES: While not required it is strongly recommended that students take ENV24006 “Creating change through design thinking” in addition to this class.

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.

FA-21 One College Course Schedule

Undergraduate - Session B - Environmental Studies/Sustainable Community Development

Section	Course Title	Credits	Max
ENV23810 LD	MBB1 Soil Science: Fertile Ground for Growth Tison, Eleanor	4.00	14
MWF 1:00 pm - 3:00 pm Mogollon EARSCI			

FEE: \$135.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Soil is one of the ultimate factors that determine the productivity of natural and agricultural ecosystems. What factors determine how soils form and what makes them fertile or infertile? Students in this course will study why soils vary in texture, chemical properties, organic matter content and water-holding capacity. In the field, a range of soil profiles will be examined and the appropriate Soil Survey will be interpreted. In the lab, students will learn some basic soil analyses, including determination of pH, cation exchange capacity, available phosphorus, texture, bulk density, and soil organic matter content. In addition, soil samples will be submitted to a state soils lab, and students will learn how to interpret the results from the laboratory analyses.

FA-21 One College Course Schedule

Undergraduate - Session B - Global Studies

Section	Course Title			Credits	Max
CRS25000 LD	MBB1 Class, Capitalism and Colonization	Poole, Mary	MWF 8:30 am -10:30 am Crossroads Center 205	4.00	10

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course provides an historical context for the recent 500 year recreation of the world through a convergence of new social forms: colonization, capitalism, and the reordering of human beings and societies according to class. Students will learn a timeline and vocabulary that provides a basis for understanding the broad strokes of inequality in our time, and movements that have mobilized in response.

CRS45000 UD	MBB1 Class, Capitalism and Colonization	Poole, Mary	MWF 8:30 am -10:30 am Crossroads Center 205	4.00	6
----------------	---	-------------	--	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course provides an historical context for the recent 500 year recreation of the world through a convergence of new social forms: colonization, capitalism, and the reordering of human beings and societies according to class. Students will learn a timeline and vocabulary that provides a basis for understanding the broad strokes of inequality in our time, and movements that have mobilized in response.

CRS41001 UD	MBB1 Community Organizing 1	Hammer-Tomizuka, Zoë	TTh 9:00 am -12:30 pm Cottonwood A	4.00	14
----------------	-----------------------------	-------------------------	---------------------------------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course will investigate organizing models and their impact in communities, by building and driving real time organizing campaigns within the Yavapai county Xicano community. We will examine the basics of community development, engagement, mobilizing and organizing while developing a semester long plan to implement those skills and ideas. We will learn and implement the essential components of an organizing drive: the rap, house meetings, communications, media etc. At the end of this semester students will be able to demonstrate basic knowledge in: 1. community asset mapping, 2. organizational assessment, 3. understanding of how to organize a community campaign, 4. SWOT planning session, 5. executing organizing plans in collaboration with SJHR cohort.

FA-21 One College Course Schedule

Undergraduate - Session B - Global Studies

Section	Course Title	Credits	Max
CRS23015 LD	MBB1 Critical Human Rights	4.00	12
	TBA		
	TTh 1:00 pm - 4:30 pm Ironwood A		

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	MBB1 Critical Human Rights	4.00	8
	TBA		
	TTh 1:00 pm - 4:30 pm Ironwood A		

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.

FA-21 One College Course Schedule

Undergraduate - Session B - Global Studies

Section	Course Title	Credits	Max
CRS41102 UD	MBB1 ONLINE: Funding Change: Grant Writing & Nonprofit Essentials	4.00	11

McCullough, Aletha

-

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Social and environmental change projects require funding. In this class we will discuss philanthropy and the structures of the Non-profit enterprise. We will explore the ways philanthropies and nonprofits set priorities, how nonprofit leaders cultivate donor relationships, and how to vision a project that is competitive in the funding arena. We will also explore new and nontraditional funding structures including social business, social entrepreneurship and grassroots fundraising strategies. Core concepts of the course will include the essentials of visioning, researching, writing, obtaining, and maintaining grants. This conceptual work will be implemented through an intensive short-term internship working with a local change organization to actualize and submit a funding proposal.

CRS21201 LD	MBB1 The Documentary: Film-making for Fun, Profit, & Justice	TBA	ONLINE	4.00	22
----------------	--	-----	--------	------	----

-

PREREQUISITES:

None.

COREQUISITES:

None.

More and more businesses, non-profit organizations, and individuals are using documentary techniques to bring attention to their activities. As a result basic documentary skills are becoming a common workplace requirement. In this course students learn the basics of short and medium length documentary production by completing 2 projects. Each student selects a topic, conducts research to prepare for filming, and shoots and edits the footage into a short documentary and a longer version that are shown to the Prescott College community. Students can work with organizations in Prescott who are asking for help in documenting their work or they can develop their project from their personal interests. This course is designed to teach fundamental documentary skills to students in all programs at the college., especially those who anticipate including video in their senior projects or their professions. It also serves as an introductory course in video production for students who want to develop a competence in film.

CRS41201 UD	MBB1 The Documentary: Film-making for Fun, Profit, & Justice	TBA		0.00	1
----------------	--	-----	--	------	---

-

PREREQUISITES:

None.

COREQUISITES:

None.

More and more businesses, non-profit organizations, and individuals are using documentary techniques to bring attention to their activities. As a result basic documentary skills are becoming a common workplace requirement. In this course students learn the basics of short and medium length documentary production by completing 2 projects. Each student selects a topic, conducts research to prepare for filming, and shoots and edits the footage into a short documentary and a longer version that are shown to the Prescott College community. Students can work with organizations in Prescott who are asking for help in documenting their work or they can develop their project from their personal interests. This course is designed to teach fundamental documentary skills to students in all programs at the college., especially those who anticipate including video in their senior projects or their professions. It also serves as an introductory course in video production for students who want to develop a competence in film.

FA-21 One College Course Schedule

Undergraduate - Session B - Global Studies

Section	Course Title		Credits	Max
CRS28060 LD	MBB1 Urban Environmental Justice	Medina, Oscar	4.00	6
		MTThF 9:00 am - 3:00 pm Field - See Notes		

FEE: UPDATED **COURSE FEE is \$552**

PREREQUISITES:
None.

COREQUISITES:
EDU22707 **Critical Literacy for Social Justice**

SPECIAL NOTES: Course fee for this course covers the expense for housing in Tucson, where this course will take place. Transportation to and from Tucson will be provided. Please note that due to the upfront expenses associated with this course, the course fee for this class is non-refundable upon enrollment. Housing in Tucson secured by Anita Fernandez, director of Prescott College Tucson.

COURSE DESCRIPTION: The course utilizes a critical analyses and social science research approach to deconstruct and help students develop an understanding of the contemporary issues related to Urbanization and the Environment. This course will be a combination of social science study and contemporary social issues of environmental justice, ecological legitimacy, environmental ethics, and environmental racism through the specific context of Urbanization in the United States. At the end of the course, students will be expected to articulately write, discuss and present comparisons between the varying environmental issues impacting urban populations throughout the United States. Students will have the opportunity to work on the K-20 Changemaker Campus which has several environmental justice projects being addressed on site.

CRS48060 UD	MBB1 Urban Environmental Justice	TBA	ONLINE -	4.00	4
----------------	----------------------------------	-----	-------------	------	---

FEE: UPDATED **COURSE FEE is \$552**

PREREQUISITES:
None.

COREQUISITES:
EDU42707 **Critical Literacy for Social Justice**

SPECIAL NOTES: Course fee for this course covers the expense for housing in Tucson, where this course will take place. Transportation to and from Tucson will be provided. Please note that due to the upfront expenses associated with this course, the course fee for this class is non-refundable upon enrollment. Housing in Tucson secured by Anita Fernandez, director of Prescott College Tucson.

COURSE DESCRIPTION: The course utilizes a critical analyses and social science research approach to deconstruct and help students develop an understanding of the contemporary issues related to Urbanization and the Environment. Students will develop their critical thinking skills and writing skills while learning more about the social science study and contemporary social issues of environmental justice, ecological legitimacy, environmental ethics, and environmental racism through the specific context of Urbanization in the United States. At the end of the course, students will be expected to articulately write, discuss and present comparisons between the varying environmental issues impacting urban populations throughout the United States. Student's grades will be based on weekly writing assignments, in class discussions/activities, a mid-term exam, and final research paper.

FA-21 One College Course Schedule

Undergraduate - Session B - Human Development

Section	Course Title	Credits	Max
HDP22050 LD	MBB1 Counseling Skills TBA	4.00	12
MW 3:00 pm - 6:30 pm Summit A			

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course is an introduction to basic counseling skills. It provides training in the conditions, based on research, theory, and practice, that facilitate effective counseling: empathy, respect, relational immediacy, authenticity, counselor use of self, reframing, and confrontation. This course is founded on a unity of theory, research, and practice. Theory, research, or practice alone cannot adequately prepare a student to engage in effective counseling. Together, theory, research, and practice can provide a rich tapestry for the integration of counseling skills in helping relationships. To this end, this course combines theoretical constructs and research findings related to counselor-client interactions with structured experiential activities. Sessions of students interacting in a counselor-client training mode provide the basic format to assist students in learning effective and appropriate communication and counseling skills.

HDP41170 UD	MBB1 Doing Good: Compassion and Sustainable Caring	Grant, Sebastienne	TTh 1:00 pm - 4:30 pm Manzanita Chapel	4.00	14
----------------	---	--------------------	---	------	----

PREREQUISITES:

Course: WRW26000-Writing Workshop

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis

COURSE DESCRIPTION: How can we face the challenges of the world without losing our hearts or minds? Recent research and ancient wisdom suggest that compassion may be key. Compassion practices benefit both individuals and society by facilitating prosocial attitudes, environmental responsibility, personal wellbeing, and more. Whereas empathy alone has been associated with anxiety, fatigue, avoidance, and burnout, compassion appears to operate as wellspring of courage, energy, joy, and love. This course surveys psychological and neuroscientific research on compassion practices as well as material from philosophy and wisdom traditions. In addition to this knowledge, students gain skills and understanding through experiential compassion practices, self-care practices, and mindful reflection. This course can be particularly beneficial for those planning to work in fields such counseling, human services, social/environmental justice, education, and more.

HDP21400 LD	MBB1 Dreamwork	Farrow, Galeet	MW 9:00 am -12:30 pm Manzanita Chapel	4.00	10
----------------	----------------	----------------	--	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course is both experiential and academic. Students will be expected to do appropriate readings and research as well as keep an extensive dream log and learning portfolio working with their own dreams and symbolic language on a daily basis. Part of our class meetings will be devoted to the facilitation of a dream group in which the participants do work with a dream of their choice. The remainder of our time will be devoted to films and discussions of the readings.

FA-21 One College Course Schedule

Undergraduate - Session B - Human Development

Section	Course Title	Instructor	Days/Time	Credits	Max
HDP41400 UD	MBB1 Dreamwork	Farrow, Galeet	MW 9:00 am -12:30 pm Manzanita Chapel	4.00	4

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course is both experiential and academic. Students will be expected to do appropriate readings and research as well as keep an extensive dream log and learning portfolio working with their own dreams and symbolic language on a daily basis. Part of our class meetings will be devoted to the facilitation of a dream group in which the participants do work with a dream of their choice. The remainder of our time will be devoted to films and discussions of the readings.

HDP21150 LD	MBB1 Holistic Health & Wellness	Shapiro, Shay	MW 6:00 pm - 8:00 pm Manzanita Chapel	4.00	14
----------------	---------------------------------	---------------	--	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course will take a personal and planetary perspective on health and well-being. Topics addressed will include: breathing, eating, exercise, communications, thinking, sexuality, finding meaning in life, and spirituality. The material will build upon a foundation based on self-responsibility, increased awareness, and compassionate self-acceptance as the bases for health.

HDP21300 LD	MBB1 Interpersonal Communication	TBA	TTh 4:00 pm - 7:30 pm Summit A	4.00	16
----------------	----------------------------------	-----	-----------------------------------	------	----

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.

FA-21 One College Course Schedule

Undergraduate - Session B - Human Development

Section	Course Title	Instructor	Credits	Max
HDP42212 UD	MBB1 ONLINE: Concepts in Critical Psychology	Abell, Ellen	4.00	16

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students should have completed most upper division psych courses. To be taken in Senior Year.

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.

HDP22210 LD	MBB1 Psychology, Introduction to	Grant, Sebastienne	4.00	16
			MWF 1:00 pm - 3:00 pm	
			Summit A	

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.

hdp22412 LD	mbb1 The "F Word": Feminism, Women & Social Change	TBA	4.00	14
----------------	--	-----	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Online Course

COURSE DESCRIPTION: What does it mean to be a woman? What is feminism? Is it outdated? Have women achieved equality? How have changes in women's and men's roles affected the sociopolitical landscape in America? Over the past two decades, many have come to believe that feminism is dead or should be. However, when large groups of people are surveyed as to their beliefs about gender roles, by and large those polled strongly agree with feminist principles and values, although balk at being referred to as "feminists." Feminist scholars have now deliberately coined the term "The F Word" when referring to this backlash against feminist terminology. This course explores these questions and examines the interaction between gender and other social stratifiers such as race, culture, class, age, sexual orientation, and ability. We will address the role of systems of social injustice; explore avenues for creating both individual and collective change through social action; examine global issues; and study women from other cultures.

FA-21 One College Course Schedule

Undergraduate - Session B - Human Development

Section	Course Title		Credits	Max
HDP47500 UD	MBB1 Women's Psychology & Sexuality	Young, Vicky	4.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course deals with emotionally-sensitive subject matter and all posts must be done in an academically-based and respectful manner. The instructor and peers are not authorized to provide medical or psychological advice. If a student has concerns, or if discomfort arises from study of any topic, the student is advised to immediately seek guidance from a health care professional.

COURSE DESCRIPTION: Students will examine topics about women's psychological and sexuality by studying current biological and psycho-social theories, inclusive of gender identity/expression. The readings will explore how over the life span women have psychological, emotional, and sexual needs. The course will support students' examination of physically healthy and psychologically satisfying intimate relationships. Investigation will include how being in the natural world and engaging in creativity feed women's wellness. Through the social justice and cultural lens, students will investigate ways women's voices are honored and empowered. Students will examine how sexual abuse, domestic violence, stress, and trauma impact their sexual well-being. Learning outcomes will include knowledge of ways to promote respectful intimacy, develop self-esteem, build personal expression of intelligence and innate beauty, and to use creativity to honor the sacred feminine.

HDP21155 LD	MBB1 Yoga: Philosophy & Practice	Munro, Julie	4.00	10
----------------	----------------------------------	--------------	------	----

TTh 8:30 am -12:30 pm
Manzanita Chapel

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

DESCRIPTION: This course introduces the theory and practice of Hatha Yoga and Meditation. It is appropriate for any student who is seeking to expand his or her consciousness and self-awareness through a regular practice of yoga. It will be predominantly experiential, but will include relevant readings and discussions of theory. Students will keep learning journals to document their experiences and assist them with the integration of the material.

HDP41155 UD	MBB1 Yoga: Philosophy & Practice	Munro, Julie	4.00	4
----------------	----------------------------------	--------------	------	---

TTh 8:30 am -12:30 pm
Manzanita Chapel

PREREQUISITES:

Permission of instructor: Julie Munro

COREQUISITES:

None.

SPECIAL NOTES: NONE

DESCRIPTION: This course introduces the theory and practice of Hatha Yoga and Meditation. It is appropriate for any student who is seeking to expand his or her consciousness and self-awareness through a regular practice of yoga. It will be predominantly experiential, but will include relevant readings and discussions of theory. Students will keep learning journals to document their experiences and assist them with the integration of the material.

FA-21 One College Course Schedule

Undergraduate - Session B - Sustainable Business Management

Section	Course Title	Credits	Max
SBM41000 UD	MBB1 Sustainable Business for Community Well-being	4.00	22

Bigknife Antonio,
Molly ONLINE
-

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course helps prepare students to holistically engage small-scale businesses they create or join. Course activities invite students to link their personal vision for compassionate, community-based business to practices that better assure environmental health and social benefits in the place where the business operates and/or, in the case of digital businesses, where customers live. Learning components include transforming personal interests into a viable business model; creative exploration of prospective customer or subscriber base demographics; calculating ecological and social footprint of the business; identifying, researching, and selecting an appropriate financing strategy; plan for recruiting partners and employees via conventional and alternative scenarios (such as crowdfunding or cooperative model); growing resources to sustainably support the business, including socially equitable, renewable natural, intellectual, and emotional elements; and establishing effective communicative and outreach protocols, including place-based and digital platforms. Students will design a sustainable business concept and plan (or a suite of sustaining strategies and practices for use in an existing business) that identifies how the business will serve the student's interests and the well-being of the human and natural community at large. That design will be sufficiently complete to be advanced to implementation of a sustainable business following the end of the course.

FA-21 One College Course Schedule

Undergraduate - Term - Core Curriculum

Section	Course Title	TBA	ONLINE	Credits	Max
COR40005 UD	MT01 Core Curriculum 4: The Senior Project	TBA	ONLINE	4.00	50

FEE: \$120.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course replaces PASS 2 for Online Undergraduate students.

COURSE DESCRIPTION: Core Curriculum: Senior Project Serves as a homeroom to provide students with regular and substantive faculty oversight as they complete their senior project. Each student works closely with a mentor and/or faculty advisor to create a senior project contract and then carry out the project. This course offers students the opportunity to discuss their learning with peers and the instructor, who oversees assessment of each student's work. In addition, this course ensures that students complete all graduation requirements as well as a professional resume and 3-page synthesizing essay that reflects on their learning journey.

LRU20000 LD	MT01 Individualized Studies	TBA	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.

FA-21 One College Course Schedule

Undergraduate - Term - Core Curriculum

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

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.

FA-21 One College Course Schedule

Undergraduate - Term - Education & Teacher Preparation

	Section	Course Title		Credits	Max
EDU47029 UD	MT01	Arts & Place-Based Methods Integration: Language Arts & Social Studies	Yost, Abby	ONLINE -	4.00 18

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 Language Arts, Social Studies and the Arts, 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 Language Arts, Social Studies, and Arts integration: addressing the relationship between reading and writing skills, language arts instruction; selecting one or more of the state standards in Social Studies relevant to individual grade levels; and including a naturally-aligned arts area.

EDU47315 UD	MT01	Classroom Management for Special Education Classrooms	Smith, Andy	ONLINE -	3.00 18
----------------	------	--	-------------	-------------	------------

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course explores the theoretical and practical aspects of classroom and behavior management for individuals with exceptional learning needs, with emphasis on creating learning environments that foster safety, emotional well-being, positive social interactions. The course provides practical and clinical opportunities to appraise, cultivate & manage relationships with exceptional students and their learning communities that enhance academic, social and cultural achievement.

FA-21 One College Course Schedule

Undergraduate - Term - Education & Teacher Preparation

Section	Course Title	Instructor	Mode	Credits	Max
EDU47880 UD	MT01 Collaborative Special Education Communities	Relyea, Jackie	ONLINE -	4.00	18

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course identifies the members of an Educational Team, the professionals who come together to advocate and educate students with exceptionalities. The team members include a psychologist, an Early Childhood Special Education (ECSE) teacher, and Occupational Therapist (OT), a Speech and Language Pathologist (SLP), and a Physical Therapist (PT) as well as the child's family members. Students will learn not only the roles each educational team member holds but how to work collaboratively with other adults within the special education setting. Students will learn professional expectations of working within an educational team, personality styles, and ways to communicate with a colleague during pleasant and challenging moments. This course will examine the expectation of the ECSE teacher when teaching cooperatively with paraprofessionals, substitutes, other ECSE teachers, and potential elementary school level educational teams. Students will learn about the process of creating an Individualized Education Plan (IEP): who is responsible for each part of the document, legal timelines, and how to communicate information within the IEP with families as a cohesive team.

EDU47040 UD	MT01 Creating & Managing Learning Communities	Wylie, Rachel	ONLINE -	3.00	18
----------------	---	---------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course provides students with the opportunity to examine the theories and practices necessary to effectively manage groups in classrooms and non-traditional settings. Students will explore the correlation among effective classroom management, engaging curriculum, and optimal learning. Through observation and study, students will identify and analyze a variety of approaches to classroom management and group management styles and techniques for their utility. Students will learn to create optimal learning environments designed to meet the needs of diverse learners.

EDU47010 UD	MT01 Curriculum Design: Assessment and Evaluation	Brown, Jennifer	ONLINE -	4.00	18
----------------	---	-----------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course explores curriculum at a theoretical and practical level as it prepares the student to interpret and present standards-based curricula in the classroom. Students examine curriculum theory, issues of curriculum making, current trends in curriculum design, and the role of state and national standards, including the national common core standards. Curriculum philosophy, aims, and processes are included to enable the student to develop a definition of curriculum within the context of standards, district guidelines, school expectations, and classroom culture. Additionally, the course examines relevant applications for curriculum, strategies for successful curricular implementation, effective use of technology to support curriculum, and accommodations for special situations and individual differences. The student will explore curriculum applications that can expand out of the classroom into an authentic learning environment. The student will ensure that curricula designed and implemented embrace appropriate multiple cultural perspectives. This course will also address how multicultural and environmental factors inform curriculum theory.

FA-21 One College Course Schedule

Undergraduate - Term - Education & Teacher Preparation

Section	Course Title			Credits	Max
EDU47697 UD	MT01 Early Childhood Special Education Practicum	Smith, Andy	ONLINE -	4.00	6

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.

EDU47001 UD	MT01 Foundations of Education	Brown, Jennifer	ONLINE -	3.00	18
----------------	-------------------------------	-----------------	-------------	------	----

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.

EDU47035 UD	MT01 Introduction to Special Education	Sallu, Adama	ONLINE -	3.00	18
----------------	--	--------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course introduces the various categories of special education eligibility and provides information about accommodating individuals with exceptional learning needs in the regular classroom setting. Categories addressed include learning disabilities, mental retardation, emotional and behavioral disorders, physical handicaps, sensory and speech impairments, severe and multiple disabilities, and the gifted and talented. Current special education law and pertinent state and national standards, including the national common core standards, are examined. Attention is also given to issues of culturally and environmentally diverse backgrounds in the education of individuals with exceptional learning needs.

FA-21 One College Course Schedule

Undergraduate - Term - Education & Teacher Preparation

Section	Course Title	Credits	Max	
EDU47820 UD	MT01 Positive Child Guidance & Inclusive Classroom Management	Houtz, Allison	ONLINE -	3.00 18

PREREQUISITES:

None.

COREQUISITES:

None.

This course addresses the classroom management skills building needs of students in the ECE teacher prep program who are, or will soon be, teaching in an early childhood classroom. Students are introduced to best practices for day to day organization and creative management of an inclusive classroom as well as strategies for successful differentiation of pedagogy for children with typical and atypical behaviors and diverse social and emotional needs. Emphasis is on developmentally appropriate and positive guidance practices for supporting social and emotional growth and development to enhance self-regulation skills and optimize academic learning.

EDU47020 UD	MT01 Reading: Methods and Practice	Romano, Victoria	ONLINE -	3.00 18
----------------	------------------------------------	------------------	-------------	------------

PREREQUISITES:

None.

COREQUISITES:

None.

Special Notes: This course is part of the required curriculum for Elementary Education Teacher Preparation students.

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.

EDU47199 UD	MT01 Student Teaching - Elementary Education	TBA	ONLINE -	8.00 6
----------------	--	-----	-------------	-----------

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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.

FA-21 One College Course Schedule

Undergraduate - Term - Education & Teacher Preparation

Section	Course Title			Credits	Max
EDU47299 UD	MT01 Student Teaching - Secondary Education	TBA	ONLINE -	8.00	18

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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	TBA	ONLINE -	8.00	6
----------------	---	-----	-------------	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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.

FA-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	TBA	ONLINE -	4.00 6

PREREQUISITES:

None.

COREQUISITES:

None.

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 6
----------------	--	-------------	-------------	-----------

PREREQUISITES:

None.

COREQUISITES:

None.

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.

FA-21 One College Course Schedule

Undergraduate - Term - Education & Teacher Preparation

Section	Course Title	Credits	Max
EDU47385 UD	MT01 Survey of the Exceptional Learners and Characteristics of the Specific Exceptionalities	3.00	18

Smith, Andy

ONLINE

-

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course provides each student an opportunity to research and construct a rich knowledge base and understanding of the primary characteristics commonly evidenced in at least four to five of the major special education exceptionalities, including learning disabilities, mental retardation, and emotional and behavioral disabilities. Topics addressed include the characteristics, causes, and management protocol for each of the identified exceptionalities; diagnostic and eligibility criteria; placement and IEP considerations; and common academic and behavioral strategies in the context of state and national academic standards. Students also consider issues of culturally, linguistically, and environmentally diverse backgrounds pertinent to the exceptionality.

EDU47050
UD

MT01 Working in Schools: Orientation

Brown, Jennifer

ONLINE

1.00

18

-

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.

FA-21 One College Course Schedule

Graduate Placeholders for Mentored Courses

For students in teach out programs for Master of Arts

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.

- 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. Variable credits allowed, with 4 required for degree				
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.				

FA-21 One College Course Schedule

Graduate - Block 1 - General

	Section	Course Title			Credits	Max
COR57113	MB01	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 that is unique to each student.

FA-21 One College Course Schedule

Graduate - Block 1 - Social Justice and Community Organizing

Section	Course Title		Credits	Max
MASJ50000 B001	Urban Field Orientation: Justice, Home & Community	Hammer-Tomizuka, Zoë	3.00	6

FEE: \$1,120.00

PREREQUISITES:

Permission of instructor: Zoë Hammer-Tomizuka

COREQUISITES:

None.

SPECIAL NOTES: This course takes place in Los Angeles after an initial meeting on campus. Course fee includes all housing for the first 4 weeks of the term.

COURSE DESCRIPTION: Contemporary globalization has reconfigured landscapes of power, in part, through the emergence of global cities such as Los Angeles. In addition, for the first time in history, the majority of humans live in urban areas. The study of urbanization has become crucial to understanding processes of uneven development, social decision making, and struggles for social transformation and sustainability. This course takes each new cohort of MA SJCO students to Los Angeles to orient them toward processes of experiential learning, expose them to major questions and debates in the interdisciplinary and applied study of urbanization and globalization, to build an intentional learning community, and to explore themes of justice, home, and community in diverse contexts of social justice organizing and activism.

FA-21 One College Course Schedule

Graduate - Block 2 – Environmental Studies

Section	Course Title	Instructor	Credits	Max
ENV57250	B202 Kino Bay: Natural History	Espinosa Gonzalez Garza, Irene	4.00	2

FEE: \$1,175.00

PREREQUISITES:

Permission of instructor: Lorayne Meltzer

COREQUISITES:

ENV57350
ENV57450

SPECIAL NOTES: This class will spend 6-8 weeks at the Kino Bay Center in Sonora, Mexico. Passport required. This class satisfies the MSES Ecology requirement.

COURSE DESCRIPTIONS: This class combines with Cultural Geography and Society and Environment to introduce students to the relationship between humans and the environment in the bio-culturally rich Midriff Island Region of the Gulf of California. The Gulf of California is one of the most productive marine environments on earth. Its islands, biological diversity, and geologic and cultural history make it a remarkable place for students to learn about marine and coastal natural history. Class and field sessions introduce students to the coastal ecosystems, islands and offshore environments of the Gulf of California. Students develop skills in field observation, species identification, and field journaling and demonstrate their learning through the completion of a series of species accounts, a detailed field journal, participation in field activities, readings, and participation in class discussions. This class gives students unparalleled opportunities to experience and learn about the diversity of marine life in the Gulf of California, including invertebrates, fish, birds, marine turtles, marine mammals and marine and coastal plants.

ENV57350	B303 Kino Bay: Cultural Geography	TBA	4.00	2
----------	-----------------------------------	-----	------	---

PREREQUISITES:

Permission of instructor: Lorayne Meltzer

COREQUISITES:

ENV57250
ENV57450

SPECIAL NOTES: This class will spend 6-8 weeks at the Kino Bay Center in Sonora, Mexico. Passport required. This class satisfies the MSES Ecology, Culture and Environment requirement.

COURSE DESCRIPTION: This class combines with Natural History and Society and Environment to introduce students to the relationship between humans and the environment in the bio-culturally rich Midriff Island Region of the Gulf of California. Human communities and cultures are shaped the landscapes, histories, languages and geographies in which they develop. This course explores the cultural history and geography of the communities and cultural groups of the Sonoran coastal regions of the Eastern Midriff Island region of the Gulf of California, Mexico. Students learn from readings, assignments and discussions, as well as from interactions with individuals from indigenous, rural Mexican and urban communities of the region. Students map the historical and contemporary geographies of major cultural groups in the region, understand and describe the major historical events influencing cultural development and geography in the region and learn appropriate tools for learning about culture. This course provides an excellent foundation for students wishing to pursue further studies at the Kino Bay Center or in Latin American Studies or for graduate students embedding their fieldwork in the cultural context of the region.

FA-21 One College Course Schedule

Graduate - Block 2 – Environmental Studies

	Section	Course Title			Credits	Max
ENV57450	B404	Kino Bay: Society & Environment	Meltzer, Lorayne	-	4.00	2

PREREQUISITES:

Permission of instructor: Lorayne Meltzer

COREQUISITES:

ENV57250

ENV57350

SPECIAL NOTES: This class will spend 6-8 weeks at the Kino Bay Center in Sonora, Mexico. Passport required. This class satisfies the MSES Ecology, Culture and Environment requirement.

COURSE DESCRIPTION: This class combines with Natural History and Cultural Geography to introduce students to the relationship between humans and the environment in the bio-culturally rich Midriff Island Region of the Gulf of California. Societies adapt, transform and depend upon the environments they inhabit. They also assign meanings to the environment that vary over place and time, and that help define their identity and values within the world. Healthy human-environment relationships are vital to environmental conservation and sustainable community development. This course explores the rich bio-cultural landscape of the Midriff Island Region of the Gulf of California. Through first-hand field observation and participation, students gain an understanding of the dynamic and complex relationships between human communities and marine ecosystems in the Gulf of California. For example, students engage in dialog and field activities with fishermen, indigenous elders, school teachers, resource managers and families to gain insight into the different economic, physical, spiritual, and social relationships that people have with the ocean. Through presentations, readings and discussions, students begin to understand the dimensions of these human-environment relationships. As students explore a range of cultural perceptions of the sea, they reflect upon their own relationships with nature. Students engage in local case studies to examine the human-environment relationship in the context of regional climate change, fisheries and coastal development scenarios.

FA-21 One College Course Schedule

Graduate - Block 2 - Social Justice and Community Organizing

Section	Course Title			Credits	Max
MASJ50002	B202 Radical Pedagogy as Praxis	Fernandez, Anita	MTWThF 9:00 am - 5:00 pm Field - See Notes	3.00	8

FEE: \$857.00 *NON-REFUNDABLE FEE*****

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course takes place in Tucson. Transportation to and from Tucson will be provided. Please note that due to the up front expenses associated with this course, the course fee for this class is non-refundable upon enrollment. The student fee will cover housing costs in Tucson.

COURSE DESCRIPTION: This course focuses on radical pedagogy, including Xican@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. This course will provide the knowledge, skills and training for SJHR student graduate assistants for their future teaching assignments.

FA-21 One College Course Schedule

Graduate - Block 4 - Social Justice and Community Organizing

Section	Course Title		Credits	Max
MASJ50003	B401 Social Justice Graduate Seminar I	Hammer-Tomizuka, Zoë	3.00	15

PREREQUISITES:

None.

COREQUISITES:

MASJ50001

SPECIAL NOTES: N/A

COURSE DESCRIPTION: How can we, as social movement participants, develop and build our analysis in ways that enable us to identify key fronts and strategies and participate in building effective movements for social transformation? Put another way, how do we fight? This graduate social justice theory seminar explores 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 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? How do groups engaged in social movement building as well as scholars and movement intellectuals engaged in understanding the world with the purpose of changing it frame and address these questions? Building on and expanding the geographic scale of analysis introduced during the Urban Field Orientation, this course applies historical and geographic understandings of urbanization and globalization to questions about social movements operating at the regional, national, and transnational scales. Each year, this course will focus this broad framework for inquiry around specific social problems and movements based on current events, the specific goals and commitments of each incoming cohort, and our ongoing collaborative work with social movement organizations and projects.

FA-21 One College Course Schedule

Graduate - Session A - Arts & Humanities

Section	Course Title	Instructor	Mode	Credits	Max
AHU56601	MBA1 Environmental Communication	Gilcrest, David	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

Course Description: Through readings and online discussion of communication theory, audience and rhetorical analysis, and persuasion in the mass media, students will identify mechanisms and professional practices required to communicate environmental and science policy issues. Case studies of key environmental issues in various bioregions and organizations will provide a sampling of communication models, including informational and public policy reports, objective and persuasive media reporting, and advocacy campaigns. Students will research and conduct an environmental communications campaign that incorporates public policy and planning processes, assessment of scientific data and claims, and audience analysis. This project will incorporate a pre-campaign analysis of audience and core concepts; the authoring of a coordinated body of messages, publications, and media; a timeline and budget; and an assessment process to evaluate the campaign's success.

AHU58000	MBA1 Identity & Film	Addae, Maxwell	ONLINE	3.00	15
----------	----------------------	----------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course will analyze how the elements of narrative filmmaking communicate identity. Students will then learn how to use those tools, from script to screen, to tell challenging, specific, and intimate stories.

AHU53500	MBA1 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.

FA-21 One College Course Schedule

Graduate - Session A - Education Leadership

Section	Course Title			Credits	Max
MEDL50045	MBA1 Designing the Educational Program: Curriculum, Instruction and Assessment	Kuehne, Bahne	ONLINE -	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: In this course, educational leaders will study the design, implementation, monitoring and evaluation of a comprehensive education program. This course will explore the means to work collaboratively with students, colleagues, support personnel, organization and community partners. Educators will gain skills in designing, developing and implementing a program, as well as determining outcomes and conducting program evaluations that guide practice. Educators will review foundations of leadership, marketing, budget management, communication with partners and participants, coordinating and scheduling programs, and developing educational resources in order to establish, maintain and assess viable, sustainable programming.

MEDL50000	MBA1 Foundations of Sustainable Educational Leadership	TBA	ONLINE -	3.00	22
-----------	--	-----	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: In this MEDL foundational course, educational leadership candidates will explore merging theories that define the concept of sustainable leadership as it relates to their experiences, professional frameworks, and understandings. Leadership candidates will begin to develop their own leadership platform based on the literature, field experiences and class discussions, ultimately determining what it takes to create a mission, vision and set of leadership core values that maintain sustainable leadership practices. Leadership candidates will develop their own model of effective school leadership in order to advocate and enact high-quality, sustainable educational practices leading to academic success and well-being for Pre-K-12 students. This course satisfies an AZED Standard Professional Principal, PreK-12 certification requirement as well as supporting non-certification sustainable leadership requirements.

FA-21 One College Course Schedule

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

Section	Course Title	Instructor	Mode	Credits	Max
MAED52000	MBA1 Designing & Facilitating Age-Appropriate Environmental Education	Biederman, Coby	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course is designed to provide environmental educators with current and emerging research, skills and strategies in meeting the learning needs of children, adolescents, and adults. Environmental educators will learn and understand how children, adolescents, and adults develop over time and how emerging research on learning affects instruction, assessment, and the decisions made by educators. 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.

Extended description: Educational theories hold diverse paradigms of knowledge and learning and therefore position the role of the teacher and view of the students differently. Understanding that models have the potential to benefit some students while marginalizing others, effective educators seek to understand the experience of their students. As learners within their classroom, effective educators listen, examine their own actions, check biases and assumptions, and advocate for equity and excellence so that every student reaches their full potential. Effective educators analyze educational theory and use professional judgment to create developmentally appropriate curriculum and instruction based on the educational needs and interests of each student in their classroom or another educational environment.

EDU57514	MBA1 Philosophies & Trends of Environmental Education	Matlock, Deb	ONLINE	3.00	22
----------	---	--------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: During this course, students will explore the theoretical and philosophical frameworks supporting environmental education (EE). Consideration will be given to EE both past and present, how it is practiced, challenges it faces as a field, and current/future trends. Additionally, this course will help to prepare the graduate EE student to become a certified EE practitioner at the state or national level as dictated by the North American Association for Environmental Education. Through readings, writings, experiential activities, online group discussions and individual projects, students will gain a better understanding of EE as well as the importance of exploring EE within their own unique academic and professional interests.

FA-21 One College Course Schedule

Graduate - Session A - General

Section	Course Title	Instructor	Mode	Credits	Max
SBM52001	MBA1 Accounting Practices in the Ethical Organization	Eisenberg, Daniel	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course examines the principles of financial and managerial accounting for effective managerial decision-making in the sustainable business, nonprofit, or other organization. Topics include concepts and principles underlying financial accounting practices; financial sustainability assessment of the organization; budgeting; and measurement of performance from the perspective of non-shareholder stakeholders.

HDP52200	MBA1 Adolescent Psychology	TBA	ONLINE	4.00	22
----------	----------------------------	-----	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: None

COURSE DESCRIPTION: This course is designed for undergraduate students seeking a broad comprehensive view of adolescent development including issues of autonomy, ego identity, socialization, and sexuality. Its focus will be on the application of theory in applied areas such as classrooms, hospitals, treatment facilities, recreation, and wilderness programs.

ENV53050	MBA1 Alternative Dispute Resolution	TBA	ONLINE	3.00	22
----------	-------------------------------------	-----	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course will introduce students to a range of contemporary theories about the nature of conflict, the principles of Alternative Dispute Resolution, and the role of creative problem-solving in facilitation and negotiation. Students will explore the laws governing mediation in their own bioregions, and learn the skills needed to facilitate agreement among a range of stakeholders. There will be some group work, related to reviewing and providing feedback on the arguments and materials that another of your classmates has prepared for a hypothetical negotiation.

FA-21 One College Course Schedule

Graduate - Session A - General

Section	Course Title	Instructor	Mode	Credits	Max
COR57700	MBA1 Capstone Project: MSES & MSRSC	Curtis, Lori	ONLINE	3.00	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.

ENV54400	MBA1 Conservation Biology	TBA	ONLINE	3.00	22
----------	---------------------------	-----	--------	------	----

PREREQUISITES:

Course: ENV57101-Ecology

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Students will study the history and application of conservation biology, a new field in the life sciences. Specific topics will include how has the field emerged and changed, the specific areas of study that made this field possible (biogeography, for example), historical and legal landmarks, current challenges, common lab and field techniques, design of study, and limitation of certain techniques. Students will read a significant body of current literature in the field and produce a paper that applies their knowledge of conservation biology to a problem in their local bioregion.

HDP52220	MBA1 Critical Theoretical and Historical Foundations of Psychology	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: 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.

FA-21 One College Course Schedule

Graduate - Session A - General

Section	Course Title			Credits	Max
ADV52010	MBA1 Diversity, Equity, and Inclusion: Outdoor Education for a Just World	Sbrogna, Kristen	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.

ENV57100	MBA1 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.

ENV52225	MBA1 Energy and the Environment	Sesser, Amanda	ONLINE	3.00	22
----------	---------------------------------	----------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course explores the institutional frameworks and interaction of different modes of energy, infrastructure, and transportation in a carbon-constrained world. Beginning with an examination of past and present energy sources, including the environmental and social impacts of conventional energy production and distribution, the course will lead students to consider the local questions of electricity generation siting for the 21st century, to deal with questions of grid security, and to evaluate the possibilities of various future modes of energy production and distribution.

FA-21 One College Course Schedule

Graduate - Session A - General

Section	Course Title		Credits	Max
ENV58910	MBA1 Food Systems Biodiversity: Ecosystem Services	Gemmill-Herren, Barbara	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Biodiversity, in all its manifestations, is the fundamental basis for all life, including food and agricultural production. Biodiversity is comprised not just of organisms but also the natural processes, such as pollination and soil fertility, generated by the interactions between organisms. Increasingly these “ecosystem services” are understood to include those at large scale, such as watershed services, and those created by people, such as cultural services. This course will support students’ understanding of ecosystem services across agricultural landscapes, and how current production systems impact these, both positively and negatively.

Students will learn to assess key leverage points across food value chains to harness the benefits of nature, for people and the planet. Students will develop skills to appraise the current governance systems over biodiversity and ecosystem services, both internationally and more locally, for strengths and gaps.

ENV57900	MBA1 Food Systems	Trocchia-Balkits, Lisa	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.

ENV57900	MBA2 Food Systems	Currey, Robin	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.

FA-21 One College Course Schedule

Graduate - Session A - General

Section	Course Title			Credits	Max
ENV51100	MBA1 Forest Ecology	Gielstra, Dianna	ONLINE	3.00	22

PREREQUISITES: None

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course explores the primary ways in which organisms interact with abiotic components of North America's various forest communities, from northern hardwood forests to temperate rainforests. Of particular interest are the processes—both natural and anthropogenic—that determine how organisms are distributed throughout a forest community. By gathering data and applying generalized patterns in their local ecosystems, students will develop a hands-on knowledge of ecosystem processes that provides a fundamental context for understanding modern ecosystem management. Students will read a body of current literature in the field and produce a significant paper focused on issues pertaining to forests in their bioregion.

Prerequisite: Natural Systems Ecology.

HDP58500	MBA1 Helping Skills	Abell, Ellen	ONLINE	3.00	22
----------	---------------------	--------------	--------	------	----

FEE: \$99.00

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: None

COURSE DESCRIPTION: This course presents foundational knowledge and skills essential to professional interpersonal practice while considering the community, organizational, and policy contexts in which these practices takes place. It further integrates content on multiculturalism, diversity, social justice, and social change issues, as well as relevant historical, contextual, and social science knowledge. Students will critically examine theory and methods of interpersonal and "helping" skills and will engage in practice through participating in interpersonal exercises with one another.

ADV57100	MBA1 Leadership & Administration of Outdoor Programs	Ramsey, Scott	ONLINE	3.00	22
----------	--	---------------	--------	------	----

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: This course provides students with an overview of the essential administrative realms program managers and supervisors need to be familiar with and have knowledge and understanding of, in order to provide professional and ethical services in outdoor education. Through discussion, reading, weekly activities, research, site visits, and interviews with professionals, this course explores the many facets comprising this unique discipline.

FA-21 One College Course Schedule

Graduate - Session A - General

Section	Course Title			Credits	Max
SBM57501	MBA1 Organization Transformation and Sustainable Leadership	TBA	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.

ADV57050	MBA1 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.

ENV57955	MBA1 Social Values and Value Chains: Farm to Plate Sustainability	Harper, Wendy Sue	ONLINE	3.00	22
----------	---	-------------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

Course Description: Beginning with the differing challenges of growing annuals versus perennials and the integration of animals in agroecosystems, this course will explore current trends and production methods for growing and raising before moving into the often hidden methods and difficulties in processing, storing, distributing, preparing, and consuming these foods. Various business models and management systems will be explored, with a careful eye toward "sustainable value chains" that focus on environmental, nutritional, economic and cultural sustainability.

FA-21 One College Course Schedule

Graduate - Session A - General

Section	Course Title			Credits	Max
SBM59000	MBA1 Strategic Sustainable Management Capstone	Prado, William	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 focus on integrating the multiple stakeholder approach in the development and implementation of effective strategy that creates sustainable competitive advantage from social and/or environmental performance. Students with the assistance of a capstone advisor, may prepare (as appropriate for the student's post-graduation goals: (1) a comprehensive strategy and strategy implementation plan, or (2) a market-ready business plan, or (3) an applied project demonstrating the student's ability to utilize the skills developed in the MBA program, or (4) a research project/thesis.

GRA59700	MBA1 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 (11- 3 PST) and Sunday (11 - 3 PM PST), date TBD, 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.

SBM55500	MBA1 Sustainable Business Marketing & Brand Management	Marsh, Carolyn	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.

Graduate - Session A - General

FA-21 One College Course Schedule

Section	Course Title			Credits	Max
COR57550	MBA1 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.

FA-21 One College Course Schedule

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

Section	Course Title	Credits	Max
MAEP51020 MBA1	Adventure-based & Nature-based Counseling Intensive Practicum	1.00	22
	TBA		
	ONLINE		
	-		

PREREQUISITES:

None.

COREQUISITES:

None.

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

SPECIAL NOTES: Students are required to take MAEPINTENSIVE 1 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.

MAEPINTENS A001	MAEPINTENSIVE 1: Backcountry Intensive	TBA	MENTORED	0.00	14
	IVE		-		

FEE: \$650.00

PREREQUISITES:

None.

COREQUISITES: MAEP51020

**** NON REFUNDABLE COURSE FEE** \$650**

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 five-day residential portion. This course is open to current Prescott students, students in similar fields, and professionals in mental health/behavioral health fields.

Please contact the instructor for more information. Date of intensive is August 2021 TBD

Students should have \$50-\$75 cash in case they wish to purchase anything while traveling.

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 back country intensive particularly focuses on wilderness, including its application for clinical goals, its deep historical roots to both adventure-based and nature-based counseling, its cultural relevance to a variety of populations, and specific back country safety.

FA-21 One College Course Schedule

Graduate - Session A - Social Justice and Community Organizing

Section	Course Title			Credits	Max
MASJC5005	MBA1 Comparative Political and Social Theory	TBA	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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?

MASJC5100	MBA1 Critical Youth Organizing and Transformational Resistance	Medina, Oscar	ONLINE	3.00	22
-----------	--	---------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: An emphasis on critical and radical youth-led resistance and mobilization is needed to fully comprehend the historical and contemporary struggles of youth-led organizing and transformation resistance. This course will focus on youth activism and resistance from a historical and contemporary movement-building place where social and political mobilization emerges under hegemonic forces and systemic oppression fueled by institutionalized racism, heteropatriarchy, and capitalism. An examination of critical media literacy, youth intersectional identity development, youth participatory action research, and critical pedagogy are key to comprehending the rise of youth sociopolitical consciousness and youth mobilization. The course will provide examples of intersectional and coalition-led movements focused on undocumented youth organizing for immigrant rights, BIPOC youth organizing for racial justice, youth climate organizing, youth gender nonconformity, and the formation of transgender identities. Key theories and examples of youth counter-hegemony, youth resistance, and critical pedagogy will be employed to comprehend critical youth organizing and transformational resistance.

FA-21 One College Course Schedule

Graduate - Session A - Social Justice and Community Organizing

Section	Course Title	Instructor	Mode	Credits	Max
MASJC5000	MBA1 Globalization and Urban Politics	Hoffman, April Ruth	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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.

MASJC5006	MBA1 Leadership Development	TBA	ONLINE	3.00	22
-----------	-----------------------------	-----	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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	MBA1 Radical Pedagogy as Praxis	Medina, Oscar	ONLINE	3.00	22
-----------	---------------------------------	---------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

FA-21 One College Course Schedule

Graduate - Session A - Social Justice and Community Organizing

Section	Course Title			Credits	Max
MASJC5770	MBA1 Strategic Media and Communications	Saadah, Cirien	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Combining communications theory with practical tools, networking, and coaching, this course centers on the media and communication skills required for building successful campaigns, organizations, and movements with a specific emphasis on the knowledge and know-how required of those seeking careers in media and communications for social justice. Through hands-on experience, reflection, and opportunities to participate directly in strategic communications work, students learn about brand development, storytelling, framing and messaging, meta-framing, and media strategy development.

FA-21 One College Course Schedule

Graduate - Session B - Arts & Humanities

Section	Course Title	Instructor	Mode	Credits	Max
AHU57501	MBB1 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.

AHU53150	MBB1 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.

AHU59902	MBB1 Studio Practice III	Montana, Star	ONLINE	3.00	22
----------	--------------------------	---------------	--------	------	----

PREREQUISITES: Studio Practice I and Studio Practice II

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.

FA-21 One College Course Schedule

Graduate - Session B - Education Leadership

Section	Course Title			Credits	Max
MEDL50010	MBB1 Data Analysis & Decision Making	Mcdonald, Sakenya	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Students in this course will analyze and evaluate various models of data collection, organization, assimilation, and reporting for a variety of institutional, commercial and public consumers of information. This leadership course also examines best practices when using data to inform high-stakes decisions for planning, program implementation, systems change. This course is an excellent choice for students interested in leadership roles within public/private institutions, non-profits, and places where data-driven decision-making is valued.

MEDL50030	MBB1 School Law	Hennings, Ron	ONLINE	3.00	22
-----------	-----------------	---------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course in School Law gives major attention to the issues of the constitutional and other legal bases of public education in the United States and the State of Arizona. The course is designed to provide all participants with a thorough grounding in the legal basics for teachers and administrators. Priority emphasis will be given to landmark decisions of the United States Supreme Court in the areas of finance, religion, collective bargaining, student rights, rights of the disabled, employee rights, and desegregation and discrimination. The course also addresses the major current and critical legal issues in education. The course meets or exceeds Arizona State Board of Education requirements for administrative certification and covers educational law assessment items measured by both the Professional Standards for Educational Leaders (PSEL) and the Arizona Administrator Proficiency Assessment (AAPA).

FA-21 One College Course Schedule

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

Section	Course Title			Credits	Max
EDU57700	MBB1 Education Capstone	Matlock, Deb	ONLINE	0.00	22

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.

FA-21 One College Course Schedule

Graduate - Session B - General

Section	Course Title			Credits	Max
SBM55501	MBB1 Building Blocks of Sustainable Business	Marsh, Carolyn	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.

COR57702	MBB1 Capstone Portfolio	Curtis, Lori	ONLINE	3.00	22
----------	-------------------------	--------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Following completion of the coursework, the student will draw upon the completed materials to create a portfolio that demonstrates accomplishments in accordance with program goals and a set of goals the student has drafted. Typically a student will decide at the end of the first year if they are moving working toward a capstone project or a portfolio. The portfolio is tied together by a substantive reflective paper, which describes the case for the academic integrity of her coursework, the activities she has engaged within the coursework, and the connection to the student's career.

HDP59900	MBB1 Capstone: Critical Psychology & Human Services	Grant, Sebastienne	ONLINE	6.00	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.

FA-21 One College Course Schedule

Graduate - Session B - General

Section	Course Title			Credits	Max
HDP52212	MBB1 Concepts in Critical Psychology	Abell, Ellen	ONLINE	3.00	8

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.

COR57114	MBB1 Critical Foundations of Research & Scholarship	TBA	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.

HDP52000	MBB1 Current Topics in Critical Psychology	TBA	ONLINE	1.00	22
----------	--	-----	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This seminar course serves to bridge critical psychological theory with current topics (including but not limited to climate justice, ecopsychology and environmental justice, racial justice, prison justice, political issues, trauma work, research, etc.). Students enrolled in the course take the lead in selecting the topics that will be researched and discussed, so each seminar is unique and reflective of student interests.

FA-21 One College Course Schedule

Graduate - Session B - General

Section	Course Title			Credits	Max
GRA52000	MBB1 Digital Storytelling: The Art of Collecting Stories in Film	Kerns, Perrin	ONLINE	3.00	22

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: Digital stories join the arts of writing and filmmaking to create 3- to 5-minute movies. Students will craft and record short first-person narratives and combine these with original images, film clips, and music to create their projects. They will follow a process through peer response and instructor support to edit and revise their films. Students will create two digital stories during our online time together, one of which will be a personal narrative. The second film will be an opportunity to collect someone else's story, and could grow even into a very short documentary. The course will end with an online screening of student work. Our computer work will be Mac based (with iMovie as an editing platform), but we also have access to Adobe Premiere through Prescott or the online WeVideo to use as editing platforms.

HDP51170	MBB1 Doing Good: Compassion and Sustainable Caring	Grant, Sebastienne	ONLINE	3.00	2
----------	--	--------------------	--------	------	---

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: How can we face the challenges of the world without losing our hearts or minds? Recent research and ancient wisdom suggest that compassion may be key. Compassion practices benefit both individuals and society by facilitating prosocial attitudes, environmental responsibility, personal wellbeing, and more. Whereas empathy alone has been associated with anxiety, fatigue, avoidance, and burnout, compassion appears to operate as wellspring of courage, energy, joy, and love. This course surveys psychological and neuroscientific research on compassion practices as well as material from philosophy and wisdom traditions. In addition to this knowledge, students gain skills and understanding through experiential compassion practices, self-care practices, and mindful reflection. This course can be particularly beneficial for those planning to work in fields such counseling, human services, social/environmental justice, education, and more.

ADV52000	MBB1 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.

Graduate - Session B - General

FA-21 One College Course Schedule

Section	Course Title			Credits	Max
ENV50505	MBB1 Environmental History & Philosophy	Gilcrest, David	ONLINE	3.00	22

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: This course provides a systematic historical and philosophical analysis of environmental perspectives and the motives that shape human relationships to more-than-human nature. Students will explore the historical roots of Western attitudes towards nature as well as those of select non-Western and Indigenous traditions. Special emphasis will be placed on the evolution of American environmental ethics and land-use policy in the twentieth century in the work of Pinchot, Muir, and Leopold. Students will also be introduced to foundational texts and theory associated with Environmental Justice (including Climate Justice). Written work engaging "wicked" bioregional environmental problems will be framed by pragmatic environmental value analysis and argumentation.

SBM52002	MBB1 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.

ENV57902	MBB1 Food Justice and Sustainable Food Systems	Greeson, Kimberley	ONLINE	3.00	22
----------	--	--------------------	--------	------	----

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Food justice is a growing movement that seeks to shift global, industrial food systems towards more equitable, just, and sustainable foodways. Food justice can be measured through a community's ability to acquire healthy food (food access), and it's right to define its own food systems (food sovereignty). Using this framework, students will uncover how institutional racism and classism prevent certain communities from accessing healthy and culturally appropriate food. By the end of the course, students will have gained a comprehensive understanding of the historical, conceptual, and theoretical underpinnings of grassroots movements and the wider social, political, and economic systems that impact foodways.

FA-21 One College Course Schedule

Graduate - Session B - General

Section	Course Title	Instructor	Mode	Credits	Max
ENV54100	MBB1 Geographic Information Systems	Gielstra, Dianna	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This is an introductory course that will cover the historical development, theoretical basis and practical application of geographic information systems (GIS) technologies. This course will accomplish these goals by providing you with an understanding of: (1) numerous data formats and how to obtain freely distributed data, (2) a variety of open-source and freely distributed GIS software packages, (3) how to manage and construct GIS databases, and (4) applied GIS through case studies and individualized projects.

ENV51250	MBB1 Land Use Planning & Policy	Andrews, Alisa	ONLINE	3.00	22
----------	---------------------------------	----------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course explores the institutional frameworks and interaction of different modes of energy, infrastructure, and transportation in a carbon-constrained world. Beginning with an examination of past and present energy sources, including the environmental and social impacts of conventional energy production and distribution, the course will lead students to consider the local questions of electricity generation siting for the 21st century, to deal with questions of grid security, and to evaluate the possibilities of various future modes of energy production and distribution.

GRA58003	MBB1 Advanced Research Design	Gano, Gretchen	ONLINE	3.00	22
----------	-------------------------------	----------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This is a course for students interested in conducting or performing 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 work to build a student's research plan, often including an IRB proposal. This course is exceptionally well suited for students preparing for capstone papers, theses, dissertations or any original education research. Previous courses in research methods are strongly recommended.

FA-21 One College Course Schedule

Graduate - Session B - General

Section	Course Title	Instructor	Mode	Credits	Max
SBM57501	MBB1 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.

HDP56000	MBB1 Psychology of Globalization	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: This course explores psychologically relevant issues relating to globalization. Globalization is a process by which cultures influence one another and become more alike through trade, immigration, and the exchange of information and ideas. This process can open minds, remove cultural barriers, and increase cultural diffusion. It can also threaten the viability of local cultures and people's sense of community and cultural identity. Whether perceived in a positive or negative light, globalization has an important impact on psychological functioning. Students will explore issues such as migration, intergroup conflict, interpersonal relations, organizational change, diversity, communication, and collective action to examine how globalization influences psychological functioning. Additionally, students will review current research on the effects of globalization on the individual and society. Finally, students will apply this knowledge in the critical examination of a struggle they observe in their own communities (broadly defined) in order to illuminate possible impacts of globalization in these struggles.

SBM58000	MBB1 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.

FA-21 One College Course Schedule

Graduate - Session B - General

Section	Course Title			Credits	Max
ADV57075	MBB1 Risk and Reward: Managing Risk in Outdoor Programming	Ramsey, Scott	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course will explore the various interactions and relationships between ethics and risk management as it relates to the application of Adventure Education modalities across a variety of settings. Students will explore ethical issues, competence and scope of practice, client welfare, confidentiality, informed consent, boundaries, cultural considerations, and environmental impact, as well as tort liability, relevant case law, risk evaluation, legal management strategies, and the principles of waivers and releases. As a way to avoid and mitigate potential incidents, this course explores ethics and risk management as a central component of expeditionary thinking and learning.

ENV57700	MBB1 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	MBB1 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.

FA-21 One College Course Schedule

Graduate - Session B - General

Section	Course Title	Instructor	Mode	Credits	Max
SBM59000	MBB1 Strategic Sustainable Management Capstone	Prado, William	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 focus on integrating the multiple stakeholder approach in the development and implementation of effective strategy that creates sustainable competitive advantage from social and/or environmental performance. Students with the assistance of a capstone advisor, may prepare (as appropriate for the student's post-graduation goals: (1) a comprehensive strategy and strategy implementation plan, or (2) a market-ready business plan, or (3) an applied project demonstrating the student's ability to utilize the skills developed in the MBA program, or (4) a research project/thesis.

GRA59700	MBB2 Sustainability Intensive: Mediterranean Diet 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 traditional, plant-based Mediterranean diets, as well as the various types of whole foods that are present within these cultural food traditions. The workshop will culminate in an interactive culinary class, in which students will discuss the benefits and methods for including foods within a traditional plant-based Mediterranean diet, share bioregional ingredients and cultural food traditions, and cook together in their own kitchens on Saturday (11 - 3 pm PST) and Sunday (11 - 3 pm PST), date TBD. 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.

GRA59700	MBB1 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 (11 - 3 PST) and Sunday (11 - 3 PST), date TBD, 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.

Graduate - Session B - General

FA-21 One College Course Schedule

Section	Course Title	Instructor	Mode	Credits	Max
COR57550	MBB1 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.					
GRA51102	MBB1 Funding Change: Grant Writing & Nonprofit Essentials	McCullough, Aletha	ONLINE	4.00	11
PREREQUISITES: None.					
COREQUISITES: None.					
SPECIAL NOTES: N/A					
 COURSE DESCRIPTION: Social and environmental change projects require funding. In this class we will discuss philanthropy and the structures of the Non-profit enterprise. We will explore the ways philanthropies and nonprofits set priorities, how nonprofit leaders cultivate donor relationships, and how to vision a project that is competitive in the funding arena. We will also explore new and nontraditional funding structures including social business, social entrepreneurship and grassroots fundraising strategies. Core concepts of the course will include the essentials of visioning, researching, writing, obtaining, and maintaining grants. This conceptual work will be implemented through an intensive short-term internship working with a local change organization to actualize and submit a funding proposal.					
SBM53000	MBB1 The Economics of Sustainable Organizations & Communities	Dube, Benjamin	ONLINE	3.00	22
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.					
ENV57876	MBB1 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.					

FA-21 One College Course Schedule

Graduate - Session B - Social Justice and Community Organizing

Section Course Title			Credits	Max	
MASJC5111	MBB1 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	MBB1 Capstone: Social Justice and Community Organizing	Hoffman, April Ruth	ONLINE	5.00	22
-----------	--	---------------------	--------	------	----

PREREQUISITES:
Course: MASJC51111-Advocacy Research

COREQUISITES:
None.

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.

FA-21 One College Course Schedule

Graduate - Session B - Social Justice and Community Organizing

Section	Course Title		Credits	Max
MASJC5002	MBB1 Landscapes of Neoliberalism	Willse, Craig	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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	MBB1 Mobilizing Change	Saadeh, Cirien	3.00	22
-----------	------------------------	----------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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	MBB1 Theories of Change	Gilmore, Craig	3.00	22
-----------	-------------------------	----------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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?

FA-21 One College Course Schedule

Graduate - Term - Counseling

Section	Course Title			Credits	Max
MACP51170	MT01 Addiction Counseling	Randall Reyes, Jennifer	ONLINE -	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

MACP55151	MT01 Advanced Theories in Marriage, Couple and Family Counseling	Cross, Keith	ONLINE -	3.00	22
-----------	--	--------------	-------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This elective is open to all counseling students, and is also an approved course for the Marriage, Couple, & Family Emphasis.

COURSE DESCRIPTION: This course provides an advanced survey of the major marriage, couple, and family counseling theories in the field. The course will also explore how the counselor's family of origin influences the personal style and development as a marriage, couple, and family therapist.

MACP50090	MT01 Assessment: Psychological Testing and Appraisal in Counseling	Pardee, Deborah	ONLINE -	3.00	22
-----------	--	-----------------	-------------	------	----

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.

FA-21 One College Course Schedule

Graduate - Term - Counseling

Section	Course Title			Credits	Max
MACP51010	MT01 Counseling Theories	Surmitis, Kendra	ONLINE	3.00	22

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	TBA	ONLINE	3.00	22
-----------	---	-----	--------	------	----

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.

FA-21 One College Course Schedule

Graduate - Term - Counseling

	Section	Course Title			Credits	Max
MACP50060	MT01	Helping Relationships: Basic Counseling Skills	TBA	ONLINE	3.00	22
				-		

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.

MACP50020	MT01	Human Growth and Development	TBA	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.

FA-21 One College Course Schedule

Graduate - Term - Counseling

Section	Course Title			Credits	Max
MACP53201	MT01 Human Sexuality in Counseling	TBA	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course is a study of the issues involved in understanding human sexuality and assisting individuals and couples with sexual concerns in a therapeutic setting. It is designed to provide information in the following areas: research about sexuality, sexual development, aging and sexual functioning, sexual orientation and identity, gender issues, sexual anatomy and physiology, psychological and social sexual dynamics, sexual disorders, sexual trauma/abuse, sexual behavior patterns, sexual communication, contraception, infertility, and sexually transmitted infections. Additionally, how different cultural and religious perspectives may influence sexuality and intimacy will be explored.

MACP51190	MT01 Professional Counseling Ethics	TBA	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.

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.

FA-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	22

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.

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.

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.

FA-21 One College Course Schedule

Graduate - Term - Counseling

Section	Course Title			Credits	Max
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.

MACP51021	MT01 Supervised Counseling Internship	Cross, Keith	ONLINE	0.00	12
-----------	---------------------------------------	--------------	--------	------	----

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. Course meets Thursdays from 11 AM - 12:30 PM.

IMPORTANT NOTES: (1) Students may register for the practicum or internship section associated with their supervision daytime choice; however, students will be dropped from the course if they do not submit an application by the published deadline or if their application is not approved. (2) Course sections may be cancelled due to low enrollment. Students enrolled in a cancelled section will be given the option to enroll in another section.

Internship is a total of 6 credits over two semesters. The standard credit load per semester is 3 credits.

For continuing students only: Requires approval of the Practicum/Internship Application by the deadline or enrollment for practicum or internship credits and any related hours accumulated will not be approved. Students are prohibited from engaging in any client contact and may not count hours toward practicum or internship without an approved application.

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.

FA-21 One College Course Schedule

Graduate - Term - Counseling

Section	Course Title			Credits	Max
MACP51021	MT02 Supervised Counseling Internship	Elliott, Tonya	ONLINE	0.00	12

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. Course meets Tuesdays from 8 AM - 9:30 AM.

IMPORTANT NOTES: (1) Students may register for the practicum or internship section associated with their supervision daytime choice; however, students will be dropped from the course if they do not submit an application by the published deadline or if their application is not approved. (2) Course sections may be cancelled due to low enrollment. Students enrolled in a cancelled section will be given the option to enroll in another section.

Internship is a total of 6 credits over two semesters. The standard credit load per semester is 3 credits.

For continuing students only: Requires approval of the Practicum/Internship Application by the deadline or enrollment for practicum or internship credits and any related hours accumulated will not be approved. Students are prohibited from engaging in any client contact and may not count hours toward practicum or internship without an approved application.

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.

MACP51020	MT01 Supervised Counseling Practicum	Lung, Maurie	ONLINE	3.00	12
-----------	--------------------------------------	--------------	--------	------	----

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: Meets Thursdays from 7 AM - 8:30 AM 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.

IMPORTANT NOTES: (1) Students may register for the practicum or internship associated with their supervision day/time choice; however, students will be dropped from the course if they do not submit an application by the published deadline or if their application is not approved. (2) Course sections may be cancelled due to low enrollment. Students enrolled in a cancelled section will be given the option to enroll in another section.

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..

FA-21 One College Course Schedule

Graduate - Term - Counseling

Section	Course Title			Credits	Max
MACP51020	MT02 Supervised Counseling Practicum	Elliott, Tonya	ONLINE	3.00	12

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: Course meets Wednesdays from 8 AM - 9:30 AM. Meeting times are on AZ time. Students must complete the application process in order to be enrolled in Practicum.

IMPORTANT NOTES: (1) Students may register for the practicum or internship associated with their supervision day/time choice; however, students will be dropped from the course if they do not submit an application by the published deadline or if their application is not approved. (2) Course sections may be cancelled due to low enrollment. Students enrolled in a cancelled section will be given the option to enroll in another section.

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..

MACP55030	MT01 The Body in Counseling: A Somatic Approach to the Therapeutic Relationship	TBA	ONLINE	3.00	22
-----------	---	-----	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Although a wide variety of approaches and techniques are used within the field of somatic psychology and bodymind therapy, all of them recognize the continuity and deep connections of mind-body processes. In this course, students learn the theoretical and practical roots of somatic psychology and bodymind therapy beginning with the Freudian era and sequencing through current times, though also acknowledging and appreciating the historic and contemporary presence of indigenous somatic healing practices. The field is viewed from the perspective of the significant contributions of its primary founders, the therapeutic paradigms they represent, and current applications of how these theories and paradigms have been transposed into contemporary modalities. In particular, students learn and explore the theoretical and therapeutic applications of Gestalt and Hakomi Therapies.

FA-21 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title	Instructor	Mode	Credits	Max
MAED57029 MT01	Arts and Place-Based Methods Integration : Language Arts & Social Studies	Yost, Abby	ONLINE -	4.00	4

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 Language Arts, Social Studies and the Arts, 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 Language Arts, Social Studies, and Arts integration: addressing the relationship between reading and writing skills, language arts instruction; selecting one or more of the state standards in Social Studies relevant to individual grade levels; and including a naturally-aligned arts area.

MAED57315 MT01	Classroom Management for Special Education	Smith, Andy	ONLINE -	3.00	4
----------------	---	-------------	-------------	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course explores the theoretical and practical aspects of classroom and behavior management for individuals with exceptional learning needs, with emphasis on creating learning environments that foster safety, emotional well-being, positive social interactions. The course provides practical and clinical opportunities to appraise, cultivate & manage relationships with exceptional students and their learning communities that enhance academic, social and cultural achievement.

FA-21 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title	Instructor	Mode	Credits	Max
MAED57880 MT01	Collaborative Special Education Communities	Relyea, Jackie	ONLINE	4.00	4

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course identifies the members of an Educational Team, the professionals who come together to advocate and educate students with exceptionalities. The team members include a psychologist, an Early Childhood Special Education (ECSE) teacher, and Occupational Therapist (OT), a Speech and Language Pathologist (SLP), and a Physical Therapist (PT) as well as the child's family members. Students will learn not only the roles each educational team member holds but how to work collaboratively with other adults within the special education setting. Students will learn professional expectations of working within an educational team, personality styles, and ways to communicate with a colleague during pleasant and challenging moments. This course will examine the expectation of the ECSE teacher when teaching cooperatively with paraprofessionals, substitutes, other ECSE teachers, and potential elementary school level educational teams. Students will learn about the process of creating an Individualized Education Plan (IEP): who is responsible for each part of the document, legal timelines, and how to communicate information within the IEP with families as a cohesive team.

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.

MAED57040 MT01	Creating and Managing Learning Communities	Wylie, Rachel	ONLINE	3.00	4
----------------	--	---------------	--------	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course provides students with the opportunity to examine the theories and practices necessary to effectively manage groups in classrooms and non-traditional settings. Students will explore the correlation among effective classroom management, engaging curriculum, and optimal learning. Through observation and study, students will identify and analyze a variety of approaches to classroom management and group management styles and techniques for their utility. Students will learn to create optimal learning environments designed to meet the needs of diverse learners.

FA-21 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title	Instructor	Mode	Credits	Max
MASG50090 MT01	Current Issues in School Counseling: Meeting the Needs of the Whole Child in a Collaborative Team Ap	Newbury, Joel	ONLINE -	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: School Counseling candidates will focus on delving deeper into current issues relevant to their future positions as school counselors and will select from a variety of contemporary issues to further research individually and in a collaborative course setting with their colleagues. Within the approach of developing a “collaborative team” to meet the needs of students from both an academic and social-emotional support framework, candidates will explore coordination and collaboration with various components of the American School Counseling Association’s (ASCA) National Model. These roles guide school counselors in their interactions with teachers, parents, administrators, community agencies, and others.

MAED57010 MT01	Curriculum Design: Assessment and Evaluation	Brown, Jennifer	ONLINE -	4.00	4
----------------	---	-----------------	-------------	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course explores curriculum at a theoretical and practical level as it prepares the student to interpret and present standards-based curricula in the classroom. Students examine curriculum theory, issues of curriculum making, current trends in curriculum design, and the role of state and national standards, including the national common core standards. Curriculum philosophy, aims, and processes are included to enable the student to develop a definition of curriculum within the context of standards, district guidelines, school expectations, and classroom culture. Additionally, the course examines relevant applications for curriculum, strategies for successful curricular implementation, effective use of technology to support curriculum, and accommodations for special situations and individual differences. The student will explore curriculum applications that can expand out of the classroom into an authentic learning environment. The student will ensure that curricula designed and implemented embrace appropriate multiple cultural perspectives. This course will also address how multicultural and environmental factors inform curriculum theory.

MAED57001 MT01	Foundations of Education	Brown, Jennifer	ONLINE -	3.00	4
----------------	--------------------------	-----------------	-------------	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: None

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.

FA-21 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title			Credits	Max
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.

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.

FA-21 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title	Instructor	Mode	Credits	Max
MAED57035	MT01 Introduction to Special Education	Sallu, Adama	ONLINE	3.00	4

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course introduces the various categories for Special Education eligibility and provides accommodating individuals with exceptional learning needs in the classroom setting. Categories addressed include learning disabilities, emotional and behavioral disorders, physical disabilities, sensory and speech impairments, severe and multiple disabilities, and the gifted and talented. Current special education law and pertinent state and national standards, including the national common core standards, are examined. Attention is also given to issues of culturally and environmentally diverse backgrounds in the education of individuals with exceptional learning needs

MAED57820	MT01 Positive Guidance and Inclusive Classroom Management	Houtz, Allison	ONLINE	3.00	4
-----------	---	----------------	--------	------	---

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course addresses the classroom management skills building needs of students in the ECE teacher prep program who are, or will soon be, teaching in an early childhood classroom. Students are introduced to best practices for day to day organization and creative management of an inclusive classroom as well as strategies for successful differentiation of pedagogy for children with typical and atypical behaviors and diverse social and emotional needs. Emphasis is on developmentally appropriate and positive guidance practices for supporting social and emotional growth and development to enhance self- regulation skills and optimize academic learning.

MAED57697	MT01 Practicum in Early Childhood Special Education	Smith, Andy	ONLINE	4.00	4
-----------	---	-------------	--------	------	---

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.]

FA-21 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title	Credits	Max
MASG50112 MT01	Program Development, Implementation, & Evaluation	3.00	22
	Talamante-Montoya, Dayna	ONLINE	-

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

MAED57020 MT01	Reading: Methods and Practice	3.00	4
	Romano, Victoria	ONLINE	-

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	3.00	22
	Delgado, Cristal	ONLINE	-

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.

FA-21 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title	Instructor	Mode	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.

MAED52050	MT01 Socio-Ecological Perspectives on Environmental Education	Ostrov, Jessica	ONLINE	3.00	22
-----------	---	-----------------	--------	------	----

PREREQUISITES:
None.

COREQUISITES:
None.

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 through understanding the ways in which environmental educational policies, programs, and practices can be developed, adapted and modified to be culturally congruent with the needs of students and their families. Ecological issues are reviewed through the social categories of difference, such as race, class, ethnicity, gender, sexuality, age, ability, and citizenship. Included will be the critical skills for reviewing power dynamics along the spectrum of anthropocentric and ecocentric ideologies, correlating personal ethics and implicit bias, speciesism, and anthropocentrism.

MAED57199	MT01 Student Teaching - Elementary Education	TBA	ONLINE	8.00	4
-----------	--	-----	--------	------	---

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

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.

FA-21 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title	Credits	Max
MAED57299 MT01	Student Teaching - Secondary Education	TBA	ONLINE
		8.00	4

PREREQUISITES:

None.

COREQUISITES:

None.

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	4

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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.

FA-21 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title	Instructor	Mode	Credits	Max
MAED57899	MT01 Student Teaching Early Childhood Education	Smith, Andy	ONLINE	4.00	4

PREREQUISITES:

None.

COREQUISITES:

None.

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	TBA	-	4.00	4
-----------	--	-----	---	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

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	8
-----------	--	------------	--------	------	---

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: The school counseling internship 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 internship 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.

FA-21 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title	Credits	Max
MAED57385 MT01	Survey of the Exceptional Learners and Characteristics of the Specific Exceptionalities	3.00	4

PREREQUISITES:

None.

COREQUISITES:

None.

This course provides each student an opportunity to research and construct a rich knowledge base and understanding of the primary characteristics commonly evidenced in at least four to five of the major special education exceptionalities, including learning disabilities, mental retardation, and emotional and behavioral disabilities. Topics addressed include the characteristics, causes, and management protocol for each of the identified exceptionalities; diagnostic and eligibility criteria; placement and IEP considerations; and common academic and behavioral strategies in the context of state and national academic standards. Students also consider issues of culturally, linguistically, and environmentally diverse backgrounds pertinent to the exceptionality.

Bender, W. N. (2008). Learning disabilities: Characteristics, identification, and teaching strategies (6th ed.). Boston, MA: Pearson/Allyn and Bacon.

Cimera, R. E. (2007). Learning disabilities: What are they? : Helping parents and teachers understand the characteristics. Lanham, MD.: Rowman and Littlefield Education.

Hallahan, D. P., & Hallahan, D. P. (2005). Learning disabilities: Foundations, characteristics, and effective teaching (3rd ed.). Boston, MA: Pearson/A and B. Henley, M., Ramsey, R. S., & Algozzine, R. (1993). Characteristics of and strategies for teaching students with mild disabilities. Boston, MA: Allyn and Bacon.

Hoover, J. J. (2009). Differentiating learning differences from disabilities: Meeting diverse needs through multitiered response to intervention. Upper Saddle River, NJ: Pearson.

Johnson, G. O. (1958). Comparative studies of some learning characteristics in mentally retarded and normal children of the same mental age. Syracuse, NY: Syracuse University Research Institute, Office of Research in Special Education and Rehabilitation.

Lerner, J. W., Johns, B. H., & Lerner, J. W. (2008). Learning disabilities and related mild disabilities: Characteristics, teaching strategies, and new directions (11th ed.). Boston, MA: Houghton Mifflin Co.

Raymond, E. B. (2008). Learners with mild disabilities: A characteristics approach (3rd ed.). Boston, MA: Pearson/Allyn and Bacon.

Torgesen, J. K., & Donald D. Hammill Foundation. (1990). Cogn

MASG50081 MT01	The Transformed School Counselor: 21st Century Ready	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.

FA-21 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title	Instructor	Mode	Credits	Max
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.

MAED57050	MT01 Working in Schools: Orientation	Brown, Jennifer	ONLINE	1.00	4
-----------	--------------------------------------	-----------------	--------	------	---

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.

FA-21 One College Course Schedule

Graduate - Term - Expressive Arts Therapy

Section	Course Title		Credits	Max
MAAT51301	MT01 EAT I: Foundation in Expressive Arts Therapy: History and Theory of Expressive Arts Therapy	Carlock-Russo, Margaret	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This foundational course examines the history and the development of art therapy and expressive arts therapy as a distinct therapeutic practice. This course identifies anthropological precursors, the major events and founding practitioners that have shaped the development of art therapy and expressive arts 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.

MAAT51304	MT01 Expressive Arts Therapies IV: Group Work and Dynamics in Expressive Arts Therapy	Randick, Nicole	3.00	22
-----------	---	-----------------	------	----

PREREQUISITES:

Course: MAAT51301-EAT I: Foundation in Expressive Art Therapy: History and Theory of Expressive Art Therapy

COREQUISITES:

None.

SPECIAL NOTES: Not open to students not approved for the concentration
This course may be taken concurrently with the EATSI if other EATSI aligned courses have been taken.

COURSE DESCRIPTION: This course examines theoretical and experiential understanding of group art therapy and expressive arts therapy as distinct from other forms of group therapy. Areas of focus include group counseling methods and skills as applied in expressive arts therapy; principles of group dynamics, therapeutic factors, member roles and behaviors, leadership styles and approaches; short and long-term group process. Special emphasis is placed on understanding the applications of group art therapy and expressive arts therapy processes appropriate for different diagnostic issues, developmental levels and presenting problems in a variety of settings with diverse clients.

MAAT51305	MT01 Expressive Arts Therapies V: Assessment in Expressive Arts Therapy	Epstein, Cheri	3.00	22
-----------	---	----------------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course examines fundamentals of expressive and art therapy assessment, selection of the assessment tools and familiarity with a variety of specific art therapy and expressive therapy instruments and procedures used in appraisal and evaluation. Areas of focus include understanding of developmental levels, cultural factors, psychopathology and psychological health manifested in artwork, art making and creative expression; administration and documentation of expressive art therapy assessments, ethical issues related to assessments, formulation of treatment goals, objectives and strategies related to assessment and evaluation

FA-21 One College Course Schedule

Graduate - Term - Expressive Arts Therapy

Section	Course Title			Credits	Max
MAAT51308	MT01 Expressive Arts Therapies VII: Cultural Diversity in Expressive Arts Therapy	Haley, Carmen	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course provides a foundation of knowledge in cultural diversity theory and competency models applied to an understanding of diversity of artistic language, symbolism, and meaning in artwork, art making and creative expression across cultures and within diverse societies. Areas of focus include an investigation of the role of the expressive arts therapist in social justice, advocacy and conflict resolution

MAAT59301	MT01 Expressive Arts Therapy Capstone Project	Carlock-Russo, Margaret	ONLINE	3.00	22
-----------	---	-------------------------	--------	------	----

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 and
 Course: MAAT51304-Expressive Art Therapies IV: Group Work and Dynamics in Expressive Art Therapy and
 Course: MAAT51305-Expressive Arts Therapies V: Assessment in Expressive Arts Therapy and
 Course: MAAT51306-Expressive Art Therapies VI: Ethical & Legal Issues-Standards of Good Practice in Express Art Therapy or
 Permission of instructor: Margaret Carlock-Russo

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.

MAAT51310	MT01 Studio Art-Expressive Arts Studio	Epstein, Cheri	ONLINE	1.00	22
-----------	--	----------------	--------	------	----

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.

FA-21 One College Course Schedule

Graduate - Term - Expressive Arts Therapy

Section	Course Title			Credits	Max
MAAT51021	MT01 Supervised Expressive Arts Therapy Internship: Clinical Case Consultation	Randick, Nicole	ONLINE	2.00	12

PREREQUISITES:

Course: MAAT51301-EAT I: Foundation in Expressive Art Therapy: 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 Treatment Setting

COREQUISITES:

MAAT51304 Expressive Arts Therapies IV: Group Work and Dynamics in Expressive Arts Therapy

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.

FA-21 One College Course Schedule

Graduate - Term - General

Section	Course Title			Credits	Max
ADV59001	MT01 Capstone: Education Leadership	Jackson, Mary	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Upon completion of the 6 core courses, students will declare one of two options for the capstone—the Applied Project or Thesis. As part of their coursework in "Sources of Knowledge," students will develop their capstone proposal. In the final semester, students will enroll in this 3-credit Capstone course where they will finalize their capstone writing and documentation working closely with their capstone advisor. The capstone is an experiential project where students take what they have learned throughout their course of student and apply it to examine a specific idea and project. The Applied Project involves designing and creating a resource (e.g., resource booklet, program design document, operating procedures, teaching unit lesson plans) that can be directly put into practice by the student and colleagues. The Thesis is a study requiring a high level of individual application and commitment to original research and inquiry. It provides the student with the opportunity to identify, reflect, and explore a topic that has implications for their own professional development. There are a number of possible types of theses that may be considered appropriate (e.g., empirical research, mixed methods, qualitative research).

COR50000	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.

FA-21 One College Course Schedule

Graduate - Term - Nature-Based/Adventure Based Counseling

Section	Course Title			Credits	Max
MAEP51045 MT01	Advanced Treatment Applications in Adventure-based Counseling	TBA	ONLINE	3.00	22

PREREQUISITES:

Course: MAEP51010-Foundations of Experiential Counseling or
 Course: MAEP51040-Foundations of Adventure-based Psychotherapy and
 Course: MAEP51041-Treatment Applications in Adventure-based Counseling

COREQUISITES:

None.

COURSE DESCRIPTION: This course explores how adventure-based counseling interventions are applied in program or organizational settings, providing clinical supervision of paraprofessionals or counselors, and application in complex populations and settings. The field of adventure-based counseling has evolved into a unique interdisciplinary field of clinical practice with practitioners providing adventure therapy services across the world. Adventure-based counseling exists in community mental health centers, employment assistance programs, residential treatment programs, schools, as well as private practice, and clients of all ages are participating in this intervention. This course is a critical exploration that brings together the foundational concepts of adventure therapy and merges with those with evolving areas of clinical practice to provide a clear model for the practical application in any treatment setting. This course will delve into the concepts and skills needed to effectively develop, implement, and evaluate adventure-based counseling programs in a variety of contexts or settings. Advanced techniques will be explored to do this work and affect meaningful change through a deeper understanding of ecological perspective, the impact of neuroscience and trauma, and within the context of relationships. Specific strategies regarding problem identification, targeted outcomes, use of interventions, and administration by clinically trained professionals will also be included.

MAEP51035 MT01	Advanced Treatment Applications in Nature-based Counseling	Cavanaugh, Daniel	ONLINE	3.00	22
----------------	--	-------------------	--------	------	----

PREREQUISITES:

Course: MAEP51010-Foundations of Experiential Counseling or
 Course: MAEP51030-Foundations of Ecotherapy and
 Course: MAEP51031-Treatment Applications in Nature-based Counseling

COREQUISITES:

None.

COURSE DESCRIPTION: This course explores how nature-based counseling interventions are applied in program or organizational settings, providing clinical supervision of paraprofessionals or counselors, and application in complex populations and settings. The broad field of nature-based counseling has evolved into a unique interdisciplinary field of clinical practice with practitioners providing nature-based therapy services across the world. Nature-based counseling exists in community mental health centers, employment assistance programs, residential treatment programs, schools, as well as private practice, and clients of all ages are participating in this intervention. This course is a critical exploration that brings together the foundational concepts of nature-based counseling and merges with those with evolving areas of clinical practice to provide a clear model for the practical application in any treatment setting. This course will delve into the concepts and skills needed to effectively develop, implement, and evaluate nature-based counseling programs in a variety of contexts or settings. Advanced techniques will be explored to do this work and affect meaningful change through a deeper understanding of ecological perspective, the impact of neuroscience and trauma, and within the context of relationships. Specific strategies regarding problem identification, targeted outcomes, use of interventions, and administration by clinically trained professionals will also be included.

MAEP51042 MT01	Assessment & Interventions in Adventure-based Counseling	Maturo-Tolisano, Heather	ONLINE	3.00	22
----------------	--	--------------------------	--------	------	----

PREREQUISITES:

Course: MAEP51010-Foundations of Experiential Counseling

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.

FA-21 One College Course Schedule

Graduate - Term - Nature-Based/Adventure Based Counseling

Section	Course Title	Instructor	Credits	Max
MAEP51032 MT01	Assessment & Interventions in Nature-based Counseling	Williams, Terry	3.00	22

PREREQUISITES:

Course: MAEP51020-Adventure-based & Nature-based Counseling Intensive Practicum or
 Course: MAEP51030-Foundations of Ecotherapy

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course explores assessment as it relates to the application of nature-based counseling techniques with a variety of populations and settings. Exploration of utilization of nature-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.

MAEP51050 MT01	Capstone for Adventure-based Counseling or Nature-based Counseling	Lung, Maurie	ONLINE	3.00	22
----------------	--	--------------	--------	------	----

PREREQUISITES:

Course: MAEP51034-Research & Evaluation in Nature-based Counseling or
 Course: MAEP51044-Research & Evaluation in Adventure-based Counseling

COREQUISITES:

None.

COURSE DESCRIPTION: This course builds upon the research methods and basic statistical analysis previously reviewed, including: 1) The importance of research and opportunities and difficulties in conducting research in Adventure-based Counseling & Nature-based Counseling; 2) Research methods such as qualitative, quantitative, single case designs, action research and outcome-based research; and 3) Use of research to improve Adventure-based Counseling & Nature-based Counseling effectiveness. Additionally, this course examines classic and emerging strategic management frameworks and the application of these frameworks. Students (as appropriate for the student's post-graduation goals) will prepare either (1) a comprehensive strategy and strategy implementation plan, or (2) a market-ready business plan, or (3) implement a research project relevant in the field with intent to publish.

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.

FA-21 One College Course Schedule

Graduate - Term - Nature-Based/Adventure Based Counseling

Section	Course Title				Credits	Max
MAEP51044	MT01 Research & Evaluation in Adventure-based Counseling	TBA	ONLINE	-	3.00	22

PREREQUISITES:

Course: MAEP51010-Foundations of Experiential Counseling or
Course: MAEP51030-Foundations of Ecotherapy and
Course: MACP50040-Research and Program Evaluation in Mental Health Counseling

COREQUISITES:

None.

COURSE DESCRIPTION: This course explores evaluation processes, research methods, and current published research as it relates to adventure-based counseling with a variety of populations and settings. Of particular focus will be evaluation processes of treatment planning, progress monitoring, clinical outcomes, and evidence-based treatment. Students may also choose to participate in an active research project.

MAEP51034	MT01 Research & Evaluation in Nature-based Counseling	TBA	ONLINE	-	3.00	22
-----------	---	-----	--------	---	------	----

PREREQUISITES:

Course: MAEP51010-Foundations of Experiential Counseling or
Course: MAEP51030-Foundations of Ecotherapy and
Course: MACP50040-Research and Program Evaluation in Mental Health Counseling

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course explores evaluation processes, research methods, and current published research as it relates to nature-based counseling with a variety of populations and settings. Of particular focus will be evaluation processes of treatment planning, progress monitoring, clinical outcomes, and evidence-based treatment. Students may also choose to participate in an active research project.

FA-21 One College Course Schedule

Graduate - Term - Social Justice and Community Organizing

Section	Course Title		Credits	Max
MASJ50001	MT01 Community Organizing 1	Hammer-Tomizuka, Zoë	3.00	14

PREREQUISITES:
None.

COREQUISITES:
MASJ50003

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course will investigate organizing models and their impact in communities, by building and driving real time organizing campaigns within the Yavapai county Xicano community. We will examine the basics of community development, engagement, mobilizing and organizing while developing a semester long plan to implement those skills and ideas. We will learn and implement the essential components of an organizing drive: the rap, house meetings, communications, media etc. At the end of this semester students will be able to demonstrate basic knowledge in: 1. community asset mapping, 2. organizational assessment, 3. understanding of how to organize a community campaign, 4. SWOT planning session, 5. executing organizing plans in collaboration with SJHR cohort.

FA-21 One College Course Schedule

Doctorate - Session A – Sustainability Education

		Section Course Title			Credits	Max
			-			
EDU71010	MBA1	Critical Foundations of Research and Scholarship	Greeson, Kimberley	ONLINE	3.00	22
			-			

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course covers the theory, application, and design of critical research methodologies for interdisciplinary exploration of the student's chosen field. What are critical research methods and how do they differ from other, "non-critical" research methods? What does it mean to specifically identify one's research as "critical"? How does one do critical research? What are the unique and valuable contributions of critical research? While we will explore some technical issues related to gathering and analyzing data (i.e. "methods"), this course is not designed to provide you with a ready-made toolkit of critical research methods. Rather, the course assumes that any research method can be used in a critical manner and encourages you to develop a critical analysis of various approaches and philosophies that guide research (i.e. "methodology"). Students will gain skills to understand and critically evaluate published research, as well as skills to design and implement a critical methodological approach to their own research. The course will include creative and emergent approaches to conducting and presenting research.

EDU71011	MBA1	Sustainability: Principles and Practice	Ramsey, Scott	ONLINE	3.00	22
----------	------	---	---------------	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: The course "Sustainability: Principles and Practice" is designed to explore complex and interconnected facets of sustainability by purposefully exploring the realms of water, energy, food, waste, and transportation broadly through social, ecological, and economic lenses. To ground conceptualization and to experience ways in which our decisions have far-reaching implications, students will draw attention to their own personal resource usage for each area of focus (i.e. water, energy, food, waste, and transportation). Through reflection and scientific inquiry, students will explore how each relates to social and environmental justice as well as how factors from a changing climate may influence these dynamic relationships. In addition, students will design a community-based experiential project and/or proposal to discover ways in which they might make a more sustainable lifestyle and planet.

FA-21 One College Course Schedule

Doctorate - Session A – Sustainability Education

Section	Course Title				Credits	Max
WRW57001 UD	MBA1 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.

PHD73000	MBA1 Publishing Sustainability Research	Hintz, Clare	ONLINE	-	3.00	22
----------	---	--------------	--------	---	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Masters and Ph.D. programs teach us to be thoughtful and ethical researchers... but what about the publishing process? Through this course, learners will consider how diverse ontologies and epistemologies impact the peer review and editing process. Learners will discuss the ramifications of open-source compared to paid journal subscriptions or fees for publishing, and explore ways of managing a journal as an ethical business. Through direct, real-time work with the digital Journal for Sustainability Education, course participants will gain detailed exposure to the often mysterious process of publishing. Learners who successfully complete the course will be able to navigate the submission process for their own works for a variety of journals and potentially run their own publication in the future.

FA-21 One College Course Schedule

Doctorate - Session B – Sustainability Education

Section	Course Title	Credits	Max		
EDU71012	MBB1 Culturally Responsive and Sustaining Pedagogy	Affolter, Emily	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Students enrolled in the “Culturally Responsive and Sustaining Pedagogy” course will explore fundamental challenges and contradictions in educational practice and theory as a means to work toward a shared vision of a more sustainable—socially just and ecologically responsible—world. An aim of this course is to model critical pedagogy and culturally responsive teaching that is intellectual and experiential, individual and collective, and theoretical and practical. Students taking this course will study effective praxis, theoretical foundations of critical pedagogy and culturally responsive teaching. Students will also study practical aspects of the classroom that include lesson planning, teaching techniques, reflections on student learning, and politics of knowledge. Through the process of inquiry, this course will operate as a learning community where all students, as both educator and learner, will be encouraged to imagine new ways of seeing and acting in the field of education and the role it plays in problem-solving for a multitude of social and environmental challenges. The course will culminate in the implementation of student-designed Critical Pedagogy Action Projects.

PHD77513	MBB1 Ecofeminism		ONLINE	2.00	22
----------	------------------	--	--------	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Course is offered in both Master’s and Doctoral programs.

COURSE DESCRIPTION: Ecofeminist education fulfills the promise of catalyzing learning at the deep intersection of ecological and gender justice. Teaching and research methods and approaches in ecofeminist education participate in the “fourth wave” of integrating human and earth systems for social sustainability education. This course rides the emergent wave front of scholarship researching and applying deep ecologies, feminist materialisms, gender-bending pedagogies, and ecological resistance and resilience to educational design and praxis. This doctoral and graduate level course examines the evolving concepts of ecofeminism and sustainability as they relate to teaching in formal and informal learning contexts. In addition to exploring the positionalities and intersectionalities of networks of life, nature, culture and earth’s systems across multiple scales, students will consider how theoretical concepts of sustainability, ecofeminism, and emergent teaching and learning can be practically blended as a form of activist educational liberation. As an integral part of this course, students will engage in an individually or collaboratively designed experience in nature in order to engage different ways of knowing in relation to scholarly course content. The course is designed to critically examine and articulate the shared and unique traditions, constructs, and paradigms from the ecological and feminist dimensions that source ecofeminist education. Students will collaborate to critically position ecofeminist education in relationship to the quilt of other pedagogies, including such areas as ecojustice education, ecological critical pedagogy, sustainability education, and critical pedagogies of place. As part of ecofeminist approaches, students will engage in multi-modal methods, including collaborative, arts-based, embodied, and multiple ways of knowing. This course supports the student undertaking original research in the field of ecofeminist education within the student’s area of focus.

FA-21 One College Course Schedule

Doctorate - Session B – Sustainability Education

Section	Course Title			Credits	Max
COR47500 UD	MBB1 Internship	Ormond, Rich	-	4.00	14

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Research has shown that, when hiring recent graduates, employers across industries value a student's practical experience during college even over academics. Intended primarily to foster professional development, an internship provides this experience, as well, as a real-world look at what employment in a student's desired field might be like. Interns receive direct supervision and on-the-job training, helping hone relevant skills that are invaluable in the work place. They will gain a concrete understanding of work protocols and professional expectations within that industry. Students will also work with a faculty member to complete academic assignments relating their work on the ground to their overall degree plan. Where possible, interns are compensated monetarily for their time.

CRS21022 LD	MBB1 Special Topics: Spanish I	TBA	-	4.00	22
----------------	--------------------------------	-----	---	------	----

PREREQUISITES:

None.

COREQUISITES:

None.

In this introductory course, students embark upon an experiential journey to read, write, understand and verbalize contemporary Spanish. Emphasis is placed on student-centered vocabulary and grammatical patterns necessary for comprehension and production of spoken and written Spanish. This course helps to provide foundational understanding of basic Spanish through pronunciation, vocabulary building, speaking, and using direct, applied experience with meaningful content, with the aim of providing a broader awareness of and appreciation for Spanish-speaking cultures. Course materials are project-based and designed to assist students with Spanish usage beyond the classroom. Community-based immersion course strategies encourage active student use of emerging speech patterns, developmental writing, reading, and culture-based projects.