

Spring 2022



All College Registration  
Instructions,  
Course Schedule  
&  
Descriptions

Spring 2022  
January 11 – May 8, 2022

REGISTRATION DEADLINE IS  
TUTION DEADLINE IS

**The courses in this publication are subject to change.  
Please check MyAcademicServices for the most current course listing.**

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## General Information

# Spring 2022 Term Dates

Term Dates:

Tuesday, January 11 – Sunday, May 8, 2022

Session C:

Tuesday, January 11 – Sunday, March 6, 2022

Spring Block 1:

Tuesday, January 11 – Thursday, February 3, 2022

Spring Block 2:

Tuesday, February 8 – Thursday, March 3, 2022

Semester:

Tuesday, February 15 – Sunday, May 8, 2022

Spring Break:

Monday, March 7 – Monday, March 14, 2022

Session D:

Tuesday, March 15 – Sunday, May 8, 2022

Spring Block 3:

Tuesday, March 15 – Thursday, April 7, 2022

Spring Block 4:

Tuesday, April 12 – Thursday, May 5, 2022

**TERM** [-----16 weeks-----SB-----]  
**SESSION C & D** [-----8 weeks-----] SB [-----8 weeks-----]  
**BLOCK 1, 2, 3, 4** [-----4 weeks-----] [-----4 weeks-----] SB [-----4 weeks-----] [-----4 weeks-----]

Resident Orientation	
New Student Move-In Day	January 7, 2022
On campus undergraduate start of term programming	January 8, 2022
Online Program Orientations	
Undergraduate	January 4, 2022
MS Counseling	January 5, 2022
All other Graduate	January 4, 2022
Additional Residencies, Colloquia	
Education	TBD
MS Counseling	January 6 – January 8, 2022
PHD Colloquium & Symposium	May 2-May 6, 2022

Grading Deadlines	
Term	Friday, May 13, 2022
Session C	Friday, March 11 22, 2022
Session D	Friday, May 13, 2022
Block 1	Tuesday, February 8, 2022
Block 2	Tuesday, March 15, 2022
Block 3	Tuesday, April 12, 2022
Block 4	Friday, May 13, 2022
Semester	Friday, May 13, 2022
**Grades are due no later than 5 days after the end of each session.	

All Faculty Meeting	TBD
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### Deadlines (by Course Session):

<b>Registration Begins</b>	<b>October 25, 2021;</b> Online Registration closes on Sunday, January 2, at 11:59 PM. Add/drop can still be done via the Add/Drop form after that point.				
<b>Tuition Deadline</b>	<b>Friday, December 3, 2021;</b> \$75 Late Registration Fee begins starting 5pm.				
Course Session/ Start Date	Last Day for Add/Drop	Tuition Refund			Last Day for student to request a W
Term Course 01-11-2022	01-24-2022	100% 0%	through 11:59 pm MST starting	01-24-22 01-25-22	04-22-2022
Session C Course 01-11-2022	01-18-2022	100% 0%	through 11:59 pm MST starting	01-18-22 01-19-22	02-18-2022
Block 1 Course 01-11-2022	01-13-2022	100% 0%	through 11:59 pm MST starting	01-13-22 01-14-22	01-21-2022
Block 2 Course 02-08-2022	02-10-2022	100% 0%	through 11:59 pm MST starting	02-10-22 02-11-22	02-18-2022
Semester Course 02-15-2022	02-22-2022	100% 0%	through 11:59 pm MST starting	02-22-22 02-23-22	04-22-2022
Session D Course 03-15-2022	03-22-2022	100% 0%	through 11:59 pm MST starting	03-22-22 03-23-22	04-22-2022
Block 3 Course 03-15-2022	03-17-2022	100% 0%	through 11:59 pm MST starting	03-17-22 03-18-22	03-25-2022
Block 4 Course 04-12-2022	04-14-2022	100% 0%	through 11:59 pm MST starting	04-14-22 04-15-22	04-22-2021

***Registration opens October 25, 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, December 3, 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.

Online enrollment and payment arrangements must be made before new students participate in Orientation and/or Colloquium

**LAST DAY TO ADD/DROP online is January 2, 2022 at 11:59 PM**

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

***General Payment Information***

Prescott College provides real-time account summaries  
via your Student Account(Nelnet) at MyAcademicService,  
Finances, Make or Manage Online Payments

Please note: Financial Aid is updated once a week and will not immediately reflect changes  
made to creditlevels during that time.

You can view your student account summary, set up payment plans and make one-time  
payments by logging into your Student Account(Nelnet) at MyAcademicService, Finances,  
Make or Manage Online Payments 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 Online

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 you 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 (PLACEHOLDER)

Dates of course and enrollment period (Duration)

Method of delivery (Subtype: Lecture)

	<a href="#">PLACEHOLDER: MA.PHD Mentored Placeholder Course</a>		3.00	500
	Section: XX03   Session: Full Term   Subtype: Lecture Type: Course   Duration: 8/24/2021 - 12/12/2021	Instructor pending	Credits	Seats Left
				

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

**Method of delivery**- “Online” will be here for those that you enroll in and will take online.

In addition, if Subtype: Lecture and XXX’s in section number, will indicate that the course is mentored and you will need to submit Mentored Course contracts.

Use the **ADVANCED SEARCH** to further refine. Select **SUBTYPE** of **Online** to see only online courses.

# 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			
				<b>DUE DATES:</b>	
				FA 21	7/2/2021
				SP 22	12/3/2021
				SU 22	5/6/2022

### 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		
Late Registration	\$ 75.00		
Late Payment Fee	\$ 25.00		
Sustainability Fee	\$ 50.00		
Technology Fee	\$ 115.00		
		<b>DUE DATES:</b>	
		FA 21	7/2/2021
		SP 22	12/3/2021
		SU 22	5/6/2022

### 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		
Counseling Program Fee	\$ 195.00		
Graduation Fee	\$ 120.00		
Late Registration	\$ 75.00		
Late Payment Fee	\$ 25.00		
Sustainability Fee	\$ 50.00		
Technology Fee	\$ 115.00		
		<b>DUE DATES:</b>	
		FA 21	7/2/2021
		SP 22	12/3/2021
		SU 22	5/6/2022

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

### 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		
Late Registration	\$ 75.00		
Late Payment Fee	\$ 25.00		
Sustainability Fee	\$ 50.00		
Technology Fee	\$ 115.00		
		<b>DUE DATES:</b>	
		FA 21	7/2/2021
		SP 22	12/3/2021
		SU 22	5/6/2022

### 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		
Late Registration	\$ 75.00		
Late Payment Fee	\$ 25.00		
Sustainability Fee	\$ 50.00		
Technology Fee	\$ 115.00		
		<b>DUE DATES:</b>	
		FA 21	7/2/2021
		SP 22	12/3/2021
		SU 22	5/6/2022

### 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		
Late Registration	\$ 75.00		
Late Payment Fee	\$ 25.00		
Sustainability Fee	\$ 50.00		
Technology Fee	\$ 115.00		
		<b>DUE DATES:</b>	
		FA 21	7/2/2021
		SP 22	12/3/2021
		SU 22	5/6/2022

### 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		
Late Registration	\$ 75.00		
Late Payment Fee	\$ 25.00		
Sustainability Fee	\$ 50.00		
Technology Fee	\$ 115.00		
		<b>DUE DATES:</b>	
		FA 21	7/2/2021
		SP 22	12/3/2021
		SU 22	5/6/2022

### 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		
Late Registration	\$ 75.00		
Late Payment Fee	\$ 25.00		
Orientation Fee	\$ 260.00		
Sustainability Fee	\$ 50.00		
Technology Fee	\$ 115.00		
		<b>DUE DATES:</b>	
		FA 21	7/2/2021
		SP 22	12/3/2021
		SU 22	5/6/2022

### 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		
Late Registration	\$ 75.00		
Late Payment Fee	\$ 25.00		
Sustainability Fee	\$ 50.00		
Technology Fee	\$ 115.00		
		<b>DUE DATES:</b>	
		FA 21	7/2/2021
		SP 22	12/3/2021
		SU 22	5/6/2022

### 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		
Late Registration	\$ 75.00		
Late Payment Fee	\$ 25.00		
Sustainability Fee	\$ 50.00		
Technology Fee	\$ 115.00		
Freedom Education Fund Fee	\$ 30.00		
		<b>DUE DATES:</b>	
		FA 21	7/2/2021
		SP 22	12/3/2021
		SU 22	5/6/2022

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

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

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

4. **The right to file a complaint** with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

### Directory Information

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

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

## Notice of Drug Violation Penalties

### Section 485 .

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

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

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

### *Section 484(r)*

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

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

##### **If convicted of an offense involving:**

##### **The possession of a controlled substance: Ineligibility period is:**

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

##### **The sale of a controlled substance: Ineligibility period is:**

First offense ..... 2 years  
Second offense ..... Indefinite.

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

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

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

(ii) includes two unannounced drug tests;

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

Secretary shall prescribe in regulations for purposes of subparagraph (A)(i); or

(C) the conviction is reversed, set aside, or otherwise rendered nugatory.

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



## Spring 2022 Undergraduate Registration Information

Registration is ONLINE – 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 registrar@prescott.edu.

Many on-campus courses require a signature and have course fees (some are refundable; some are not) associated with them. If Instructor permission is required, please have the instructor email [registrar@prescott.edu](mailto:registrar@prescott.edu) with permission for you to be added to the class.

You are responsible for any non-refundable course fees if the course is dropped after December 3, 2021, whether you have paid or not.

*Remember to update your anticipated graduation date (the month AND the year)—required for tuition & financial aid processing --- IF YOU PLAN TO GRADUATE IN MAY 2022*

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

## Student Health Insurance Notice

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

Prescott College REQUIRES all On-Campus Undergraduate students to have insurance coverage. The coverage period for the Spring 2022 term is January 1, 2022 through August 10, 2022. Please contact Student Accounts at [studentbilling@prescott.edu](mailto:studentbilling@prescott.edu) with any questions.

- 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.
- **ALL STUDENTS**: If you have your own insurance and wish to waive the College's coverage, you must complete the online waiver process. You may access <https://prescott.myahpcare.com> to waive out of insurance for spring and summer. This will be available beginning November 12, 2021. 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.](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 928.350.4000.

## Undergraduate Mentored Study Placeholder Courses

<b>Block</b>			
<b>Course ID</b>	<b>Section</b>		<b>Credits</b>
OCU10000	BX04	IS: No Contract	4

<b>Semester</b>			
<b>Course ID</b>	<b>Section</b>		<b>Credits</b>
OCU10000	SX04	IS: No Contract	4
OCU10000	SX08	IS: No Contract	8
OCU10000	SX12	IS: No Contract	12

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

# SP-22 One College Course Schedule

## Undergraduate - Block 1 - Adventure Education

Section	Course Title			Credits	Max
ADV23151 LD	MBB1 Backcountry Skiing & Avalanche Training	Falconer, Eric	MTWThF 9:00 am - 4:00 pm East Academic Warehouse EAW	4.00	10

FEE: \$715.00

**PREREQUISITES:**

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

**COREQUISITES:**

None.

**SPECIAL NOTES:** An informational meeting for interested students will be held in November date TBA. Course meets on campus the first two days and is then field based. Open to beginning backcountry skiers & snowboarders. Split board equipment is available. This course is a yurt and cabin based course with immediate access to the backcountry. \$100.00 estimated student expense for personal lift tickets. Alpine touring skis, boots, poles, transceivers, probe, and rescue shovels provided by the College. Course fee includes all lodging and \$125 for group food (lunches not included).

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

ADV27000 LD	MBB1 ST: Facilitating Adaptive Sports	Heath, Sandra	ThFr 8:00 am - 4:00 pm Crossroads Center 205 MoTu 1:00 pm - 4:00 pm Crossroads Center 205	4.00	6
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** Will be meeting; Monday and Tuesday 1 - 4 and Thursday and Friday 8 - 5 field. There is a possible Th/Fr overnight trip TBD on day one of class.

**COURSE DESCRIPTION:** This course presents an overview of concepts and techniques used in facilitating adaptive sports activities. This course will provide a sample of multiple adaptive sports along with the history and theory of adaptive sports as a therapeutic intervention. This course will also cover basic facilitation techniques for delivering adaptive sports and other recreational therapy services. This course will be a blend of classroom and field experiences with some on site visitations to adaptive recreational facilities.

# SP-22 One College Course Schedule

## Undergraduate - Block 1 - Adventure Education

Section	Course Title			Credits	Max
ADV47000 UD	MBB1 ST: Facilitating Adaptive Sports	Heath, Sandra	ONLINE MoTu 1:00 pm - 4:00 pm Crossroads Center 205 ThFr 8:00 am - 5:00 pm Crossroads Center 205	4.00	6

**PREREQUISITES:**  
Permission of instructor: Julie Munro

**COREQUISITES:**  
None.

**SPECIAL NOTES:** Will be meeting; Monday and Tuesday 1 - 4 and Thursday and Friday 8 - 5 field. There is a possible Th/Fr overnight trip TBD on day one of class.

**COURSE DESCRIPTION:** This course presents an overview of concepts and techniques used in facilitating adaptive sports activities. This course will provide a sample of multiple adaptive sports along with the history and theory of adaptive sports as a therapeutic intervention. This course will also cover basic facilitation techniques for delivering adaptive sports and other recreational therapy services. This course will be a blend of classroom and field experiences with some on site visitations to adaptive recreational facilities.

ADV46000 UD	MBB1 Wilderness Orientation Instructors Practicum	Goodman, Cecil	MTWThF 8:00 am - 5:00 pm East Academic Building EACR	6.00	4
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**PREREQUISITES:**  
Course: ORI26002-Orientation: Desert, Mountain & Canyon Expedition

**COREQUISITES:**  
None.

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

**SPECIAL NOTES:** Student instructors are expected to attend training, which begins January 5th, and to complete course end tasks through February, 4th.

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

# SP-22 One College Course Schedule

## Undergraduate - Block 1 - Arts & Humanities

Section		Course Title			Credits	Max
AHU22028 LD	MBB1	Special Topics: Media Ecology: Understanding Communication Technologies as Environments	Lewis, Richard	MTThF 9:00 am - 1:00 pm Crossroads Center 202	4.00	8

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**DESCRIPTION:** This course explores the interdisciplinary field of study called media ecology. In this field, "cultures are produced by or emerge out of media environments, and as media environments change, so do the cultures that they contain" (Strate, 2017, p. 26). Approaching media technologies in an ecological or environmental manner allows unique insights into the effects that media has on individuals, cultures, and societies. How do ubiquitous media technologies—smartphones, smart assistants, smart watches, etc.—effect individuals, cultures, and societies? This course will combine theory and praxis through extensive readings as well as student-led investigations into how they personally experience the transformative effects of media.

AHU42028 UD	MBB1	Special Topics: Media Ecology: Understanding Communication Technologies as Environments	Lewis, Richard	MTThF 9:00 am - 1:00 pm Crossroads Center 202	4.00	8
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**PREREQUISITES:**  
Permission of instructor: Richard Lewis

**COREQUISITES:**  
None.

**SPECIAL TOPICS:** Upper Division students will deeply engage with a specific medium of their choice. They will do so by exploring the medium's historical evolution as well as an autoethnographic exercise. This will provide a critical investigation of the impact the medium has upon themselves as well as society as a whole.

**COURSE DESCRIPTION:** This course explores the interdisciplinary field of study called media ecology. In this field, "cultures are produced by or emerge out of media environments, and as media environments change, so do the cultures that they contain" (Strate, 2017, p. 26). Approaching media technologies in an ecological or environmental manner allows unique insights into the effects that media has on individuals, cultures, and societies. How do ubiquitous media technologies—smartphones, smart assistants, smart watches, etc.—effect individuals, cultures, and societies? This course will combine theory and praxis through extensive readings as well as student-led investigations into how they personally experience the transformative effects of media.

# SP-22 One College Course Schedule

## Undergraduate - Block 1 - Core Curriculum

Section		Course Title			Credits	Max
COR40000 UD	MBB1	Core Curriculum 3: Inquiry & Analysis in the Liberal Arts	Dailey, Mark	MTThF 9:00 am - 1:00 pm Crossroads Center 100	4.00	20

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: Writing Emphasis. This course is appropriate for OCU students 61-90 credits.**

**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.

ORI26002 LD	MBB1	Orientation: Desert, Mountain & Canyon Expedition	Goodman, Cecil	MTWThF 8:00 am - 5:00 pm East Academic Building EAB MTWThF 8:00 am - 5:00 pm East Academic Building EAC	4.00	25
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**FEE: \$1,075.00**

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

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

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

# SP-22 One College Course Schedule

## Undergraduate - Block 1 - Core Curriculum

Section	Course Title	Instructor	Credits	Max
ORI26002 LD	MBB2 Orientation: Desert, Mountain & Canyon Expedition	Goodman, Cecil	4.00	10
MTWThF 8:00 am - 5:00 pm Ironwood A				

**FEE: \$1,075.00**

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

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

COR47002 UD	MBB1 PASS- Education	Brown, Jennifer	ONLINE -	1.00	22
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**FEE: \$120.00**

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** Professional and Academic Success Seminar (PASS) provides new students with the essential tools to successfully navigate their academic journey through the Online Undergraduate (OU) program. PASS 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 OU. In addition, PASS teaches students how to create their eportfolio that displays and reflects on learning outcomes for each course.

COR47001 UD	MBB1 PASS- Liberal Arts	Bigknife Antonio, Molly	ONLINE -	1.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** Professional and Academic Success Seminar (PASS) provides new students with the essential tools to successfully navigate their academic journey through the Online Undergraduate (OU) program. PASS 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 OU. In addition, PASS teaches students how to create their eportfolio that displays and reflects on learning outcomes for each course.



# SP-22 One College Course Schedule

## Undergraduate - Block 1 - Environmental Studies/Sustainable Community Development

Section	Course Title		Credits	Max
ENV22725 LD	MBB1 Ecology, Concepts of	Johnson, Jeremy	4.00	12
		MTThF 9:00 am - 3:00 pm Mogollon BioLab		

**FEE: \$63.33**

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: N/A**

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

ENV44754 UD	MBB1 Geomorphology, Topics in	Miros Gomez, Jorge	4.00	12
		MTWThF 9:00 am - 1:00 pm Sinagua A		

**FEE: \$574.17**

**PREREQUISITES:**  
**Course: MTH26050-Applied Algebra and**  
**Course: ENV24752-Earth Science: An Introduction to the Home Planet and**  
**Permission of instructor: Jorge Miros Gomez**

**COREQUISITES:**  
None.

**SPECIAL NOTES: This course is in KINO: This course will meet for the first 3 days in Prescott. This course will take place in Kino Bay, Mexico and VALID PASSPORT REQUIRED TO CROSS THE BORDER!! \$300.00 estimated student expense for food, supplies, misc.**

**COURSE DESCRIPTION:** Every landscape is unique, created by the intersection of the local geology, climate, and biology. In this course we will explore a broad range of topics related to how these landscapes form in response to wind, water, ice, gravity, tectonic, and biological processes. Depending on class interest and field area accessibility, specific topics may vary from year to year. The course format will include readings, presentations, lectures, discussions, homework exercises and a lot of field trips. We will take advantage of the natural laboratory around the Gulf of California and the Midriff Islands to observe and investigate landforms and coastal processes. Students should leave the class with the ability to confidently unravel the basic evolution of different landscapes and predict what it might look like in the future as geomorphic processes continue on indefinitely

# SP-22 One College Course Schedule

## Undergraduate - Block 1 - Environmental Studies/Sustainable Community Development

Section	Course Title	Instructor	Credits	Max
ENV41025 UD	MBB1 Statistics for Research	Altrichter, Mariana	4.00	12
		MTThF 9:00 am -12:30 pm Sinagua B		

**PREREQUISITES:**

Permission of instructor: Mariana Altrichter

**COREQUISITES:**

None.

**SPECIAL NOTES: Students should be at least Sophomores. Instructor permission required. Students must purchase statistical software-contact instructor for details.**

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

ENV21550 LD	MBB1 Water in the West	Barnes, Joel	4.00	6
		MTWThF 8:30 am -12:30 pm Crossroads Center 201		

**FEE: \$92.92**

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

**This course has a required 5-day field trip on 1/24- 1/28 with \$60 estimated for student expenses; there may be additional required field trips scheduled as opportunities arise.**

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

# SP-22 One College Course Schedule

## Undergraduate - Block 1 - Environmental Studies/Sustainable Community Development

Section	Course Title			Credits	Max
ENV41550 UD	MBB1 Water in the West	Barnes, Joel	MTWThF 8:30 am -12:30 pm Crossroads Center 201	4.00	6

FEE: \$92.92

**PREREQUISITES:**

Permission of instructor: Joel Barnes

**COREQUISITES:**

None.

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

This course has a required 5-day field trip on 1/24 - 1/28 with \$60 estimated for student expenses; there may be additional required field trips scheduled as opportunities arise.

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

# SP-22 One College Course Schedule

## Undergraduate - Block 1 - Global Studies

Section		Course Title			Credits	Max
CRS21202 LD	MBB1	Bamboozled: Race, Power, and Representation in Cinema	Crain, Crystallee	TTF 9:00 am - 5:00 pm Ironwood D	4.00	8

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** Bamboozled: Race, Power, and Representation in Cinema explores the politics and production of racial representation in contemporary US film. Students will learn to analyze narrative structures and visual codifications of race and identity in both Hollywood and independent films. They will also examine the dynamics of race, racism, and efforts to dismantle racial inequities through cultural production by and for oppressed communities. Students will develop the analytical tools to critically assess the impacts of social systems on cinematic representations and ways in which cinematic images, in turn, shape group identity, political consciousness, and movements for racial justice.

CRS41202 UD	MBB1	Bamboozled: Race, Power, and Representation in Cinema	Crain, Crystallee	TTF 9:00 am - 5:00 pm Ironwood D	4.00	4
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**PREREQUISITES:**

Course: WRW26000-Writing Workshop

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** Bamboozled: Race, Power, and Representation in Cinema explores the politics and production of racial representation in contemporary US film. Students will learn to analyze narrative structures and visual codifications of race and identity in both Hollywood and independent films. They will also examine the dynamics of race, racism, and efforts to dismantle racial inequities through cultural production by and for oppressed communities. Students will develop the analytical tools to critically assess the impacts of social systems on cinematic representations and ways in which cinematic images, in turn, shape group identity, political consciousness, and movements for racial justice.

CRS21015 LD	MBB1	Spanish Intensive	Espinosa Gonzalez Garza, Irene	MTWThF 1:00 pm - 5:00 pm Crossroads Center 203	4.00	6
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**FEE: \$150.00**      **\*\*\* NON-REFUNDABLE FEE \*\*\***

**PREREQUISITES:**

Permission of instructor: Mary Poole

**COREQUISITES:**

None.

**PREREQUISITES:** Instructor signature required (see Mary Poole, Program Coordinator); Intermediate Spanish level skills or equivalent highly recommended.

**SPECIAL NOTES:** Class meets first week of the semester in a classroom. Aside from the initial and final classroom meetings, course takes place in Kino Bay, Mexico. Student must be able to interact 100% in Spanish. **STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER!**  
\$100.00 estimated student expense for food, visas, etc.

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

# SP-22 One College Course Schedule

## Undergraduate - Block 1 - Global Studies

Section	Course Title		Credits	Max
CRS41015 UD	MBB1 Spanish Intensive	Espinosa Gonzalez Garza, Irene	4.00	6
		MTWThF 1:00 pm - 5:00 pm Crossroads Center 203		

FEE: \$551.25

**PREREQUISITES:**

Permission of instructor: Mary Poole

**COREQUISITES:**

None.

PREREQUISITES: Instructor signature required (see Mary Poole, Program Coordinator); 2 years of college Spanish courses.

**SPECIAL NOTES:** Class meets first week of the semester in a classroom. Aside from the initial and final classroom meetings, course takes place in Kino Bay, Mexico. Student must be able to interact 100% in Spanish. **STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER!** \$100.00 estimated student expense for food, visas, etc.

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

CRS24010 LD	MBB1 U.S. - Mexico Border Studies	Banks, Michelle	4.00	7
		MTThF 1:00 pm - 4:00 pm Crossroads Center 204		

FEE: \$638.33

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** Class meets the first 3 days and last 3 days on campus. Aside from initial and final classroom meetings, the course is based in the field. **STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER!** This course may include tours of Federal Immigration Detention Centers. Students who wish to participate in these tours are required to submit their names and Social Security numbers and submit to criminal background checks conducted by DHS. \$300.00 estimated student expense for food, and misc. while in the field.

**COURSE DESCRIPTION:** U.S.- Mexico Border Studies introduces students to political, economic, cultural, and environmental border issues in the unique region of the Sonoran borderlands. After a period of preparation and research in Prescott, students will travel through southern Arizona and Sonora, Mexico where they will sojourn with community scholars, workers, culture bearers, faith communities, journalists, organizers, students, and others directly affected by border policy. In an effort to both theorize and contextualize the historical and contemporary reality of la frontera, students will explore the border through the lens of napanthla (Nahuatl) -- an in-between place where people and cultures both converge and chocar [clash/crash]. Within that framework, the course will analyze themes of transnational migration and transculturation; Indigenous cultural rights, resistance, and sovereignty; globalization; education; climate change and environmental degradation; and border militarization. Questions explored in this course include: What role does the border play in conversations about race, citizenship, and belonging? How are border communities imagined, constructed, and exploited by individuals, governments, and corporations on both sides of la frontera? How does border infrastructure affect human-environmental interaction? How are communities in the borderlands resisting injustice and violence?

# SP-22 One College Course Schedule

## Undergraduate - Block 1 - Global Studies

	Section	Course Title		Credits	Max
CRS44010	MBB1	U.S.- Mexico Border Studies	Banks, Michelle	4.00	2
UD			-		

FEE: \$638.33

**PREREQUISITES:**

Permission of instructor: Michelle Banks

**COREQUISITES:**

None.

**SPECIAL NOTES:** Class meets the first 3 days and last 3 days on campus. Aside from initial and final classroom meetings, the course is based in the field. **STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER!** This course may include tours of Federal Immigration Detention Centers. Students who wish to participate in these tours are required to submit their names and Social Security numbers and submit to criminal background checks conducted by DHS. \$300.00 estimated student expense for food, and misc. while in the field.

**COURSE DESCRIPTION:** U.S.- Mexico Border Studies introduces students to political, economic, cultural, and environmental border issues in the unique region of the Sonoran borderlands. After a period of preparation and research in Prescott, students will travel through southern Arizona and Sonora, Mexico where they will sojourn with community scholars, workers, culture bearers, faith communities, journalists, organizers, students, and others directly affected by border policy. In an effort to both theorize and contextualize the historical and contemporary reality of la frontera, students will explore the border through the lens of napanatla (Nahuatl) -- an in-between place where people and cultures both converge and chocar [clash/crash]. Within that framework, the course will analyze themes of transnational migration and transculturation; Indigenous cultural rights, resistance, and sovereignty; globalization; education; climate change and environmental degradation; and border militarization. Questions explored in this course include: What role does the border play in conversations about race, citizenship, and belonging? How are border communities imagined, constructed, and exploited by individuals, governments, and corporations on both sides of la frontera? How does border infrastructure affect human-environmental interaction? How are communities in the borderlands resisting injustice and violence?

# SP-22 One College Course Schedule

## Undergraduate - Block 1 - Human Development

	Section	Course Title			Credits	Max
HDP23200 LD	MBB1	The Psychology of Spaces: How the Places we Inhabit Affect our Lives	Brown, Tony	MTWThF 9:00 am - 3:00 pm East Academic Building EAA	4.00	6

**FEE: \$5.00**

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: This class contributes to a certificate in Regenerative Ecological Design**

**COURSE DESCRIPTION:** This class will extend the definition of ecopsychology to one that includes the environments we build for ourselves. For millennia we have co-evolved with the natural environment but since the agricultural revolution and more recently the industrial revolution we have removed ourselves from this environment and created our own. Currently humans spend between 80% – 90% of their time inside buildings. The spaces we inhabit have a profound effect on our wellbeing. Whether it is a teacher setting up a classroom or a designer creating an office or hospital interior, understanding the psychological impact of design is essential. This class will examine the latest research and ideas in psychogeography and what this means for human health and wellbeing. It will consist of class time, readings, field trips and experiential projects. On completion of this class students will be able to judge the psychological impact of design healthy living, work, and public spaces.

HDP43200 UD	MBB1	The Psychology of Spaces: How the Places we Inhabit Affect our Lives	Brown, Tony	MTWThF 9:00 am - 3:00 pm East Academic Building EAA	4.00	6
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**FEE: \$5.00**

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: This class contributes to a certificate in Regenerative Ecological Design.**

**COURSE DESCRIPTION:** This class will extend the definition of ecopsychology to one that includes the environments we build for ourselves. For millennia we have co-evolved with the natural environment but since the agricultural revolution and more recently the industrial revolution we have removed ourselves from this environment and created our own. Currently humans spend between 80% – 90% of their time inside buildings. The spaces we inhabit have a profound effect on our wellbeing. Whether it is a teacher setting up a classroom or a designer creating an office or hospital interior, understanding the psychological impact of design is essential. This class will examine the latest research and ideas in psychogeography and what this means for human health and wellbeing. It will consist of class time, readings, field trips and experiential projects. On completion of this class students will be able to judge the psychological impact of design healthy living, work, and public spaces.

# SP-22 One College Course Schedule

## Undergraduate - Block 1 - Human Development

Section Course Title				Credits	Max
HDP41160 UD	MBB1 Yoga Teacher Training & Certification	Munro, Julie	MTWThF 8:00 am - 5:00 pm Manzanita Chapel	6.00	12

FEE: \$150.00

**PREREQUISITES:**

Course: HDP21155-Yoga: Philosophy & Practice or  
Permission of instructor: Julie Munro

**COREQUISITES:**

None.

**SPECIAL NOTES:** In order to meet the 200 hours for certification, this class will meet Monday through Friday, 8am to 5pm. Additionally, the teaching practicum will be held all day February 14th and 15th.

**COURSE DESCRIPTION:** This course is designed for students who would like to deepen their personal yoga practice and receive foundational training in the art of teaching yoga. Extensive training and practice in the techniques of asana, pranayama, meditation, and chanting will be a central part of this class. We will also explore teaching methods and such topics as sequencing, details of alignment, variations for different populations, verbal and hands-on adjustments, and verbiage for safely leading others in and out of postures. The course will also include academic work in yoga philosophy focusing on yoga history, lifestyle and ethical issues, anatomy (western and esoteric), and teachings from the Yoga Sutras. This course provides the contact time and content needed for a 200 hour Teacher's Certificate.



# SP-22 One College Course Schedule

## Undergraduate - Block 2 - Adventure Education

Section	Course Title			Credits	Max
ADV21000 LD	MBB2 Adventure Education I: Expeditionary & Technical Skills	TBA	MTWThF 8:00 am - 5:00 pm East Academic Building EAC	6.00	12

FEE: \$467.00 \*\*\* NON-REFUNDABLE FEE \*\*\*

**PREREQUISITES:**

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

**COREQUISITES:**

None.

**SPECIAL NOTES:** This course is part of a 3 course suite. Students are encouraged to take AE I in Block 2, AE II in Block 3 and AE III in Block 4. Students who have previously taken I and II, may register for the practicum (AE III) only. Course meets on campus for week 1, but is then field-based. Course fee includes \$150 for group food. Rafting and climbing group equipment provided by Prescott College warehouse. For information please see Mathieu Brown or Julie Munro.

**COURSE DESCRIPTION:** This 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.

ADV43010 UD	MBB2 Avalanche Forecasting	Brown, Mathieu	MTWThF 9:00 am - 5:00 pm East Academic Warehouse EAW	6.00	10
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FEE: \$1,094.00 \*\*\* NON-REFUNDABLE FEE \*\*\*

**PREREQUISITES:**

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

**COREQUISITES:**

None.

**SPECIAL NOTES:** : An informational meeting for all interested students will be held in November. Registered students must have completed a level 1 avalanche course. Course will meet first 2 days on campus, then in the field. Students should have personal backcountry ski or splitboard equipment, including transceiver, shovel and probe. Some exceptions possible please contact instructor for more information. Course fee includes all lodging and \$150.00 for group food (lunches not included). If students have equivalent backcountry experience and completion of recreation Level I avalanche certification then this can substitute for the prerequisites listed.

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

# SP-22 One College Course Schedule

## Undergraduate - Block 2 - Adventure Education

Section	Course Title			Credits	Max
ADV22048 LD	MBB2 Rock Climbing & Geology	Field, Derek Hovater, Stevo	MTWThF 8:00 am - 5:00 pm East Academic Building EAB	6.00	12

FEE: \$80.00

**PREREQUISITES:**

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

**COREQUISITES:**

None.

**SPECIAL NOTES:** This block class meets 9 to 5 most days and spends a large portion of time in the field. There will be two extended field trips. The first is a 4 day field trip during week two and then a 5 day field trip week three. Specific dates TBA on day one of class.

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

# SP-22 One College Course Schedule

## Undergraduate - Block 2 - Arts & Humanities

	Section	Course Title				Credits	Max
AHU22710 LD	MBB2	Documentary Photography: Cultural and Ecological Photographic Studies in Kino Bay	Sweets, Carl	MTWThF	9:00 am -12:00 pm Ponderosa ITV	4.00	8

FEE: \$526.70

**PREREQUISITES:**

Course: AHU22705-Introduction to Digital Photography: Essential Skills for Visual Literacy in the Digital Age or  
Permission of instructor: Carl Sweets

**COREQUISITES:**

None.

**SPECIAL NOTES:** Lower Division students will be required to create a FINAL portfolio of 10 images and write a brief Artist's Statement. Participation in this course will require covid vaccination prior to specific activities or international travel. Please be in close contact with your instructor (carl.sweets@prescott.edu) for detailed instructions regarding vaccination timing, location, and procedures. Aside from initial and final classroom meetings in the ITV classroom in Ponderosa building, this course plans to travel to Kino Bay Center in Mexico for a field component contingent upon evolving pandemic contexts.

**STUDENTS MUST HAVE A VALID PASSPORT TO CROSS THE BORDER.** Students should pack clothing, shoes, and accessories appropriate for field study. Students must have a DSLR Camera. Students are not required to purchase a DSLR camera and can borrow one from Learning Technologies and/or Professor Carl Sweets (carl.sweets@prescott.edu). Cameras are available on a first come, first serve basis. Students that borrow a DSLR camera are financially responsible for lost or damaged cameras and accessories. Students should have access to Adobe Photoshop. Students can get access to the Adobe Creative Cloud from Prescott College Help Desk (its.helpdesk@prescott.edu). Students are welcome to install Photoshop on their personal laptops and bring them to Kino Bay at their own risk. Please check Adobe's website for minimum system requirements: <https://helpx.adobe.com/photoshop/system-requirements.html>.

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

# SP-22 One College Course Schedule

## Undergraduate - Block 2 - Arts & Humanities

	Section	Course Title			Credits	Max
AHU42710 UD	MBB2	Documentary Photography: Cultural and Ecological Photographic Studies in Kino Bay	Sweets, Carl	MTWThF 9:00 am -12:00 pm Ponderosa ITV	4.00	4

FEE: \$526.70

**PREREQUISITES:**

Course: AHU22705-Introduction to Digital Photography: Essential Skills for Visual Literacy in the Digital Age or  
Permission of instructor: Carl Sweets

**COREQUISITES:**

None.

**SPECIAL NOTES:** Upper Division Students will be leaders in the classroom and field, conduct critique, and will be required to create a portfolio of 15 FINAL images and a conceptually driven Artist's Statement. Participation in this course will require covid vaccination prior to specific activities or international travel. Please be in close contact with your instructor ([carl.sweets@prescott.edu](mailto:carl.sweets@prescott.edu)) for detailed instructions regarding vaccination timing, location, and procedures. Aside from initial and final classroom meetings in the ITV classroom in Ponderosa building, this course plans to travel to Kino Bay Center in Mexico for a field component contingent upon evolving pandemic contexts.

**STUDENTS MUST HAVE A VALID PASSPORT TO CROSS THE BORDER.** Students should pack clothing, shoes, and accessories appropriate for field study. Students must have a DSLR Camera. Students are not required to purchase a DSLR camera and can borrow one from Learning Technologies and/or Professor Carl Sweets ([carl.sweets@prescott.edu](mailto:carl.sweets@prescott.edu)). Cameras are available on a first come, first serve basis. Students that borrow a DSLR camera are financially responsible for lost or damaged cameras and accessories. Students should have access to Adobe Photoshop. Students can get access to the Adobe Creative Cloud from Prescott College Help Desk ([its.helpdesk@prescott.edu](mailto:its.helpdesk@prescott.edu)). Students are welcome to install Photoshop on their personal laptops and bring them to Kino Bay at their own risk. Please check Adobe's website for minimum system requirements:  
<https://helpx.adobe.com/photoshop/system-requirements.html>.

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

# SP-22 One College Course Schedule

## Undergraduate - Block 2 - Core Curriculum

	Section	Course Title			Credits	Max
COR20005 LD	MBB2	Core Curriculum 2: Ways of Knowing	TBA	MTThF 9:00 am - 1:00 pm Cottonwood A	4.00	25

**FEE: \$15.00**

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: Writing Emphasis. This course is appropriate for OCU students with 31-60 credits.**

**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.

# SP-22 One College Course Schedule

## Undergraduate - Block 2 - Education & Teacher Preparation

Section	Course Title			Credits	Max
EDU47010 UD	MBB2 Curriculum Design	Cooper, Emma	MTWTh 4:00 pm - 8:00 pm Crossroads Center 205	4.00	22

**PREREQUISITES:**  
None.

**COREQUISITES:**  
EDU41020

**SPECIAL NOTES:** This course may be taken alone or as the pre-req to EDU41020.

**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.

EDU47020 UD	MBB2 Reading: Methods and Practice	Ticer, Mary	MTWTh 4:00 pm - 8:00 pm Crossroads Center 202	3.00	12
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**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.

# SP-22 One College Course Schedule

## Undergraduate - Block 2 - Environmental Studies/Sustainable Community Development

Section	Course Title			Credits	Max
ENV24005 LD	MBB2 Creating A Sustainable World: Strategies For A Positive Future	Brown, Tony	MTWThF 9:00 am - 3:00 pm East Academic Building EAA	4.00	6

**FEE: \$100.00**

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: This class contributes to an ECOSA certificate in regenerative ecological design.**

COURSE DESCRIPTION: A massive project for the twenty-first century is to bring our human populations back into a dynamic ecological balance with nature. This means creating ways in which global human populations can live within the carrying capacity of the biosphere. Up until the industrial and agricultural revolutions in 18th century Britain we had lived within the limits of the natural environment. However sweeping changes in science, technology and agriculture began to overwhelm the natural world. And now this process has accelerated over the last 250 years to where we find ourselves in an existential crisis. Reversing these trends is an imperative for current and future generations. This class will examine the root causes and potential solutions to bringing about a radical redesign of the world we inhabit.

ENV44005 UD	MBB2 Creating A Sustainable World: Strategies For A Positive Future	Brown, Tony	MTWThF 9:00 am - 3:00 pm East Academic Building EAA	4.00	6
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**FEE: \$100.00**

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: This class contributes to an Ecosa certificate in regenerative ecological design.**

COURSE DESCRIPTION: A massive project for the twenty-first century is to bring our human populations back into a dynamic ecological balance with nature. This means creating ways in which global human populations can live within the carrying capacity of the biosphere. Up until the industrial and agricultural revolutions in 18th century Britain we had lived within the limits of the natural environment. However sweeping changes in science, technology and agriculture began to overwhelm the natural world. And now this process has accelerated over the last 250 years to where we find ourselves in an existential crisis. Reversing these trends is an imperative for current and future generations. This class will examine the root causes and potential solutions to bringing about a radical redesign of the world we inhabit.

ENV22850 LD	MBB2 Environmental Problems: Root Causes, Innovative Solutions	Sherman, Peter	MTThF 1:00 pm - 5:00 pm Sinagua A	4.00	12
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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.

# SP-22 One College Course Schedule

## Undergraduate - Block 2 - Environmental Studies/Sustainable Community Development

Section	Course Title		Credits	Max
ENV21601 LD	MBB2 Foundations of General Chemistry	Murray, James	4.00	14
		MWF 8:30 am -12:30 pm Mogollon EARSCI		

FEE: \$31.80

**PREREQUISITES:**

Permission of instructor: James Murray

**COREQUISITES:**

None.

**SPECIAL NOTES:** Due to the number of mathematical calculations being done in this class successful completion of Algebra II is highly recommended.

COURSE DESCRIPTION: This course provides an introduction to chemical sciences, focusing on inorganic chemistry. Topics include the nature of matter and energy, atomic structure, chemical bonds, chemical measurement, classification and stoichiometry, chemical reactions, acid/base equilibrium and topics in thermodynamics. Organic chemistry and biochemistry will be introduced. The course will serve as a useful basis for students who will continue to study chemistry and to those interested in biological systems, environmental chemistry, soil science, geology, phytochemistry and many other areas within environmental studies. Classes consist of lectures, discussions, and lab exercises.

ENV23328 LD	MBB2 Marine Biology II: Oceanography	Boyer, Ed	6.00	6
		MTThF 10:30 am - 3:00 pm Ironwood A		

FEE: \$1,205.00

**PREREQUISITES:**

Permission of instructor: Edward Boyer

**COREQUISITES:**

ENV23325 Marine Biology I: Diversity of Marine Life  
ENV23327

**SPECIAL NOTES:** Meets 1st 2 weeks and last week, 1-5, Monday - Friday in Crossroads 204; then leaves for the field. Must enroll in all three phases of Marine Biology concurrently; \$400.00 estimated student expense for food, supplies, misc. **VALID PASSPORT REQUIRED TO CROSS THE BORDER!!**

COURSE DESCRIPTION: This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase I - Diversity of Marine Life and Phase III - Field Methods for Marine Ecology, Oceanography will provide an introductory glimpse of the Earth's oceans from physical and marine geologic perspectives. Through class presentations, lectures, discussions, lab exercises and field trips we will ponder the geologic origin of the oceans and familiarize ourselves with their geography. With an eye towards understanding the oceanic realm and the dominant role it plays in regulating global climate, we will study the physical and chemical properties of sea water and the techniques for measuring these properties. We will examine global oceanic circulation patterns and the causes of currents, waves, tides and upwelling. The preceding topics will be examined globally but examples from the Gulf of California will be used extensively to provide students with an introduction to this area.



# SP-22 One College Course Schedule

## Undergraduate - Block 2 - Environmental Studies/Sustainable Community Development

Section	Course Title	Instructor	Credits	Max
ENV43228 UD	MBB2 Marine Biology II: Oceanography	Boyer, Ed	6.00	6
			MTThF 10:30 am - 3:00 pm Ironwood A	

FEE: \$1,205.00

**PREREQUISITES:**

Permission of instructor: Edward Boyer

**COREQUISITES:**

ENV23325 Marine Biology I: Diversity of Marine Life  
ENV23327

**SPECIAL NOTES: Meets 1st 2 weeks and last week, 1-5, Monday - Friday in Crossroads 204; then leaves for the field. Must enroll in all three phases of Marine Biology concurrently; \$400.00 estimated student expense for food, supplies, misc. VALID PASSPORT REQUIRED TO CROSS THE BORDER!!**

**COURSE DESCRIPTION:** This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase I - Diversity of Marine Life and Phase III - Field Methods for Marine Ecology, Oceanography will provide an introductory glimpse of the Earth's oceans from physical and marine geologic perspectives. Through class presentations, lectures, discussions, lab exercises and field trips we will ponder the geologic origin of the oceans and familiarize ourselves with their geography. With an eye towards understanding the oceanic realm and the dominant role it plays in regulating global climate, we will study the physical and chemical properties of sea water and the techniques for measuring these properties. We will examine global oceanic circulation patterns and the causes of currents, waves, tides and upwelling. The preceding topics will be examined globally but examples from the Gulf of California will be used extensively to provide students with an introduction to this area.

ENV22201 LD	MBB2 Ornithology: The Life of Birds	Riegner, Mark	4.00	12
			MTThF 9:00 am - 1:00 pm Mogollon BioLab	

FEE: \$5.00

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** This course introduces students to the biology of birds. Topics include diversity, evolution, anatomy, physiology, behavior, ecology, and conservation. The course consists of lectures, discussions, and extensive readings, including a selection from the primary scientific literature. Local outings supplement the material covered in class and offer students the opportunity to learn field identification. Students are required to keep a field journal and to prepare several class presentations.

# SP-22 One College Course Schedule

## Undergraduate - Block 2 - Global Studies

Section	Course Title			Credits	Max
CRS24208 LD	MBB2 Central America's Northern Triangle	Banks, Michelle	MTThF 1:00 pm - 5:00 pm Crossroads Center 203	4.00	8

**FEE: \$5.00**

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:NONE**

**COURSE DESCRIPTION:** The surge in children and families migrating from Central America's northern triangle, the countries of El Salvador, Guatemala, and Honduras, over the past two decades has created an interest in the region not seen since the armed internal conflicts that besieged the region in the 1970s and 1980s. This course will examine the roots of "the border crisis" – not as a crisis in and of itself, but as just one symptom of a larger crisis of social and economic inequity, poor governance, and weak institutions in Central America. Through an exploration of the history and the political economy of the region, and an analysis of the interplay between the three countries and their complicated relationship with the United States, this course will consider how these resource rich nations emerged as some of the most violent and politically unstable in the western hemisphere. Some of the issues the course will examine include popular movements, political corruption, Indigenous rights struggles, women's rights, and climate change and environmental degradation.

CRS44208 UD	MBB2 Central America's Northern Triangle	Banks, Michelle	MTThF 1:00 pm - 5:00 pm Crossroads Center 203	4.00	4
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**FEE: \$5.00**

**PREREQUISITES:**

Permission of instructor: Michelle Banks

**COREQUISITES:**

None.

**SPECIAL NOTES: Prior study of globalization and/or social theory, and demonstrated ability to produce upper division work.**

**COURSE DESCRIPTION:** The surge in children and families migrating from Central America's northern triangle, the countries of El Salvador, Guatemala, and Honduras, over the past two decades has created an interest in the region not seen since the armed internal conflicts that besieged the region in the 1970s and 1980s. This course will examine the roots of "the border crisis" – not as a crisis in and of itself, but as just one symptom of a larger crisis of social and economic inequity, poor governance, and weak institutions in Central America. Through an exploration of the history and the political economy of the region, and an analysis of the interplay between the three countries and their complicated relationship with the United States, this course will consider how these resource rich nations emerged as some of the most violent and politically unstable in the western hemisphere. Some of the issues the course will examine include popular movements, political corruption, Indigenous rights struggles, women's rights, and climate change and environmental degradation.

# SP-22 One College Course Schedule

## Undergraduate - Block 2 - Global Studies

Section	Course Title			Credits	Max
CRS24300 LD	MBB2 Maasailand I: Maasai Lands & Colonial Legacies	Poole, Mary	MTThF 1:00 pm - 5:00 pm Crossroads Center 204	4.00	8

**PREREQUISITES:**

Permission of instructor: Mary Poole

**COREQUISITES:**

CRS24301  
ENV22013

**SPECIAL NOTES:** This course takes place as part of a three course suite that begins in block 2 in Prescott with Maasailand I, and then continues at the PC Dopoi Center in Kenya, East Africa for blocks 3 & 4 for sequential courses: CRS44301: Maasailand II: Ecology, Economy and Culture; and ENV22013 Behavior and Conservation of East African Wildlife. International travel requires a VALID PASSPORT. The course fee for the full suite of courses is \$3432 including the food stipend. Estimated student expense of \$1600.00 for misc expenses and airline tickets. Participation in this course may require covid testing. Registration requires approval by the faculty; if interested please contact Mary Poole.

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

CRS44300 UD	MBB2 Maasailand I: Maasai Lands and Colonial Legacies	Poole, Mary	MTThF 1:00 pm - 5:00 pm Crossroads Center 204	4.00	4
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**PREREQUISITES:**

Permission of instructor: Mary Poole

**COREQUISITES:**

CRS44301  
CRS44302

**SPECIAL NOTES:** This course takes place as part of a three course suite that begins in block 2 in Prescott with Maasailand I, and then continues at the PC Dopoi Center in Kenya, East Africa for blocks 3 & 4 for sequential courses: CRS44301: Maasailand II: Ecology, Economy and Culture; and ENV22013 Behavior and Conservation of East African Wildlife. International travel requires a VALID PASSPORT. The course fee for the full suite of courses is \$3432 including the food stipend. Estimated student expense of \$1600.00 for misc expenses and airline tickets. Participation in this course may require covid testing. Registration requires approval by the faculty; if interested please contact Mary Poole.

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# SP-22 One College Course Schedule

## Undergraduate - Block 2 - Global Studies

	Section	Course Title			Credits	Max
CRS46000 UD	MBB2	Special Topics: Healing Justice, Philosophy and Practices	Crain, Crystallee	-	4.00	7

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

COURSE DESCRIPTION: "Healing Justice" is an evolving political framework shaped by economic, racial, and disability justice that re-centers the role of healing inside of liberation. Healing Justice seeks to transform, intervene and respond to generational trauma and violence in our movements, communities and lives- and to regenerate our traditions of liberatory and resiliency practices that have been lost or stolen. Healing infrastructure is tied to how we conceptualize or approach organizing. Whether it's organizing, environmental stewardship, social service work, nonprofit work, or policy work. We define Healing Justice as the need for a cultural shift in the following areas:

- the way we engage with loved ones, neighbors, authorities, and bystanders
- the way we organize and do movement work
- the societal standards for seeking "justice"

CRS26000 LD	MBB2	Special Topics: Healing Justice, Philosophy and Practice	Crain, Crystallee	-	4.00	8
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

COURSE DESCRIPTION: "Healing Justice" is an evolving political framework shaped by economic, racial, and disability justice that re-centers the role of healing inside of liberation. Healing Justice seeks to transform, intervene and respond to generational trauma and violence in our movements, communities and lives- and to regenerate our traditions of liberatory and resiliency practices that have been lost or stolen. Healing infrastructure is tied to how we conceptualize or approach organizing. Whether it's organizing, environmental stewardship, social service work, nonprofit work, or policy work. We define Healing Justice as the need for a cultural shift in the following areas:

- the way we engage with loved ones, neighbors, authorities, and bystanders
- the way we organize and do movement work
- the societal standards for seeking "justice"

# SP-22 One College Course Schedule

## Undergraduate - Block 3 - Adventure Education

Section	Course Title	Credits	Max
ADV21002 LD	MBB3 Adventure Education II: Teaching Methods for Adventure Educators	6.00	12
	TBA		
		MTWThF 8:00 am - 5:00 pm East Academic Building EAC	

FEE: \$295.00

**PREREQUISITES:**

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

**COREQUISITES:**

ADV41004

**SPECIAL NOTES: SPECIAL NOTES: This course is part of a 3 course suite. Students are encouraged to take AE I in Block 2, AE II in Block 3 and AE III in Block 4. Students who have previously taken I and II, may register for the practicum (AE III) only. Course meets on campus for week 1, but is then field-based. Course fee includes \$150 for group food. Rafting and climbing group equipment provided by Prescott College warehouse. For information please see Mathieu Brown or Julie Munro.**

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

ADV41100 UD	MBB3 Group Process for Adventure Educators	4.00	12
	Goodman, Cecil		
		MTThF 11:00 am - 3:00 pm East Academic Building EACR	

FEE: \$200.00

**PREREQUISITES:**

Course: ADV46000-Wilderness Orientation Instructors Practicum and

Course: HDP21300-Interpersonal Communication and

Permission of instructor: Cecil Goodman

**COREQUISITES:**

None.

**SPECIAL NOTES: Class meets M,T,Th,Fr from 11am-3pm, with the possibility of one weekend trip TBD by day one of class.**

**COURSE DESCRIPTION:** Within a conceptual framework based on an overview of the role of the leader in an adventure based educational process, students will read about, discuss, and practice skills such as group facilitation and conflict resolution, assessing groups, and the designing of appropriate activities to facilitate group development. Much of this will be done within the context of initiatives and activities used by many adventure-based experiential schools such as Outward Bound. Students will also work toward developing their own leadership style. Designed for students who plan to work with groups in a leadership role, this course will be structured to complement the College's outdoor leadership program.

# SP-22 One College Course Schedule

## Undergraduate - Block 3 - Education & Teacher Preparation

Section Course Title				Credits	Max
EDU47035 UD	MBB3 Introduction to Special Education	Smith, Andy	MTWTh 4:00 pm - 8:00 pm Crossroads Center 204	3.00	12

**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.

# SP-22 One College Course Schedule

## Undergraduate - Block 3 - Environmental Studies/Sustainable Community Development

Section	Course Title		Credits	Max
ENV23325 LD	MBB3 Marine Biology I: Diversity of Marine Life	Espinosa Gonzalez Garza, Irene	6.00	6
		MTThF 10:30 am - 3:00 pm Ironwood A		

**PREREQUISITES:**

Permission of instructor: Irene Espinosa Gonzalez Garza or  
Permission of instructor: Edward Boyer

**COREQUISITES:**

ENV23327                      Marine Biology III: Field Methods for Marine Ecology  
ENV23328                      Marine Biology II: Oceanography

**SPECIAL NOTES:** Meets 1st 2 weeks and last week, 1-5, Monday - Friday in Crossroads 204; then leaves for the field. Must enroll in all three phases of Marine Biology concurrently; \$400.00 estimated student expense for food, supplies, misc. **VALID PASSPORT REQUIRED TO CROSS THE BORDER!!** Permission of Instructor or Ed Boyer.

**COURSE DESCRIPTION:** This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase II - Oceanography, and Phase III - Field Methods for Marine Ecology, Diversity of Marine Life is a survey of the common groups of marine organisms. We will explore the evolution, diversity, morphology, field identification, and ecology of marine algae, halophyte plants (such as mangroves), plankton, invertebrates, fishes, reptiles, birds and marine mammals of the Gulf of California midriff region.

ENV43325 UD	MBB3 Marine Biology I: Diversity of Marine Life	Espinosa Gonzalez Garza, Irene	6.00	6
		MTThF 10:30 am - 3:00 pm Ironwood A		

**PREREQUISITES:**

Permission of instructor: Irene Espinosa Gonzalez Garza or  
Permission of instructor: Edward Boyer

**COREQUISITES:**

ENV23327                      Marine Biology III: Field Methods for Marine Ecology  
ENV23328                      Marine Biology II: Oceanography

**SPECIAL NOTES:** Meets 1st 2 weeks and last week, 10:30-3:15, Monday - Friday in Crossroads 204; then leaves for the field. Must enroll in all three phases of Marine Biology concurrently; \$400.00 estimated student expense for food, supplies, misc. **VALID PASSPORT REQUIRED TO CROSS THE BORDER!!** Permission of Instructor or Ed Boyer.

**COURSE DESCRIPTION:** This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase II - Oceanography, and Phase III - Field Methods for Marine Ecology, Diversity of Marine Life is a survey of the common groups of marine organisms. We will explore the evolution, diversity, morphology, field identification, and ecology of marine algae, halophyte plants (such as mangroves), plankton, invertebrates, fishes, reptiles, birds and marine mammals of the Gulf of California midriff region.

# SP-22 One College Course Schedule

## Undergraduate - Block 3 - Environmental Studies/Sustainable Community Development

	Section	Course Title			Credits	Max
ENV24006 LD	MBB3	Resilience, Planning And Ecology In A Changing World	Brown, Tony	MTWThF 9:00 am - 3:00 pm East Academic Building EAA	4.00	6

**FEE: \$33.00**

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: This class contributes to an Ecosa certificate in regenerative ecological design.**

**COURSE DESCRIPTION:** Change is the only constant in both nature and human affairs. The world today is undergoing massive change such as sea level rise, catastrophic storms, extreme wildfires, flooding, among many other environmental challenges. New demographic realities are also tearing at established societal norms. Homelessness, income disparity, and an awakening to the injustices faced by people of color, are contributing to a need to rethink the social contract and thus the political landscape. This class will trace the origins of these issues and explore potential ecological, economic, political and social solutions that are being proposed and/or implemented to address these issues.

ENV44006 UD	MBB3	Resilience, Planning And Ecology In A Changing World	Brown, Tony	MTWThF 9:00 am - 3:00 pm East Academic Building EAA	4.00	6
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**FEE: \$33.00**

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: This class contributes to an Ecosa certificate in regenerative ecological design.**

**COURSE DESCRIPTION:** Change is the only constant in both nature and human affairs. The world today is undergoing massive change such as sea level rise, catastrophic storms, extreme wildfires, flooding, among many other environmental challenges. New demographic realities are also tearing at established societal norms. Homelessness, income disparity, and an awakening to the injustices faced by people of color, are contributing to a need to rethink the social contract and thus the political landscape. This class will trace the origins of these issues and explore potential ecological, economic, political and social solutions that are being proposed and/or implemented to address these issues



# SP-22 One College Course Schedule

## Undergraduate - Block 4 - Adventure Education

Section	Course Title	Credits	Max
ADV41004 UD	MBB4 Adventure Education III: Teaching Practicum for Adventure Educators	6.00	12
	TBA		
		MTWThF 8:00 am - 5:00 pm East Academic Building EAC	

FEE: \$148.57

**PREREQUISITES:**

Course: ADV21000-Adventure Education I: Expeditionary & Technical Skills and  
Course: ADV21002-Adventure Education II: Teaching Methods for Adventure Educators

**COREQUISITES:**

None.

**SPECIAL NOTES:** This course is open to any student who has previously taken AE I and AE II . The course is primarily field based but will meet first day, April 12th, at 8 a.m. in East Academic A.

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

ADV44202 UD	MBB4 River Guides Training	4.00	12
	Brown, Mathieu		
		MTWThF 8:00 am - 5:00 pm East Academic Warehouse EAW	

FEE: \$265.00

**PREREQUISITES:**

Course: ADV44202-River Guides Training

**COREQUISITES:**

None.

**SPECIAL NOTES:** This class meets first 3 days and the last 2 days of Block 4 in the East Academic Mezzanine, then in the field for the duration. Prescott College provides most personal equipment such as lifejacket, helmets, splash jackets paddles. Individuals are responsible for small group food contribution, river shoes, and a sleep kit. Course is a combination between daily and overnight trips.

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

# SP-22 One College Course Schedule

## Undergraduate - Block 4 - Education & Teacher Preparation

	Section	Course Title			Credits	Max
EDU47040 UD	MBB4	Creating and Managing Learning Communities	Smith, Andy	MTWTh 4:00 pm - 8:00 pm Crossroads Center 204	3.00	12

**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.

# SP-22 One College Course Schedule

## Undergraduate - Block 4 - Environmental Studies/Sustainable Community Development

	Section	Course Title			Credits	Max
ENV23327 LD	MBB4	Marine Biology III: Field Methods for Marine Ecology	Espinosa Gonzalez Garza, Irene	MTThF 10:30 am - 3:00 pm Ironwood A	6.00	6

**PREREQUISITES:**

Permission of instructor: Edward Boyer or  
Permission of instructor: Irene Espinosa Gonzalez Garza

**COREQUISITES:**

ENV23325  
ENV23328

**SPECIAL NOTES: SEE MARINE BIOLOGY I FOR ALL SPECIAL NOTES, FEES AND SCHEDULE. Student are required to have a VALID PASSPORT to cross the border.**

**COURSE DESCRIPTION:** This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase I - Diversity of Marine Life and Phase II - Oceanography, Field Methods for Marine Ecology will focus on design and execution of student research projects. Students will design field research projects, collect field data, analyze results and write up scientific papers on some aspect of marine ecology. Projects will be based primarily on the ecology of intertidal habitats or on islands of the Gulf of California.

ENV43327 UD	MBB4	Marine Biology III: Field Methods for Marine Ecology	Espinosa Gonzalez Garza, Irene	MTThF 10:30 am - 3:00 pm Ironwood A	6.00	6
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**PREREQUISITES:**

Permission of instructor: Edward Boyer or  
Course: ENV22725-Ecology, Concepts of or  
Course: ENV22730-Natural History & Ecology of the Southwest, Phase I or  
Course: ENV22731-Natural History & Ecology of the Southwest, Phase II  
Permission of instructor: Irene Espinosa Gonzalez Garza and

**COREQUISITES:**

ENV23328  
ENV43325

**SPECIAL NOTES: SEE MARINE BIOLOGY I FOR ALL SPECIAL NOTES, FEES AND SCHEDULE. Student are required to have a VALID PASSPORT to cross the border. Permission of Instructor or Ed Boyer.**

**COURSE DESCRIPTION:** This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase I - Diversity of Marine Life and Phase II - Oceanography, Field Methods for Marine Ecology will focus on design and execution of student research projects. Students will design field research projects, collect field data, analyze results and write up scientific papers on some aspect of marine ecology. Projects will be based primarily on the ecology of intertidal habitats or on islands of the Gulf of California.

# SP-22 One College Course Schedule

## Undergraduate - Block 4 - Environmental Studies/Sustainable Community Development

	Section	Course Title		Credits	Max
ENV24004 LD	MBB4	The Shape Of The City: Ecology, Psychology and Visioning The Future?	MTThF 9:00 am - 3:00 pm East Academic Building EAA	4.00	6

FEE: \$50.00

PREREQUISITES:  
None.

COREQUISITES:  
None.

**SPECIAL NOTES:** This class contributes to an ECOSA certificate in regenerative ecological design.

COURSE DESCRIPTION: As humankind's impact on the planet continues to increase and pose ever greater challenges to all life forms. Using our ability to give form to the future rather than allowing the future to take shape is more important now than ever. 82% of North America's population live in cities and by 2050 it is estimated that 65% of the world's population will live in cities. Our current automobile oriented cities are failing. The statistics of crime, depression, stress, lack of affordable housing, violence, and economic segregation point to a need to rethink how we create our urban environments. There are many exciting and future oriented projects both proposed and being implemented around the world addressing these challenges. This class will examine how cities can contribute to a positive future by being resilient, restoring natural ecologies, creating local food supplies, and providing housing for all their citizens.

ENV44004 UD	MBB4	The Shape Of The City: Ecology, Psychology And Visioning The Future?	Brown, Tony MTThF 9:00 am - 3:00 pm East Academic Building EAA	4.00	6
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FEE: \$50.00

PREREQUISITES:  
Course: ENV44005-Regenerative Design: Architecture, Permaculture and Resilience; ECOSA or  
Course: ENV24005-Creating A Sustainable World: Strategies For A Positive Future or  
Permission of instructor: Antony Brown

COREQUISITES:  
None.

**SPECIAL NOTES:** This class contributes to an ECOSA certificate in regenerative ecological design.

COURSE DESCRIPTION: As humankind's impact on the planet continues to increase and pose ever greater challenges to all life forms. Using our ability to give form to the future rather than allowing the future to take shape is more important now than ever. 82% of North America's population live in cities and by 2050 it is estimated that 65% of the world's population will live in cities. Our current automobile oriented cities are failing. The statistics of crime, depression, stress, lack of affordable housing, violence, and economic segregation point to a need to rethink how we create our urban environments. There are many exciting and future oriented projects both proposed and being implemented around the world addressing these challenges. This class will examine how cities can contribute to a positive future by being resilient, restoring natural ecologies, creating local food supplies, and providing housing for all their citizens.

# SP-22 One College Course Schedule

## Undergraduate - Session C - Arts & Humanities

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

**PREREQUISITES:**

Course: WRW26000- or

Course: WRW27001-Academic Writing Skills

**COREQUISITES:**

None.

**SPECIAL NOTES: Writing Emphasis. Students must meet the prerequisite WRW27001 Academic Writing Skills or WRW26000 Writing Workshop (or have a transcript notation of successful completion of college-level writing or literature course) plus have successfully completed an additional course in writing or literature.**

**COURSE DESCRIPTION:** As long as it has existed, literature has served to engage and inform us as well as inspire us to relate to our world in new and different ways. In Literature for a Living Planet, we will explore a range of literary works by authors whose visions offer guidance as we seek healthy long-term relationships with the earth and its inhabitants. These works (in addition to select articles and films) will consider the ways we perceive ourselves in the world around us as well as topics such as spirituality, education, and eco-justice. We will spend most of the session reading and discussing in preparation for ultimately writing our own pieces of "literature for a living planet."

# SP-22 One College Course Schedule

## Undergraduate - Session C - Core Curriculum

Section		Course Title			Credits	Max
COR20001 LD	MC01	Accelerated Core Curriculum 1:Exploration	Tison, Eleanor	W 3:00 pm - 5:00 pm Cicada	2.00	14

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES:** This course is appropriate for OCU students with 0-30 credits.

**COURSE DESCRIPTION:** This accelerated, 2-credit version of 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 over an 8-week session. This course equips students with foundational skills and knowledge in communication, self-direction, and lifelong learning, and supports new on-campus students in adapting to the Prescott College experience. 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. Students will grapple with problems and solutions, drawing on perspectives from the arts and humanities, adventure education, environmental studies, psychology, cultural regional studies and education.

COR47100 UD	MC01	Accelerated Master's Orientation	Hammer-Tomizuka, Zoë	-	1.00	50
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**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

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

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

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

MTH47001 UD	MC01	Mathematical Explorations	Stogsdill, Gary	ONLINE -	4.00	22
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**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

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

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

# SP-22 One College Course Schedule

## Undergraduate - Session C - Education & Teacher Preparation

	Section	Course Title			Credits	Max
EDU47505 UD	MC01	Exploring Ecological Identity: Theory and Practice for Educators and Counselors	Mcdonald, Sakenya	ONLINE -	3.00	11

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

EDU46000 UD	MC01	Teaching Certification Test Preparation	Yost, Abby	ONLINE -	3.00	5
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** This Arizona Test Prep course for Arizona Educator Certification is designed to familiarize Education Department students with the tests required. Well-prepared students are more likely to score higher, increasing their chances of meeting the "cut score" requirement for educator exams. Students will learn test-taking strategies, take practice tests and discover ways to reduce test anxiety. The activities will guide students through a personalized review of content-specific knowledge they require in order to pass the NES exam with confidence. This course is intended for Teacher Preparation students in preparation for their certification exams, or students in other departments preparing for other professional or academic exams, such as the GRE.

# SP-22 One College Course Schedule

## Undergraduate - Session C - Environmental Studies/Sustainable Community Development

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

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: N/A**

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

ENV47001 UD	MC01	Core Curriculum: Sustainability, Environmental Studies, and the Arts	Bigknife Antonio, Molly	ONLINE -	4.00	22
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**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: N/A**

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

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



# SP-22 One College Course Schedule

## Undergraduate - Session C - Global Studies

	Section	Course Title			Credits	Max
CRS42010 UD	MC01	History of the U.S. - Mexico Border Region	Miller, Todd	ONLINE MTThF 1:00 pm - 4:00 pm Crossroads Center 204	0.00	10

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** Students seeking UD credit should have taken at least two prior courses in history, geography, or ethnic studies.

**COURSE DESCRIPTION:** This course examines the history of the Southwest region from the first inhabitants to the 19th century. Emphasis is placed on the diverse groups that have inhabited this region, currently divided by the U.S./Mexico border. Students will look at the history of contact, domination, conflict, and collaboration among these groups, and the relationship between political borders and the formation of identity.

CRS22010 LD	MC01	History of the U.S.-Mexico Border Region	Miller, Todd	-	0.00	10
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

Writing Emphasis

This course examines the history of the Southwest region from the first inhabitants to the 19th century. Emphasis is placed on the diverse groups that have inhabited this region, currently divided by the U.S./Mexico border. Students will look at the history of contact, domination, conflict, and collaboration among these groups, and the relationship between political borders and the formation of identity.

CRS22320 LD	MC01	Trans/Queer Media and Storytelling	Davolt, Kye	ONLINE -	4.00	10
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** This course seeks to investigate the potential of trans/queer stories and lineages of resistance to imagine and enact liberatory, decolonial futures. We will explore the relationships between trans/queerness, settler-colonialism, neoliberalism, and racial capitalism for the purpose of building solidarity within and across movements for justice. Students will engage with historical literacy and counter-storytelling using a variety of trans/queer literature, art, media, history, and theory. Assignments include writing critical self-reflective narratives, co-facilitating class discussions, learning from community elders, artists, and youth activists, and designing a trans/generational multimedia storytelling project.

# SP-22 One College Course Schedule

## Undergraduate - Session C - Global Studies

	Section	Course Title			Credits	Max
CRS42320 UD	MC01	Trans/Queer Media and Storytelling	Davolt, Kye	ONLINE	4.00	5
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** This course seeks to investigate the potential of trans/queer stories and lineages of resistance to imagine and enact liberatory, decolonial futures. We will explore the relationships between trans/queerness, settler-colonialism, neoliberalism, and racial capitalism for the purpose of building solidarity within and across movements for justice. Students will engage with historical literacy and counter-storytelling using a variety of trans/queer literature, art, media, history, and theory. Assignments include writing critical self-reflective narratives, co-facilitating class discussions, learning from community elders, artists, and youth activists, and designing a trans/generational multimedia storytelling project.

# SP-22 One College Course Schedule

## Undergraduate - Session C - Human Development

Section	Course Title		Credits	Max
HDP21900 LD	MC01 Addiction & Recovery in Teens & Adults	Henley, Katie	4.00	10
		TTh 5:30 pm - 9:00 pm Summit A		

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

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

HDP41900 UD	MC01 Addiction & Recovery in Teens & Adults	Henley, Katie	4.00	4
		TTh 5:30 pm - 9:00 pm Summit A		

**PREREQUISITES:**  
Course: HDP22210-Psychology, Introduction to

**COREQUISITES:**  
None.

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

HDP47000 UD	MC01 Core Curriculum: Human Development Professional Perspectives	Young, Vicky	ONLINE -	4.00	22
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**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.

# SP-22 One College Course Schedule

## Undergraduate - Session C - Human Development

Section		Course Title			Credits	Max
HDP41402 UD	MC01	Expressive Arts Practicum	Greenblum, Ellen	MW 1:00 pm - 4:30 pm Summit A	4.00	12

**PREREQUISITES:**

Course: HDP21401-Expressive Arts Therapies

**COREQUISITES:**

None.

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

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

HDP42250 UD	MC01	Family Systems Theory	Farrow, Galeet	ONLINE -	4.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** NONE

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

HDP22210 LD	MC01	Introduction to Psychology	Williams, Peggy	ONLINE -	4.00	22
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**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.

# SP-22 One College Course Schedule

## Undergraduate - Session D - Adventure Education

Section	Course Title	Credits	Max
ADV21010 LD	MD01 Environmental Topics for Educators and Advocates	4.00	10
	TBA		
		TTh 1:00 pm - 5:00 pm Crossroads Center 203	

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: WRITING EMPHASIS. One weekend field trip first week of April.**

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

ADV41010 UD	MD01 Environmental Topics in Adventure Education	4.00	4
	TBA		
		-	

**PREREQUISITES:**  
Permission of instructor: Instructor TBA

**COREQUISITES:**  
None.

**SPECIAL NOTES: WRITING EMPHASIS. One weekend field trip first week of April.**

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

# SP-22 One College Course Schedule

## Undergraduate - Session D - Adventure Education

Section	Course Title				Credits	Max
ADV41050 UD	MD01 Origins & Directions in Adventure Education	Jackson, Mary	ONLINE	-	4.00	22

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES:** This course is both synchronous, with Zoom class time T/Th 10:30 -12:30, and asynchronous work on Moodle.

**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.

ADV21052 LD	MD01 Outdoor Education & Recreation	Munro, Julie			4.00	12
				M 8:00 am -10:30 am Crossroads Center 204 F 8:00 am - 5:00 pm Crossroads Center 204		

**FEE:** \$220.00

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES:** There will be 3 weekend 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.

# SP-22 One College Course Schedule

## Undergraduate - Session D - Adventure Education

Section	Course Title				Credits	Max
ADV27500 LD	MD01 ST: Recreational Entrepreneurship	Gonzalez, Jose	MTThF 8:30 am -12:30 pm	Crossroads Center 205	4.00	8

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES:** This is a hybrid class. We will meet on campus for the first week from 8:30am to 12:30 pm Tuesday, Thursday, and Friday. We will repeat this on campus schedule during the last week of the class. The remainder of the course is online. There will be a synchronous meeting on Mondays from 9:00am to 10:00am and then asynchronous the rest of the time.

**COURSE DESCRIPTION:** In this course, students will create and execute a business plan for an outdoor adventure business. From identifying a business need to financial aspects to marketing and risk management, this course offers a thorough understanding of how to start a new venture. Students will learn various aspects of accounting such as Profit and Loss, start up budgets, and Break even Analysis. In addition, students will develop entrepreneurial skills that are desirable at many levels in the outdoor adventure field. The course will meet the first week and last week of the term on campus and the interim weeks will be online with synchronous instruction and independent work.

ADV47500 UD	MD01 ST: Recreational Entrepreneurship	Gonzalez, Jose	MTThF 8:30 am -12:30 pm	Crossroads Center 205	4.00	4
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**PREREQUISITES:**  
Permission of instructor: Jose Gonzalez

**COREQUISITES:**  
None.

**SPECIAL NOTES:** This is a hybrid class. We will meet on campus for the first week from 8:30am to 12:30 pm Tuesday, Thursday, and Friday. We will repeat this on campus schedule during the last week of the class. The remainder of the course is online. There will be a synchronous meeting on Mondays from 9:00am to 10:00am and then asynchronous the rest of the time.

**COURSE DESCRIPTION:** In this course, students will create and execute a business plan for an outdoor adventure business. From identifying a business need to financial aspects to marketing and risk management, this course offers a thorough understanding of how to start a new venture. Students will learn various aspects of accounting such as Profit and Loss, start up budgets, and Break even Analysis. In addition, students will develop entrepreneurial skills that are desirable at many levels in the outdoor adventure field. The course will meet the first week and last week of the term on campus and the interim weeks will be online with synchronous instruction and independent work.

# SP-22 One College Course Schedule

## Undergraduate - Session D - Arts & Humanities

	Section	Course Title		Credits	Max
AHU22381 LD	MD01	Boal & Beyond: Theatre as Transformative, Participatory, and Embodied Social Research	MW 9:00 am -12:00 pm Manzanita Chapel	4.00	14

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: Writing Emphasis. Lower Division students will write daily reflection posts in a class blog, and a Final Reflection essay.**

**COURSE DESCRIPTION:** This course actively immerses students in the process of exploring and understanding performance as a valid method for gathering embodied information and conducting transformative participatory social research. Coursework consists of academic and experiential components that compliment and reinforce each other. Researching case studies familiarizes students with relevant terminology and effective methods. Performance laboratory work introduces students to how Boal techniques work in practice and provides students with the opportunity to develop individual deep experiential knowledge of ways in which these methods may be used in multiple interdisciplinary capacities, including social and environmental research, education, community development, social activism, and performing arts.

AHU42381 UD	MD01	Boal & Beyond: Theatre as Transformative, Participatory, and Embodied Social Research	Pongstaphone, Ruth MW 9:00 am -12:00 pm Manzanita Chapel	4.00	0
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**PREREQUISITES:**  
Permission of instructor: Ruth Pongstaphone

**COREQUISITES:**  
None.

**SPECIAL NOTES: Writing Emphasis. Upper Division students will write daily reflection posts in a class blog, 3 weekly essays on unit topics, and a Final Reflection essay. Upper Division students will also assume a peer leadership in class; and plan and lead 1 Boal exercise in class or with another group.**

**COURSE DESCRIPTION:** This course actively immerses students in the process of exploring and understanding performance as a valid method for gathering embodied information and conducting transformative participatory social research. Coursework consists of academic and experiential components that compliment and reinforce each other. Researching case studies familiarizes students with relevant terminology and effective methods. Performance laboratory work introduces students to how Boal techniques work in practice and provides students with the opportunity to develop individual deep experiential knowledge of ways in which these methods may be used in multiple interdisciplinary capacities, including social and environmental research, education, community development, social activism, and performing arts.

AHU24150 LD	MD01	Drawing: Interpreting the Figure	Sweets, Carl TTh 1:00 pm - 4:00 pm East Academic Building EAB	4.00	7
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**FEE: \$75.00**

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: NONE**

**COURSE DESCRIPTION:** In this course, students will develop technical drawing skills and seek visual expression through the human form. Working from live models, students will learn to accurately depict scale and proportion, volume, color, gesture, and motion. Students will work from the nude model one class each week, and spend another class each week in other figurative exercises including anatomy and self-portraiture. Readings and discussions will examine the figurative artwork of influential contemporary and classical artists.



# SP-22 One College Course Schedule

## Undergraduate - Session D - Arts & Humanities

Section	Course Title		Credits	Max
AHU44150 UD	MD01 Drawing: Interpreting the Figure	Sweets, Carl	TTh 1:00 pm - 4:00 pm East Academic Building EAB	4.00 7

FEE: \$75.00

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** Upper division students will be expected to take a leadership role in the class.

**COURSE DESCRIPTION:** In this course, students will develop technical drawing skills and seek visual expression through the human form. Working from live models, students will learn to accurately depict scale and proportion, volume, color, gesture, and motion. Students will work from the nude model one class each week, and spend another class each week in other figurative exercises including anatomy and self-portraiture. Readings and discussions will examine the figurative artwork of influential contemporary and classical artists.

AHU23422 LD	MD01 Short Shorts: Adventures in Flash Prose		TTh 9:00 am -12:00 pm Crossroads Center 202	4.00 8
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**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 college-level writing or literature course.

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

AHU43422 UD	MD01 Short Shorts: Adventures in Flash Prose		TTh 9:00 am -12:00 pm Crossroads Center 202	4.00 6
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**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 college-level writing or literature course) plus have successfully completed an additional course in writing or literature.

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

# SP-22 One College Course Schedule

## Undergraduate - Session D - Arts & Humanities

Section	Course Title			Credits	Max
AHU22855 LD	MD01 Video as Art: The Ethnography of Memory, Space, Time and Duration	Sweets, Carl	TTh 9:00 am -12:00 pm Ponderosa ITV	4.00	8

**FEE: \$75.00**

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

<https://helpx.adobe.com/premiere-pro/system-requirements.html>

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

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

# SP-22 One College Course Schedule

## Undergraduate - Session D - Arts & Humanities

	Section	Course Title			Credits	Max
AHU42855 UD	MD01	Video as Art: The Ethnography of Memory, Space, Time and Duration	Sweets, Carl	ONLINE TTh 9:00 am -12:00 pm Ponderosa ITV	4.00	4

FEE: \$75.00

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** Upper Division Students will be leaders in the classroom, conduct critiques, and will be required to make 1 additional 5-minute video with a concept of their choice. Students are required to have a DSLR Camera with Video capabilities or other Digital Video Device (Smartphone with digital video capability and at least 16GB of free storage space is acceptable). Students are not required to purchase a DSLR camera and can borrow one from the Library front desk and/or Professor Carl Sweets (carl.sweets@prescott.edu). Cameras are available on a first come, first serve basis. Students that borrow a DSLR camera are financially responsible for lost or damaged cameras and accessories. Students must have a 1TB external hard drive to store video files or equivalent free space on a personal laptop. Students are required to use Adobe Premiere for this course. The iTV classroom has desktop computers for students to use during class and lab hours. If a student wishes to use a personal laptop, they should contact Prescott College IT Helpdesk (its.helpdesk@prescott.edu) to request access to the Adobe Creative Cloud and download Adobe Premiere. Please check Adobe's website for minimum system requirements: <https://helpx.adobe.com/premiere-pro/system-requirements.html>  
Estimated student expense of \$500.00 for camera purchase and \$50 for 1TB external hard drive.

**COURSE DESCRIPTION:** This upper-division course continues to explore contemporary video practice, concentrating on creating, presenting, and analyzing the moving image. Upper Division students should have a working knowledge of video and sound editing in Adobe Premiere, and a general background in the concepts and techniques utilized in video production. Advanced instruction will be supported with screenings of narrative, experimental and documentary approaches to video, including performance and video installation. Through discussions of style, technique, approach, content and context, students will build a working knowledge of video as an art form. Students will use advanced technical skills learned in this class, and use acquired knowledge to develop a conceptual framework aligned with a personal, social, political, or environmental narrative.

# SP-22 One College Course Schedule

## Undergraduate - Session D - Core Curriculum

Section	Course Title			Credits	Max
WRW27001 LD	MD01 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.

MTH26055 LD	MD01 Calculus: Theory & Practice	TBA	MWF 9:00 am -11:00 am Crossroads Center 201	4.00	14
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**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: Graphing calculators will be used extensively in the course to explore and reinforce mathematical concepts.**

**COURSE DESCRIPTION:** This course is an introduction to the basic concepts, techniques, and applications of calculus. Applications will focus on the use of calculus techniques in developing, interpreting, and investigating functions that model natural phenomena and dynamical systems. Topics include limits and infinity, derivatives and rates of change, and computing areas via integration.

WRW26000 LD	MD01 Writing Workshop	TBA	TTh 9:00 am -12:30 pm Cottonwood A	4.00	12
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**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: N/A**

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

# SP-22 One College Course Schedule

## Undergraduate - Session D - Education & Teacher Preparation

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

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

EDU45100 UD	MD01	Culture, Power, & Societal Change	Kurtz, Jay	ONLINE	4.00	10
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

**SPECIAL NOTES:** Writing Emphasis

**COURSE DESCRIPTION:** This course examines ways in which categories of difference - such as race, class, ethnicity, gender, sexuality, age, ability, and citizenship - are socially constructed through historical power struggles. It is designed to provide students with the critical skills required to identify and analyze social forces shaping identity, power, and inequality through the lenses of struggles for social justice, and is particularly well-suited for those interested in education. Students will gain a personalized understanding of how difference matters in issues such as social decision-making power, wealth distribution, community health, cultural and environmental sustainability, politics of representation, globalization, human and civil rights, education, and life opportunity, as well as an enhanced ability to discuss, teach, and otherwise engage these issues. Field experiences may be required, contact the instructor if this is a concern.

# SP-22 One College Course Schedule

## Undergraduate - Session D - Education & Teacher Preparation

	Section	Course Title			Credits	Max
EDU41020 UD	MD01	Experiential Education Practicum	Bashor, Ellen	TTh 9:00 am - 3:00 pm Sinagua A	8.00	12

**PREREQUISITES:**

None.

**COREQUISITES:**

EDU47010

**SPECIAL NOTES:** This Practicum course is for on-campus students only.

**COURSE DESCRIPTION:** The environmental education practicum course is a full hands-on experiential course that takes places in a Prescott environmental education program for children 5 to 10 y old. Students will strengthen knowledge and skills acquired from coursework, and gain more practical knowledge by designing and leading environmental education activities. Students will have a guided learning experience on a diversity of environmental education techniques, as well as outdoor group management, risk management, and program coordination.

Note: The offering of this program is subject to COVID risk level. If the CDC, Health Departments, and trusted authorities indicate that substantial risk. Infection rates locally are rising and/or remaining at concerning levels the program will not be offered. Arizona Department of Public Safety Fingerprint Clearance Card required.

EDU47005 UD	MD01	Learning Theories	Tufte, John	ONLINE -	3.00	11
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

# SP-22 One College Course Schedule

## Undergraduate - Session D - Environmental Studies/Sustainable Community Development

Section	Course Title		Credits	Max
ENV43815 UD	MD01 Agroecology	Tison, Eleanor	4.00	12
		MWF 1:00 pm - 3:00 pm Crossroads Center 201		

**FEE: \$5.00**

**PREREQUISITES:**

Course: **WRW26000-Writing Workshop**

**COREQUISITES:**

None.

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

ENV22013 LD	MD01 Behavior & Conservation: East African Wildlife	Riegner, Mark	4.00	10
		MTWThF 8:30 am -12:00 pm Ironwood D		

**PREREQUISITES:**

None.

**COREQUISITES:**

**CRS24300**

**CRS24301**

**CRS44300**

**CRS44301**

**Maasailand II: Ecology, Economy and Culture**

**Maasailand II: Ecology, Economy and Culture**

**SPECIAL NOTES:** This course is a corequisite of **CRS24300/44300: Maasailand I**, and **CRS24301/44301: Maasailand II**. Please refer to the special notes section of **CRS24300/44300** for the associated travel costs and fees of the 3 course suite.

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

# SP-22 One College Course Schedule

## Undergraduate - Session D - Environmental Studies/Sustainable Community Development

Section	Course Title			Credits	Max
ENV42712 UD	MD01 Botanical Research Methods	Johnson, Jeremy	TTh 8:30 am -12:00 pm Mogollon BioLab	4.00	12

**FEE: \$107.00**

**PREREQUISITES:**

Permission of instructor: Jeremy Johnson

**COREQUISITES:**

None.

**SPECIAL NOTES: Instructor permission required. Previous Ecology course recommended.**

**COURSE DESCRIPTION:** This course will equip students with the skills needed to carry out ecological field-based research concerning individual plants, plant populations, and plant communities with a focus on the US Southwest. It focuses on research design methods including methods of experimental design and data collection. The course will use inferential and multi-variate statistics to test specific hypotheses and analyze and interpret the results. The field methods will include plot and plotless sampling, such as measuring patterns of growth and trait variation along environmental gradients (transects), assessment of diversity (richness and evenness within sampling units), assessment of spatial patterns (point pattern analysis) and ordination techniques.

ENV23000 LD	MD01 Ecology of Human Evolution	Dailey, Mark	TTh 1:00 pm - 4:30 pm Crossroads Center 204	4.00	8
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**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.

ENV43000 UD	MD01 Ecology of Human Evolution	Dailey, Mark	TTh 1:00 pm - 4:30 pm Crossroads Center 204	4.00	4
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: Additional research paper is required.**

**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.



# SP-22 One College Course Schedule

## Undergraduate - Session D - Environmental Studies/Sustainable Community Development

Section	Course Title	Credits	Max
ENV41401 UD	MD01 Geographic Information Science, Advanced Johnson, Jeremy	4.00	2
TTh 1:00 pm - 4:30 pm Ponderosa ITV			

**FEE: \$5.00**

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** Geographic information science (GIS) is the science of spatial relationships, linking data to locations to explore relations between objects. GIS involves the integration of geography, cartography, spatial statistics, global positioning systems (GPS), and remote sensing (RS). The purpose of this introductory/advanced course is to familiarize participants with systems and approaches for the capture, processing, analysis, and display of all kinds of geographical (spatial) data. The principles and concepts of spatial thinking, the nature of spatial data, spatial analysis and cartographic production will be explored through lectures, discussions, laboratory exercises, and an independent research project. The goals of this course are to teach you basic concepts through practice and theory to enable you to make useful and meaningful contributions to various disciplines through spatial analysis.

ENV21400 LD	MD01 Geographic Information Science, Introduction to Johnson, Jeremy	4.00	8
TTh 1:00 pm - 4:30 pm Ponderosa ITV			

**FEE: \$5.00**

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** Geographic information science (GIS) is the science of spatial relationships, linking data to locations to explore relations between objects. GIS involves the integration of geography, cartography, spatial statistics, global positioning systems (GPS), and remote sensing (RS). The purpose of this introductory/advanced course is to familiarize participants with systems and approaches for the capture, processing, analysis, and display of all kinds of geographical (spatial) data. The principles and concepts of spatial thinking, the nature of spatial data, spatial analysis and cartographic production will be explored through lectures, discussions, laboratory exercises, and an independent research project. The goals of this course are to teach you basic concepts through practice and theory to enable you to make useful and meaningful contributions to various disciplines through spatial analysis.

# SP-22 One College Course Schedule

## Undergraduate - Session D - Environmental Studies/Sustainable Community Development

Section	Course Title	Instructor	Credits	Max
ENV24749 LD	MD01 Global Environmental Change: An Earth Science Perspective	Field, Derek	4.00	12
TTh 8:30 am -12:30 pm Mogollon EARSCI				

**FEE: \$36.00**

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: This course will experience 2 overnight field trips, the dates are TBA and to be announced in class. There is an estimated student food cost of \$40.00.**

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

ENV44749 UD	MD01 Global Environmental Change: An Earth Science Perspective	Field, Derek	4.00	1
TTh 8:30 am -12:30 pm Mogollon EARSCI				

**FEE: \$75.00**

**PREREQUISITES:**

Course: ENV22730-Natural History & Ecology of the Southwest, Phase I or

Course: ENV21505-Weather & Climate

**COREQUISITES:**

None.

**SPECIAL NOTES: This course will experience 2 overnight field trips, the dates are TBA and to be announced in class. There is an estimated student food cost of \$40.00.**

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

# SP-22 One College Course Schedule

## Undergraduate - Session D - Environmental Studies/Sustainable Community Development

Section		Course Title			Credits	Max
ENV42724 UD	MD01	Restoration Ecology: Watersheds of the Southwest	Altrichter, Mariana	TTh 9:00 am -12:30 pm Sinagua B	4.00	12

FEE: \$48.00

**PREREQUISITES:**

Course: WRW26000-Writing Workshop and  
 Course: ENV22015-Biological Principles: Life on Earth or  
 Course: ENV22725-Ecology, Concepts of

**COREQUISITES:**

None.

**SPECIAL NOTES:** Writing Emphasis; This course will have 1 camping trip for 2 nights; Date TBD (Estimate \$20 food cost) Students will bring their own food.

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

ENV27100 LD	MD01	Science Explorations	Stogsdill, Gary	ONLINE -	4.00	11
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** N/A

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

# SP-22 One College Course Schedule

## Undergraduate - Session D - Environmental Studies/Sustainable Community Development

Section	Course Title			Credits	Max
ENV47100 UD	MD01 Science Explorations	Stogsdill, Gary	ONLINE -	4.00	11

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

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

ENV21505 LD	MD01 Weather & Climate	Field, Derek	MWF 9:00 am -12:00 pm Mogollon EARSCI	4.00	12
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**FEE: \$30.00**

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** This course will experience 2 overnight field trips, the dates are TBA and to be announced in class. There is an estimated student food cost of \$40.00.

**COURSE DESCRIPTION:** This is an introductory course on the atmospheric environment: basic descriptive meteorology. Topics covered include: global climate, climate changes, the behavior of air masses, energy exchanges in the atmosphere, atmospheric moisture, cloud development, precipitation, winds, and severe storms. Weather in the western United States is emphasized.

# SP-22 One College Course Schedule

## Undergraduate - Session D - Global Studies

	Section	Course Title			Credits	Max
CRS23651 LD	MD01	Changing World Order: The Political Economy of Globalization	Banks, Michelle	MWF 1:00 pm - 3:00 pm Cottonwood A	4.00	10

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** In Spring 2022 only, this course is co-taught by two faculty, Michelle Banks and Crystallee Crain, who each will teach a 4 week session, and who together will lead students through an interdisciplinary approach to globalization.

COURSE DESCRIPTION: Globalization has been described as a “process that embodies a transformation in the spatial organization of social relations and transactions” (Held, 1997). But what does that transformation mean to the maquiladora worker in El Salvador, the Metis water defender in Canada, the call center attendant in Mumbai, or the Afghani family uprooted by the United States’ war on terror? As a process that is at once economic, social, cultural, material, and ideological, globalization manifests in different ways for different communities of people. And while globalization has brought the lives of disparate peoples closer, it has also, widened some of the gaps between us. This course aims to move our thinking about globalization away from the abstract to the human. Drawing on a range of readings, films, current events, and discussions about our own contributions to a globalized world, we will consider some of the effects globalization has on local communities and people. How are neoliberalism, poverty, consumerism, and environmental degradation connected? How are global politics and institutions being reshaped by our interconnectedness? Is globalization ethnocide disguised as development? How are communities responding to the myriad crises that have emerged as a result of globalization? In addition to exploring the history of globalization and the economic theories that define it, the course will look at how grassroots organizers are challenging the global paradigm and working towards a new world order.

CRS43651 UD	MD01	Changing World Order: The Political Economy of Globalization	Banks, Michelle	MWF 1:00 pm - 3:00 pm Cottonwood A	4.00	6
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** In Spring 2022 only, this course is co-taught by two faculty, Michelle Banks and Crystallee Crain, who each will teach a 4 week session, and who together will lead students through an interdisciplinary approach to globalization.

COURSE DESCRIPTION: Globalization has been described as a “process that embodies a transformation in the spatial organization of social relations and transactions” (Held, 1997). But what does that transformation mean to the maquiladora worker in El Salvador, the Metis water defender in Canada, the call center attendant in Mumbai, or the Afghani family uprooted by the United States’ war on terror? As a process that is at once economic, social, cultural, material, and ideological, globalization manifests in different ways for different communities of people. And while globalization has brought the lives of disparate peoples closer, it has also, widened some of the gaps between us. This course aims to move our thinking about globalization away from the abstract to the human. Drawing on a range of readings, films, current events, and discussions about our own contributions to a globalized world, we will consider some of the effects globalization has on local communities and people. How are neoliberalism, poverty, consumerism, and environmental degradation connected? How are global politics and institutions being reshaped by our interconnectedness? Is globalization ethnocide disguised as development? How are communities responding to the myriad crises that have emerged as a result of globalization? In addition to exploring the history of globalization and the economic theories that define it, the course will look at how grassroots organizers are challenging the global paradigm and working towards a new world order.

# SP-22 One College Course Schedule

## Undergraduate - Session D - Global Studies

Section	Course Title			Credits	Max
CRS25505 LD	MD01 Climate Justice	Hammer-Tomizuka, Zoë	TTh 1:00 pm - 4:00 pm Cottonwood A	4.00	10

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

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

**COURSE DESCRIPTION:** One of the biggest injustices of climate change is that the hardest hit places and communities 'are the least responsible for contributing to the problem' (as the Bali Principles of Climate Justice affirm.) Climate Justice is both a political framework and a growing global social movement that seeks to broaden the constituency providing leadership on climate change. This course explores climate justice theory and practice emerging and expanding from the most heavily environmentally burdened communities and regions. Learning from cutting edge struggles around the world - from global cities to indigenous lands - we will examine strategies and visions for environmental and cultural survival, resiliency, cooperation, and transformation coming from the global grassroots. Through self-directed and collaborative research, hands-on experiential action, and close, active learning from organic and scholarly movement intellectuals, students will explore the international geography of climate justice activism, learn to identify key fronts and strategies for building the power and capacity to make systemic change, and engage with meaningful opportunities to get involved.

CRS45505 UD	MD01 Climate Justice	Hammer-Tomizuka, Zoë	TTh 1:00 pm - 4:00 pm Cottonwood A	4.00	4
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**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES:** This course can be taken for Writing Emphasis credit. Students seeking UD credit should have taken at least two prior courses in history, geography or ethnic studies.

**COURSE DESCRIPTION:** One of the biggest injustices of climate change is that the hardest hit places and communities 'are the least responsible for contributing to the problem' (as the Bali Principles of Climate Justice affirm.) Climate Justice is both a political framework and a growing global social movement that seeks to broaden the constituency providing leadership on climate change. This course explores climate justice theory and practice emerging and expanding from the most heavily environmentally burdened communities and regions. Learning from cutting edge struggles around the world - from global cities to indigenous lands - we will examine strategies and visions for environmental and cultural survival, resiliency, cooperation, and transformation coming from the global grassroots. Through self-directed and collaborative research, hands-on experiential action, and close, active learning from organic and scholarly movement intellectuals, students will explore the international geography of climate justice activism, learn to identify key fronts and strategies for building the power and capacity to make systemic change, and engage with meaningful opportunities to get involved.

# SP-22 One College Course Schedule

## Undergraduate - Session D - Global Studies

Section		Course Title	Instructor	Days	Time	Credits	Max
CRS24301 LD	MD01	Maasailand II: Ecology, Economy and Culture	Poole, Mary	MTWThF	1:00 pm - 5:00 pm Ironwood D	4.00	4

FEE: \$3,432.00

**PREREQUISITES:**

Permission of instructor: Mary Poole and  
Course: CRS24300-Maasailand I: Maasai Lands & Colonial Legacies

**COREQUISITES:**

CRS24300  
ENV22013 Behavior & Conservation: East African Wildlife

**SPECIAL NOTES:** This course is part of a 16 credit semester in Maasailand, Kenya. Please see Maasailand I for all fees and special notes.

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

CRS44301 UD	MD01	Maasailand II: Ecology, Economy and Culture	Poole, Mary	MTWThF	1:00 pm - 5:00 pm Ironwood D	4.00	6
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FEE: \$3,432.00

**PREREQUISITES:**

Permission of instructor: Mary Poole and  
Course: CRS44300-Maasailand I: Maasai Lands and Colonial Legacies

**COREQUISITES:**

CRS44300  
CRS44302

**SPECIAL NOTES:** This course is part of a 16 credit semester in Maasailand, Kenya. Please see Maasailand I for all fees and special notes.

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

# SP-22 One College Course Schedule

## Undergraduate - Session D - Global Studies

	Section	Course Title			Credits	Max
CRS41025 UD	MD01	Spanish II	Dixon, Suzanne	ONLINE	4.00	22

### PREREQUISITES:

Permission of instructor: Amado Lopez

### COREQUISITES:

None.

COURSE DESCRIPTION: Using an experiential student lens, this course builds upon a basic understanding Spanish by providing continued emphasis on pronunciation, vocabulary building, speaking, and comprehension of contemporary Spanish language situations, while providing a broader awareness of and appreciation for Spanish speaking cultures. Course materials are designed to assist students with intermediate Spanish acquisition for use beyond the classroom in meaningful and authentic ways. Emphasis is placed on vocabulary, and grammatical patterns necessary for comprehension and production of spoken and written Spanish. Community-based immersion course strategies encourage active student use of emerging speech patterns, developmental writing, reading, and culture-based projects. Enrolled students engage the language-learning process by focusing on the experiential acquisition of basic Spanish communication and the development of the practical language skills for communicating in daily life.



# SP-22 One College Course Schedule

## Undergraduate - Session D - Human Development

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

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

HDP42212 UD	MD01 Concepts in Critical Psychology	Abell, Ellen	ONLINE	4.00	22
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**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](mailto: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.

HDP22281 LD	MD01 Ecopsychology: Choices for a Sustainable World	Grant, Sebastienne	MW 1:00 pm - 4:30 pm Summit A	4.00	8
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**PREREQUISITES:**

Course: HDP22210-Psychology, Introduction to

**COREQUISITES:**

None.

**SPECIAL NOTES: NONE**

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

# SP-22 One College Course Schedule

## Undergraduate - Session D - Human Development

Section	Course Title	Instructor	Days/Time	Credits	Max
HDP42281 UD	MD01 Ecopsychology: Choices for a Sustainable World	Grant, Sebastienne	MW 1:00 pm - 4:30 pm Summit A	4.00	6

**PREREQUISITES:**

Course: HDP22210-Psychology, Introduction to

**COREQUISITES:**

None.

**SPECIAL NOTES: NONE**

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

HDP42100 UD	MD01 Ethical, Legal, & Professional Issues in Counseling	Abell, Ellen	ONLINE -	4.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: Estimated student expenses \$99.00**

**COURSE DESCRIPTION:** This course helps students prepare for work in the helping professions. Students are oriented in core domains of practice, especially social and cultural foundations and legal and ethical standards. The premise of this course is that growth in our personal lives is not only inseparable from our professional development, it is also our most effective technical tool in the helping relationship. Students take responsibility for their own motivations of becoming a helping professional. Students are introduced to various career tracks, training resources, credentialing paths, and internship sites in the field. In theoretical reviews and practice sessions, the course provides opportunities to develop a deeper understanding of the core competencies of a well rounded helping professional, including: screening, intake, assessment, treatment planning, case management, crisis intervention, referral, report-writing, and consultation.

HDP21300 LD	MD01 Interpersonal Communication	TBA	MW 5:30 pm - 9:00 pm Summit A	4.00	14
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**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.

# SP-22 One College Course Schedule

## Undergraduate - Session D - Human Development

Section	Course Title	Instructor	Mode	Credits	Max
HDP47400 UD	MD01 Living with Loss: Studies of Grief & Transitions	Young, Vicky	ONLINE -	4.00	22

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES:** Besides the required text, the instructor will offer a suggested reading list from which students will select a memoir to read on a topic they have not studied or experienced before.

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

HDP42230 UD	MD01 Psychology of Consumerism	Grant, Sebastienne	TTh 1:00 pm - 4:30 pm Summit A	4.00	14
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**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES:** N/A

**COURSE DESCRIPTION:** There is growing awareness around the negative impacts of our consumer society, not only for the environment but also for our psychological wellbeing. Whether we want to modify our own consumer behaviors or work toward larger social and environmental change relating to mass consumption, we first need to better understand the myriad conditions contributing to the human relationship with stuff. In this course we will take an interdisciplinary approach. While we will focus on psychological factors we will also consider social, economic, environmental, and political elements contributing to and resulting from modern materialism and consumerism. Our explorations will include mindfully observing and reflecting on our own consumer behaviors throughout the semester and further reflecting on the various impacts of our choices.

HDP22650 LD	MD01 ST: The Anatomy of the Chakras	Farrow, Galeet	ONLINE -	4.00	14
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**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES:** This course has a practical/experiential aspect in utilizing sound vibrations. Please be prepared to sing, drum and experience other sound-based exercises

**COURSE DESCRIPTION:** This course will explore the chakra energy system in depth. The understanding of Chakras comes from ancient Indian wisdom of full health. The three bodies, physical, subtle and causal are directly impacting one another, creating either more or less amicability to particular energies. Through the exploration of this system, the metaphysical, or pre-physical, will develop the concept of healing and recognizing blockages at the energy level. This class will base itself on the theory of Microchakras and Inner Tuning, developed by Sri Shamji Bhatnagar and David Issacs, Ph.D. This course will include learning to utilize sound and vibration as a tool to manage energies.

# SP-22 One College Course Schedule

## Undergraduate - Session D - Human Development

Section		Course Title			Credits	Max
HDP42650 UD	MD01	ST: The Anatomy of the Chakras	Farrow, Galeet	ONLINE -	4.00	8

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES:** This course has a practical/experiential aspect in utilizing sound vibrations. Please be prepared to sing, drum and experience other sound-based exercises

**COURSE DESCRIPTION:** This course will explore the chakra energy system in depth. The understanding of Chakras comes from ancient Indian wisdom of full health. The three bodies, physical, subtle and causal are directly impacting one another, creating either more or less amicability to particular energies. Through the exploration of this system, the metaphysical, or pre-physical, will develop the concept of healing and recognizing blockages at the energy level. This class will base itself on the theory of Microchakras and Inner Tuning, developed by Sri Shamji Bhatnagar and David Issacs, Ph.D. This course will include learning to utilize sound and vibration as a tool to manage energies.

# SP-22 One College Course Schedule

## Undergraduate - Term - Core Curriculum

	Section	Course Title			Credits	Max
COR40005 UD	MT01	Core Curriculum: Senior Project	Stogsdill, Gary	ONLINE	4.00	50

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** This course is appropriate for students with 90 or more credits.

**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 and are prepared for post-graduation endeavors.

COR40005 UD	MT02	Core Curriculum: Senior Project	Stogsdill, Gary	ONLINE	8.00	50
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** This course is appropriate for students with 90 or more credits.

**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 and are prepared for post-graduation endeavors.

LRU20000 LD	MT01	Individualized Studies	Stogsdill, Gary	ONLINE	0.00	30
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**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 course offers students the opportunity to discuss their learning with peers and the instructor, who oversees assessment of the student's work.

# SP-22 One College Course Schedule

## Undergraduate - Term - Core Curriculum

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

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

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

# SP-22 One College Course Schedule

## Undergraduate - Term - Education & Teacher Preparation

	Section	Course Title			Credits	Max
EDU47881 UD	MT01	Advanced Special Education Methods	Smith, Andy	ONLINE	4.00	11

**PREREQUISITES:**

Permission of instructor: Andrew Smith

**COREQUISITES:**

None.

**SPECIAL NOTES: Requires instructor permission to register**

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

EDU47898 UD	MT01	Early Childhood Education Practicum	Ohm, Paul	ONLINE	4.00	5
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

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

# SP-22 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	5

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** Practicum in Early Childhood Special Education (birth through pre-K) is an opportunity for Early Childhood Education (ECSE) teacher

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

EDU47802 UD	MT01	Foundations of Early Childhood & Early Special Education	Ohm, Paul	ONLINE -	3.00	11
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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



# SP-22 One College Course Schedule

## Undergraduate - Term - Education & Teacher Preparation

Section		Course Title			Credits	Max
EDU47001 UD	MT01	Foundations of Education	Brown, Jennifer	ONLINE	3.00	11

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

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

EDU48750 UD	MT01	Foundations of Language & Literacy	Watson, Wendy	ONLINE	3.00	11
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

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

# SP-22 One College Course Schedule

## Undergraduate - Term - Education & Teacher Preparation

Section		Course Title			Credits	Max
EDU47019 UD	MT01	Integrated S.T.E.M	Hyde, Sheila	ONLINE	4.00	11

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

**Extended Description**

Students will be expected to implement original lesson plans in their unit design that are grade and state standards appropriate for Mathematics, Science, and Reading integration: selecting one or more of the math standards appropriate to the unit and grade level; selecting one or more of the science standards appropriate to the unit and grade level, including STEAM content; and including effective reading and writing strategies in the content areas.

EDU47020 UD	MT01	Reading: Methods and Practice	Romano, Victoria	ONLINE	3.00	11
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**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.

# SP-22 One College Course Schedule

## Undergraduate - Term - Education & Teacher Preparation

Section	Course Title			Credits	Max
EDU47208 UD	MT01 Secondary Content Methods	Yost, Abby	ONLINE -	4.00	11

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

EDU47217 UD	MT01 Secondary Reading Methods	Taylor, Nicole	ONLINE -	3.00	11
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

EDU47004 UD	MT01 Structured English Immersion Complete	Sallu, Adama	ONLINE -	3.00	11
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

# SP-22 One College Course Schedule

## Undergraduate - Term - Education & Teacher Preparation

Section		Course Title			Credits	Max
EDU47199 UD	MT01	Student Teaching - Elementary Education	Smith, Andy	ONLINE -	8.00	5

**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.

EDU47299 UD	MT01	Student Teaching - Secondary Education		ONLINE -	8.00	22
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**PREREQUISITES:**  
Permission of instructor: Andrew Smith

**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.

# SP-22 One College Course Schedule

## Undergraduate - Term - Education & Teacher Preparation

Section	Course Title	Credits	Max
EDU47698 UD	MT01 Student Teaching in Early Childhood Special Education	4.00	22
		ONLINE	-

**PREREQUISITES:**

Permission of instructor: Andrew Smith

**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	4.00	22
		ONLINE	-
		Ohm, Paul	

**PREREQUISITES:**

Permission of instructor: Paul Ohm

**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.

EDU47804 UD	MT01 The Whole Child	3.00	11
		ONLINE	-
		Watson, Wendy	

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

SPECIAL NOTES: N/A

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

# SP-22 One College Course Schedule

## Undergraduate - Term - Education & Teacher Preparation

	Section	Course Title			Credits	Max
EDU47050 UD	MT01	Working in Schools: Orientation	Brown, Jennifer	ONLINE T 10:00 am -11:00 am Crossroads Center 206	1.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

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

# SP-22 One College Course Schedule

## Graduate Placeholder for Mentored Courses

**Mentored Study Courses- All listed below Require a Mentored Course Contract**

**STUDENTS REGISTER FOR PLACEHOLDER as the course name with the total number of credits they intend to complete as mentored studies.**

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

The course numbers below ARE FOR REFERENCE ONLY - they 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.

- Include your mentor’s name in space provided for Instructor/Mentor/Advisor.
- Indicate the number of credits you will be doing for each course

Course Id	Title	Credits	Mentor	Capacity
MA51111	Research Methods	Variable	Graduate Mentor	N/A
MA57000	Qualifying Paper	1	Graduate Mentor	N/A
MA58001	Thesis Plan & Research Design	2	Graduate Mentor	N/A
MA59000	Independent Study/Theory	Variable	Graduate Mentor	N/A
MA59001	Thesis	Variable with a 3credit minimum	Graduate Mentor	N/A
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: <b>Course is not offered for the summer term.</b> Enrollment would need to be delayed until the Fall term to complete program.				

# SP-22 One College Course Schedule

## Graduate - Block 1

	Section	Course Title			Credits	Max
COR57113 UD	MBB1	Successful Interdisciplinary Learning Strategies	Ramsey, Scott	ONLINE -	1.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: NONE**

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

## Graduate - Session C - Arts & Humanities

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

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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



# SP-22 One College Course Schedule

## Graduate - Session C - Education Leadership

Section		Course Title			Credits	Max
MEDL51020	MC01	Educational Leadership I	Hennings, Ron	ONLINE	3.00	8

**PREREQUISITES:**

Course: MEDL50000-Foundations of Sustainable Educational Leadership

**COREQUISITES:**

None.

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

MEDL50090	MC01	Personnel Management in Education	Tufte, John	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

## SP-22 One College Course Schedule

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

Section		Course Title			Credits	Max
MAED57505	MC01	Exploring Ecological Identity: Theory and Practice for Educators and Counselors	Mcdonald, Sakenya	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

MAED56000	MC01	Teaching Certification Test Preparation	Yost, Abby		3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** This Arizona Test Prep course for Arizona Educator Certification is designed to familiarize Education Department students with the tests required. Well-prepared students are more likely to score higher, increasing their chances of meeting the "cut score" requirement for educator exams. Students will learn test-taking strategies, take practice tests and discover ways to reduce test anxiety. The activities will guide students through a personalized review of content-specific knowledge they require in order to pass the NES exam with confidence". and maybe a sentence on the end: "This course is intended for Teacher Preparation students in preparation for their certification exams, or students in other departments preparing for other professional or academic exams, such as the GRE.

# SP-22 One College Course Schedule

## Graduate - Session C

	Section	Course Title			Credits	Max
ENV57130 UD	MC01	Biogeography	Fayram, Andrew	ONLINE	3.00	22

**PREREQUISITES:**

Course: ENV57101-Ecology

**COREQUISITES:**

None.

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

HDP51000 UD	MC01	Community Psychology	Young, Vicky	ONLINE	3.00	22
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**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](mailto:sebastienne.grant@prescott.edu) for permission.

**COURSE DESCRIPTION:** This course provides an overview of theory, research, and action in community psychology. Students will consider the roles of social, cultural, educational, economic, political, health-care, environmental, and international influences on well-being for the individual, family, community, society, and environment. Students will explore established and new avenues for facilitating quality of life through community action, personal and group advocacy, economic development, collaborative research, and social justice action. Foci of this course include prevention of dis-ease; promotion of self-help/mutual-help and building empowerment strategies; recognizing and honoring cultural diversity; seeking economic, health-care, and socio-political changes; establishing inclusion networks; and improving local conditions through organizational, community, public policy, and societal-level action. Toward this end, students will learn to identify, focus, and build on individual and community strengths integrating ideas and wisdom from ordinary citizens and advocates, community partners, collaborative research, as well as support from a wide-range of professionals.

HDP52220 UD	MC01	Critical Theoretical and Historical Foundations of Psychology	Grant, Sebastienne	ONLINE	3.00	22
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**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](mailto:sebastienne.grant@prescott.edu) for permission.

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

# SP-22 One College Course Schedule

## Graduate - Session C

Section	Course Title			Credits	Max
ENV57100 UD	MC01 Ecology, Culture, and Community	Christensen, Laird	ONLINE -	3.00	22

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: N/A**

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

ENV57100 UD	MC02 Ecology, Culture, and Community	Curtis, Lori	ONLINE -	3.00	22
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**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: N/A**

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

ENV57101 UD	MC01 Ecology	Brooks, Meriel	ONLINE -	3.00	22
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**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

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

# SP-22 One College Course Schedule

## Graduate - Session C

	Section	Course Title			Credits	Max
ENV58800 UD	MC01	Emergency Management and Communication	Steffens, Ronald	ONLINE -	3.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

Course Description: Students in this course will develop a bioregional risk analysis examining floods, wildfires, earthquakes, climate change impacts, public health crises, and food and social inequities. Students will gain knowledge and skills required of emergency managers and communicators by staffing virtual scenarios that apply principles of the National Incident Management System (NIMS), and by developing resiliency-based pre-plans and responses for immediate and long-term impacts of emergencies.

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

ADV57100 UD	MC01	Leadership & Administration of Outdoor Programs	Schwartz, Forrest	ONLINE -	3.00	22
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**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.

# SP-22 One College Course Schedule

## Graduate - Session C

	Section	Course Title			Credits	Max
HDP57000 UD	MC01	Liberation 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](mailto:sebastienne.grant@prescott.edu) for permission.**

**COURSE DESCRIPTION:** Liberation Psychology has emerged as one of the most influential meta-theoretical perspectives in Latin American psychology. There are numerous articulations of Liberation Psychology, within and beyond Latin America. Although approaches vary, Liberation Psychology perspectives in general emphasize the need for a psychological endeavor that (a) prioritizes the needs of marginalized peoples, (b) focuses on individual, collective, and structural levels of oppression and liberation, (c) uses methodologies and ways of knowing attuned to the perspectives and social realities of the oppressed, and (d) is critically conscious of its own transformative power. In this course we will examine the origins, various articulations and key concepts of liberation psychology; its methods, ongoing and potential future applications; and its implications for education, well-being, social activism and social justice movements.

SBM57501 UD	MC01	Organization Transformation and Sustainable Leadership	Grimm, Tamara	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

# SP-22 One College Course Schedule

## Graduate - Session C

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

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

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

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

None.

**COREQUISITES:**

None.

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

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

# SP-22 One College Course Schedule

## Graduate - Session C

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

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

ADV57075 UD	MC01	Risk and Reward: Managing Risk in Outdoor Programming	Ramsey, Scott	ONLINE	3.00	22
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**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.

SBM59000 UD	MC01	Strategic Sustainable Management Capstone	Villaverde, Hava	ONLINE	3.00	22
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**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.



# SP-22 One College Course Schedule

## Graduate - Session C

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

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

SBM55500 UD	MC01	Sustainable Business Marketing & Brand Management	Marsh, Carolyn	ONLINE -	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

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

None.

**COREQUISITES:**

None.

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

# SP-22 One College Course Schedule

## Graduate - Session C

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

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: N/A**

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

SBM52000 UD	MC01	Triple Bottom Line Measurement, Reporting, & Data Analytics	Cognetti, Stacy	ONLINE -	3.00	22
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**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**COURSE DESCRIPTION:** This course prepares the manager to use the principles of data analysis and to apply data analysis tools to management problems. Topics include research; techniques of classification, summarization, and display of data; application of probability models for inference and decision making; and social and environmental performance measurement and analysis, including social and environmental performance reporting frameworks.

# SP-22 One College Course Schedule

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

Section		Course Title			Credits	Max
MAEP51020	MC01	Adventure-based & Nature-based Counseling Intensive Practicum	TBA	ONLINE	1.00	15
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**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

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

**SPECIAL NOTES:** Students are required to take MAEPINTENSIVE <<<NEED # OF INTENSIVE>>>as a co-requisite.

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

MAEPINTENS	MC01	MAEPINTENSIVE 1: Backcountry Intensive	TBA	MENTORED	0.00	14
		IVE		-		

**FEE: \$650.00**

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**\*\* 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 2019 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.

# SP-22 One College Course Schedule

## Graduate - Session C - Social Justice and Community Organizing

Section	Course Title		Credits	Max	
MASJC5111	MC01 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.

MASJC5005	MC01 Comparative Political and Social Theory	Wilson, Kimberly	ONLINE	3.00	22
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**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?

MASJC5000	MC01 Globalization and Urban Politics	Hoffman, April Ruth	ONLINE	3.00	22
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**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.

# SP-22 One College Course Schedule

## Graduate - Session C - Social Justice and Community Organizing

Section Course Title				Credits	Max
MASJC5006	MC01	Leadership Development	Herzing, Rachel	ONLINE	3.00 22
<p><b>PREREQUISITES:</b> None.</p> <p><b>COREQUISITES:</b> None.</p> <p><b>SPECIAL NOTES: N/A</b></p> <p>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.</p>					
MASJC5200	MC01	Race, Class, and Housing Justice	Willse, Craig	ONLINE	3.00 22
<p><b>PREREQUISITES:</b> None.</p> <p><b>COREQUISITES:</b> None.</p> <p>COURSE DESCRIPTION: This course investigates housing as a key site of struggle, where systems of colonization, racialized subordination, economic inequality, and gender/sexual regulation all intersect. We will begin by building a theoretical and historical framework for understanding housing in relation to labor, consumption, and racial capitalism. We will then consider housing through a number of topics, including homelessness, redlining, gentrification, indigenous “relocation” programs, public housing, and the 2008 subprime mortgage crisis. We will also study how communities have organized to access housing and secure safe living conditions, such as mutual aid projects, squatting and housing takeovers, and rent strikes. In addition to contemporary media and social movement documents (from organizations like Picture the Homeless, Take Back the Land, and LA CAN), readings will include scholarly works by Neil Smith, Cheryl Harris, George Lipsitz, Rahim Kurwa, Christina Hanhardt, and others.</p>					
MASJC5000	MC01	Radical Pedagogy as Praxis	Medina, Oscar	ONLINE	3.00 22
<p><b>PREREQUISITES:</b> None.</p> <p><b>COREQUISITES:</b> None.</p> <p><b>SPECIAL NOTES: N/A</b></p> <p>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.</p>					

# SP-22 One College Course Schedule

## Graduate - Session D - Arts & Humanities

	Section	Course Title		Credits	Max
AHU59902 UD	MD01	Studio Practice III	ONLINE -	3.00	22

**PREREQUISITES:**

Course: - and  
Course: -

**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.

AHU59901 UD	MD01	Studio Practice II	ONLINE -	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

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

AHU59900 UD	MD01	Studio Practice I	ONLINE -	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

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

# SP-22 One College Course Schedule

## Graduate - Session D - Arts & Humanities

	Section	Course Title			Credits	Max
AHU59903 UD	MD01	Studio Practice: IV	Olivas, Noe	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

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

# SP-22 One College Course Schedule

## Graduate - Session D - Education Leadership

Section		Course Title			Credits	Max
MEDL51021	MD01	Educational Leadership II	Pract Super, Co-op Teach-Superv Pract. Hennings, Ron	ONLINE -	3.00	8

**PREREQUISITES:**

Course: MEDL51020-Educational Leadership I and  
Course: MEDL50000-Foundations of Sustainable Educational Leadership

**COREQUISITES:**

None.

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

MEDL50040	MD01	School Finance	Florence, Linda	ONLINE -	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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



# SP-22 One College Course Schedule

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

Section		Course Title			Credits	Max
MAED55100	MD01	Culture, Power, & Societal Change	Kurtz, Jay	ONLINE	4.00	12

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** This course examines ways in which categories of difference - such as race, class, ethnicity, gender, sexuality, age, ability, and citizenship - are socially constructed through historical power struggles. It is designed to provide students with the critical skills required to identify and analyze social forces shaping identity, power, and inequality through the lenses of struggles for social justice, and is particularly well-suited for those interested in education. Students will gain a personalized understanding of how difference matters in issues such as social decision-making power, wealth distribution, community health, cultural and environmental sustainability, politics of representation, globalization, human and civil rights, education, and life opportunity, as well as an enhanced ability to discuss, teach, and otherwise engage these issues. Field experiences may be required, contact the instructor if this is a concern.

MAED57005	MD01	Learning Theories	Tufte, John	ONLINE	3.00	11
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

# SP-22 One College Course Schedule

## Graduate - Session D

	Section	Course Title			Credits	Max
<b>SBM55501</b>	<b>MD01</b>	<b>Building Blocks of Sustainable Business</b>	<b>Holmes, Michael</b>	<b>ONLINE</b>	<b>3.00</b>	<b>22</b>
<b>UD</b>				-		

**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.

<b>ENV57910</b>	<b>MD01</b>	<b>Building Diverse Networks</b>	<b>Trocchia-Balkits, Lisa</b>	<b>ONLINE</b>	<b>3.00</b>	<b>22</b>
<b>UD</b>				-		

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** Mirroring what we know about the necessary role of diversity in building healthy agroecological systems, students explore the value of cultivating a diverse social ecology when engaged in sustainability-based work with multiple stakeholders. The course content emphasizes the theories, practical skills, and analysis tools essential for organizing and facilitating a shared leadership structure within inclusive, self-organized networks as an action-based strategy for sustainable, just, and resilient change.

<b>COR57700</b>	<b>MD01</b>	<b>Capstone Project: MSES &amp; MSRSC</b>	<b>Curtis, Lori</b>	<b>ONLINE</b>	<b>3.00</b>	<b>22</b>
<b>UD</b>				-		

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

# SP-22 One College Course Schedule

## Graduate - Session D

Section		Course Title			Credits	Max
HDP59900 UD	MD01	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](mailto:sebastienne.grant@prescott.edu) for permission.

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

ENV55505 UD	MD01	Community Health	Davis, Jaya	ONLINE -	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

HDP52212 UD	MD01	Concepts in Critical Psychology	Abell, Ellen	ONLINE -	3.00	22
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**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.

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

# SP-22 One College Course Schedule

## Graduate - Session D

	Section	Course Title			Credits	Max
COR57114 UD	MD01	Critical Foundations of Research & Scholarship	Kurtis, Tugce	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.

HDP52000 UD	MD01	Current Topics in Critical Psychology Se	TBA	ONLINE -	1.00	22
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**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.

ADV52010 UD	MD01	Diversity, Equity, and Inclusion: Outdoor Education for a Just World	Sbrogna, Kristen	ONLINE -	3.00	22
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**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.

# SP-22 One College Course Schedule

## Graduate - Session D

	Section	Course Title			Credits	Max
ADV52000 UD	MD01	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.

ENV57150 UD	MD01	Ecological Restoration	Gielstra, Dianna	ONLINE -	3.00	22
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**PREREQUISITES:**

Course: ENV57101-Ecology

**COREQUISITES:**

None.

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

ENV54500 UD	MD01	Environmental Law and Policy	Andrews, Alisa	ONLINE -	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** This course provides an introduction to the laws and policies pertaining to issues such as population, energy, pollution, land management, waste disposal, economic growth, and ecosystem management, as well as some of the theoretical underpinnings of how economic and ecological burdens and benefits are distributed within society. Students will consider historic and modern common-law mechanisms for managing land use, and modern environmental statutes including federal land management regimes, consumer protection statutes, pollution prevention regimes, and the intersection of energy regulation and transportation law with environmental laws.

# SP-22 One College Course Schedule

## Graduate - Session D

	Section	Course Title			Credits	Max
<b>SBM52002 UD</b>	<b>MD01</b>	<b>Financial Decision Making in the Triple Bottom Line Organization</b>	<b>Eisenberg, Daniel</b>	<b>ONLINE</b> -	<b>3.00</b>	<b>22</b>

**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.

<b>ENV57960 UD</b>	<b>MD01</b>	<b>Food and Agriculture: Advanced Policy</b>	<b>Gemmill-Herren, Barbara</b>	<b>ONLINE</b> -	<b>3.00</b>	<b>22</b>
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

<b>ENV57902 UD</b>	<b>MD01</b>	<b>Food Justice and Sustainable Food Systems</b>	<b>TBA</b>	<b>ONLINE</b> -	<b>3.00</b>	<b>22</b>
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**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.

# SP-22 One College Course Schedule

## Graduate - Session D

Section	Course Title			Credits	Max
COR57703 UD	MD01 Online Content Creation	D'Emilio, Leah	ONLINE	3.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** A convergence of online media tools and platforms allow communicators to create a vibrant messaging environment. In Online Content Creation, students learn the web publishing skills needed to curate online content and publish original work. Students will survey bioregional content, assess a variety of platforms and delivery processes, and curate media, write blog posts, and produce original digital media while developing a thematic online portfolio.

SBM57501 UD	MD01 Organization Transformation and Sustainable Leadership	Marsh, Carolyn	ONLINE	3.00	22
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**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.

HDP52230 UD	MD01 Psychology of Consumerism	Grant, Sebastienne	ONLINE	0.00	8
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**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](mailto:sebastienne.grant@prescott.edu) for permission.

**COURSE DESCRIPTION:** There is growing awareness around the negative impacts of our consumer society, not only for the environment but also for our psychological wellbeing. Whether we want to modify our own consumer behaviors or work toward larger social and environmental change relating to mass consumption, we first need to better understand the myriad conditions contributing to the human relationship with stuff. In this course we will take an interdisciplinary approach. While we will focus on psychological factors we will also consider social, economic, environmental, and political elements contributing to and resulting from modern materialism and consumerism. Our explorations will include mindfully observing and reflecting on our own consumer behaviors throughout the semester and further reflecting on the various impacts of our choices.

# SP-22 One College Course Schedule

## Graduate - Session D

	Section	Course Title			Credits	Max
<b>SBM58000 UD</b>	<b>MD01</b>	<b>Realizing the Vision: Integrating Strategic Systems Thinking, Sustainable Supply Chains &amp; Operation</b>	<b>Prado, William</b>	<b>ONLINE</b> -	<b>3.00</b>	<b>22</b>

**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.

<b>ENV57700 UD</b>	<b>MD01</b>	<b>Social Equity &amp; Community Engagement</b>	<b>Draegan, Kolette</b>	<b>ONLINE</b> -	<b>3.00</b>	<b>22</b>
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**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.

<b>ADV51000 UD</b>	<b>MD01</b>	<b>Sources of Knowledge: Applied Research &amp; Evaluation in Outdoor Education</b>	<b>Schwartz, Forrest</b>	<b>ONLINE</b> -	<b>3.00</b>	<b>22</b>
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**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: NONE**

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



# SP-22 One College Course Schedule

## Graduate - Session D

	Section	Course Title			Credits	Max
<b>SBM59000 UD</b>	<b>MD01</b>	<b>Strategic Sustainable Management Capstone</b>	<b>Villaverde, Hava</b>	<b>ONLINE</b>	<b>3.00</b>	<b>22</b>

**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.

<b>GRA59700 UD</b>	<b>MD02</b>	<b>Sustainability Intensive: Mediterranean Diet and Culinary Workshop</b>	<b>Palmer, Sharon</b>	<b>ONLINE</b>	<b>1.00</b>	<b>22</b>
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**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 is offered 4/12 - 5/3 as a one-credit course and will culminate in an interactive culinary class. 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 (4/23 11 -3 pm PT and Sunday (4/24 1-3 PM). 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.

# SP-22 One College Course Schedule

## Graduate - Session D

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

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** This hands-on course will review the health and environmental benefits of pulses within plant-based diet patterns, as well as the various types of pulses that are present within cultural food traditions. The workshop is offered 3/15 - 4/5 as a one-credit course and will culminate in an interactive culinary class. Students will discuss the benefits and methods for including pulses in healthful plant-based diets, share bioregional ingredients and cultural food traditions, and cook together in their own kitchens on Saturday (3/26 11 -3 pm PT) and Sunday (3/27 1-3 PM). 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 UD	MD01	Sustainable Business Marketing & Brand Management	Grimm, Tamara	ONLINE -	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

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

None.

**COREQUISITES:**

None.

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

# SP-22 One College Course Schedule

## Graduate - Session D - General

Section		Course Title			Credits	Max
<b>SBM57510</b> <b>UD</b>	<b>MD01</b>	<b>The Adventure of Enterprise: Ecopreneurs, Innovation, and Sustainability</b>	<b>DeClercq, Daniel</b>	<b>ONLINE</b> -	<b>3.00</b>	<b>22</b>

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

<b>ENV57950</b> <b>UD</b>	<b>MD01</b>	<b>Theory and Practice in Agroecological Systems</b>	<b>Harper, Wendy Sue</b>	<b>ONLINE</b> -	<b>3.00</b>	<b>22</b>
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

<b>GRA52100</b> <b>UD</b>	<b>MD01</b>	<b>Traditional Ecological Knowledge &amp; Wisdom</b>	<b>Bigknife Antonio, Molly</b>	<b>ONLINE</b> -	<b>3.00</b>	<b>22</b>
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: NONE**

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

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

# SP-22 One College Course Schedule

## Graduate - Session D

	Section	Course Title			Credits	Max
ENV57876 UD	MD01	Understanding Climate Change	Sesser, Amanda	ONLINE	3.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

# SP-22 One College Course Schedule

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

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

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

SPECIAL NOTES: Students are required to take MAEPINTENSIVE <<<NEED # OF INTENSIVE>>>as a co-requisite.

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

MAEPINTENS MD01	MAEPINTENSIVE 3- Front Country Intensive IVE 3	TBA		0.00	14
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**FEE: \$650.00**

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

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

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

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

# SP-22 One College Course Schedule

## Graduate - Session D - Social Justice and Community Organizing

Section		Course Title			Credits	Max
MASJC5900	MD01	Capstone: Social Justice and Community Organizing	Hoffman, April Ruth	ONLINE	6.00	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 Community Organizing.

MASJC5002	MD01	Landscapes of Neoliberalism	Willse, Craig	ONLINE	3.00	22
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**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	MD01	Mobilizing Change	Saadeh, Cirien	ONLINE	3.00	22
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**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.

# SP-22 One College Course Schedule

## Graduate - Session D - Social Justice and Community Organizing

Section Course Title				Credits	Max	
MASJC5000	MD01	Theories of Change	Gilmore, Craig	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 courses explore comparative critical approaches to the study of systemic and institutional social power relations, the dynamics of social, cultural, and political change, and movements for social transformation with an emphasis on engaged scholarship. We will read closely, discuss, reflect on, and write about texts (including scholarly and movement based articles and books, videos, documentaries, and discussions with scholars and activists) that address the following questions: How do ordinary people build the power to participate in social decisions that impact their communities? How do groups engaged in social movement building as well as scholars and movement intellectuals engage in understanding the world with the purpose of changing it? How are socio-environmental crises and systemic injustices produced, reproduced, resisted, and challenged by human beings acting across and within different scales and modalities of time and space?

# SP-22 One College Course Schedule

## Graduate - Term - Counseling

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

MACP55141 MT01	Advocacy and Research in Social Justice Counseling	Randall Reyes, Jennifer	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

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

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



# SP-22 One College Course Schedule

## Graduate - Term - Counseling

Section	Course Title			Credits	Max
MACP50070 MT01	Career and Lifestyle Development: Challenges of Adulthood	Oliver, Laura	ONLINE	3.00	22

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: N/A**

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

MACP50070 MT02	Career and Lifestyle Development: Challenges of Adulthood	Oliver, Laura	ONLINE	3.00	22
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**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: N/A**

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

MACP51010 MT01	Counseling Theories	Surmitis, Kendra	ONLINE	3.00	22
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**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.

# SP-22 One College Course Schedule

## Graduate - Term - Counseling

Section Course Title				Credits	Max
MACP51010	MT02	Counseling Theories	Norman, Amber	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.

MACP51010	MT03	Counseling Theories	Norman, Amber	3.00	22
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**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	Carlock-Russo, Margaret	3.00	22
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**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.

# SP-22 One College Course Schedule

## Graduate - Term - Counseling

	Section	Course Title			Credits	Max
MACP50080	MT02	Group Work: Clinical Theory and Practice	Farrow, Galeet	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.

MACP50060	MT01	Helping Relationships: Basic Counseling Skills	Cooper, Garry	ONLINE	3.00	22
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**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.

MACP50060	MT02	Helping Relationships: Basic Counseling Skills	Cooper, Garry	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

# SP-22 One College Course Schedule

## Graduate - Term - Counseling

Section	Course Title				Credits	Max
MACP50020 MT01	Human Growth and Development	Darby, Tara	ONLINE	-	3.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

MACP51150 MT01	Marriage, Couple & Family Counseling	O'Connor, Janet	ONLINE	-	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

MACP51150 MT02	Marriage, Couple & Family Counseling	O'Connor, Janet	ONLINE	-	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

# SP-22 One College Course Schedule

## Graduate - Term - Counseling

Section		Course Title			Credits	Max
MACP51391	MT01	Mindfulness in Clinical Practice	Taurek, Davida	ONLINE	3.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

This course will familiarize students with contemporary mindfulness, meditation, and awareness practices. Current research on meditation techniques is reviewed as it relates to mental health and self-care for counselors. This course will explore ways of integrating meditation and mindfulness into clinical practice, and investigate how presence and moment-to-moment experience of body, breath, heart, and mind can support health, healing, and transformation in counseling. There will be an experiential aspect of this course as students will participate in a mindfulness practice, write observational reflections on their experience, and consider the applications in the field of mental health and counseling.

MACP51190	MT01	Professional Counseling Ethics	Norman, Amber	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

MACP51190	MT02	Professional Counseling Ethics	Darby, Tara	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

MACP51190	MT03	Professional Counseling Ethics	Norman, Amber	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

# SP-22 One College Course Schedule

## Graduate - Term - Counseling

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

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: N/A**

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

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

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: N/A**

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

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

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: N/A**

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

# SP-22 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.

MACP50010	MT02	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.

# SP-22 One College Course Schedule

## Graduate - Term - Counseling

Section		Course Title			Credits	Max
MACP50030	MT01	Social and Cultural Diversity in Counseling	Poole, LaKeitha	ONLINE	3.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: NONE**

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

MACP51000	MT01	Social Justice in Counseling	Elliott, Tonya	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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



# SP-22 One College Course Schedule

## Graduate - Term - Counseling

Section	Course Title				Credits	Max
MACP51021	MT01 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

### COREQUISITES:

None.

### SPECIAL NOTES:

Meeting will be held on WEDNESDAYS

Arizona Time: 7:00AM- 8:30AM

Pacific: 6:00AM- 7:30AM

Eastern: 9:00AM- 10:30AM

Meeting times are on AZ time.

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

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

For those in specializations, the following must also be complete before enrolling in internship:

Addiction Counseling Specialization Requires MACP51170 ; Marriage, Couple, and Family Counseling Specialization Requires MACP51150;

School Counseling Specialization Requires MASC53112.

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

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

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

# SP-22 One College Course Schedule

## Graduate - Term - Counseling

Section	Course Title			Credits	Max
MACP51021	MT02 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

**COREQUISITES:**

None.

**SPECIAL NOTES:**

Meeting will be held on THURSDAYS

Arizona Time: 11:00AM- 12:30PM

Pacific: 10:00AM- 11:30AM

Eastern: 1:00PM- 2:30PM

Meeting times are on AZ time.

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

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

For those in specializations, the following must also be complete before enrolling in internship:

Addiction Counseling Specialization Requires MACP51170 ; Marriage, Couple, and Family Counseling Specialization Requires MACP51150; School Counseling Specialization Requires MASC53112.

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

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

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

# SP-22 One College Course Schedule

## Graduate - Term - Counseling

Section	Course Title			Credits	Max
MACP51020 MT01	Supervised Counseling Practicum	Lung, Maurie	ONLINE	0.00	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

**COREQUISITES:**

None.

**SPECIAL NOTES:**

**Meeting will be held on THURSDAYS**

**Arizona Time: 7:30AM- 9:00AM**

**Pacific: 6:30AM- 8:00AM**

**Eastern: 9:30AM- 11:00AM**

**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..

# SP-22 One College Course Schedule

## Graduate - Term - Counseling

Section	Course Title			Credits	Max
MACP51020	MT02 Supervised Counseling Practicum	Elliott, Tonya	ONLINE	0.00	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

**COREQUISITES:**

None.

**SPECIAL NOTES:**

Meeting will be held on TUESDAYS  
 Arizona Time: 7:00AM- 8:30AM  
 Pacific: 6:00AM- 7:30AM  
 Eastern: 9:00AM- 10:30AM  
 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..

MACP55031	MT01 Trauma and Crisis: Intervention and Treatment in Counseling	Taurek, Davida	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: This elective is one of the approved courses for the Somatic Counseling Emphasis.**

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

# SP-22 One College Course Schedule

## Graduate - Term - Counseling

	Section	Course Title			Credits	Max
MACP55031	MT02	Trauma and Crisis: Intervention and Treatment in Counseling	Taurek, Davida	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** This elective is one of the approved courses for the Somatic Counseling Emphasis.

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

# SP-22 One College Course Schedule

## Graduate - Term - Education, Teacher Preparation, School Counseling

Section Course Title					Credits	Max
MAED57881	MT01	Advanced Special Education Methods	Smith, Andy	ONLINE	4.00	11

**PREREQUISITES:**

Permission of instructor: Andrew Smith

**COREQUISITES:**

None.

**SPECIAL NOTES: Requires instructor permission to register.**

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

MASG51010	MT01	Counseling Theories and Techniques	Gray, Tara	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

MASG51300	MT01	Creative & Expressive Arts in School Counseling	Gray, Tara	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

# SP-22 One College Course Schedule

## Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title				Credits	Max
MAED57898	MT01 Early Childhood Education Practicum	Ohm, Paul	ONLINE	-	4.00	5

**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.

MAED57700	MT01 Education Capstone	TBA	ONLINE	-	0.00	10
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**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.

MAED57802	MT01 Foundations of Early Childhood and Early Childhood Special Education	Ohm, Paul	ONLINE	-	3.00	11
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:**

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

# SP-22 One College Course Schedule

## Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title			Credits	Max
MAED57001	MT01 Foundations of Education	Brown, Jennifer	ONLINE	3.00	11

**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.

MAED58750	MT01 Foundations of Language and Literacy	Watson, Wendy	ONLINE	3.00	11
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

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

Pre-requisites: N/A

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



# SP-22 One College Course Schedule

## Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title			Credits	Max
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
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**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.

# SP-22 One College Course Schedule

## Graduate - Term - Education, Teacher Preparation, School Counseling

Section Course Title				Credits	Max	
MAED57019	MT01	Integrated S.T.E.M	Hyde, Sheila	ONLINE	4.00	11

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

**Extended Description**

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

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

MAED51020	MT01	Practicum for Education: Non-cert	Yost, Abby	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** In accordance with the Interstate Teacher Assessment & Support Consortium, (InTASC) The Master of Education practicum course

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

# SP-22 One College Course Schedule

## Graduate - Term - Education, Teacher Preparation, School Counseling

Section		Course Title			Credits	Max
MAED57697	MT01	Practicum in Early Childhood Special Education	Smith, Andy	ONLINE	4.00	5

**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.

MAED57217	MT01	Reading Methods and Literacy in the Secondary Classroom	TBA	ONLINE	3.00	11
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

# SP-22 One College Course Schedule

## Graduate - Term - Education, Teacher Preparation, School Counseling

Section Course Title				Credits	Max	
MAED57020	MT01	Reading: Methods and Practice	Romano, Victoria	ONLINE	3.00	11

**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, Assessment, and Testing Practices for School Counselors	Delgado, Cristal	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**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. This course also provides an understanding of individual and group approaches to assessment and evaluation including, basic concepts of standardized and nonstandardized testing and other assessment techniques, statistical concepts, reliability and validity.

MASG50112	MT01	School Counseling: Program Development	Talamante-Montoya, Dayna	ONLINE	3.00	22
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**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.

# SP-22 One College Course Schedule

## Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title			Credits	Max
MAED57208 MT01	Secondary Content Methods	Yost, Abby	ONLINE	3.00	11

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

MASG50030 MT01	Social and Ecological Perspectives	Callender, Rachau	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** This course provides a broad understanding of the cultural, ethical, economic, legal and political issues surrounding diversity, equity and excellence in terms of student learning. Students will explore the implications for providing school counseling to the diverse groups in the U.S., and understand the ways in which educational policies, programs, and practices can be developed, adapted and modified to be culturally congruent with the needs of students and their families.

MAED57004 MT01	Structured English Immersion Complete	Sallu, Adama	ONLINE	3.00	11
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

# SP-22 One College Course Schedule

## Graduate - Term - Education, Teacher Preparation, School Counseling

Section		Course Title			Credits	Max
MAED57199	MT01	Student Teaching - Elementary Education	Smith, Andy	ONLINE	8.00	10

**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.

MAED57299	MT01	Student Teaching - Secondary Education	Smith, Andy	ONLINE	8.00	10
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**PREREQUISITES:**

Permission of instructor: Andrew Smith

**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.

# SP-22 One College Course Schedule

## Graduate - Term - Education, Teacher Preparation, School Counseling

Section		Course Title			Credits	Max
MAED57395	MT01	Student Teaching - Special Education	Smith, Andy	ONLINE	8.00	10

**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.

MAED57899	MT01	Student Teaching Early Childhood Education	Ohm, Paul	ONLINE	4.00	10
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**PREREQUISITES:**

Permission of instructor: Paul Ohm

**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.

# SP-22 One College Course Schedule

## Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title			Credits	Max
MAED57698 MT01	Student Teaching in Early Childhood Special Education	Smith, Andy	-	4.00	10

**PREREQUISITES:**

Permission of instructor: Andrew Smith

**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	10
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**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.

MASG50081 MT01	The Transformed School Counselor: 21 st Century Ready	Newbury, Joel	ONLINE	1.00	22
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**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.



# SP-22 One College Course Schedule

## Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title			Credits	Max
MAED57804	MT01 The Whole Child	Watson, Wendy	ONLINE	4.00	11

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

MASG50070	MT01 Vocational Counseling and Career Develop	Morris, Michael	ONLINE	3.00	22
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**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	5
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

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

# SP-22 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	ONLINE -	3.00	12

**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 expressive arts therapy and art therapy. An overview of the theories of psychotherapy relevant to art therapy and expressive arts therapies, as well as theories of creativity and the creative process are included in this course.

MAAT51302	MT01	Expressive Arts Therapies II: Materials and Techniques of Practice in Expressive Arts Therapy	Carlock-Russo, Margaret	ONLINE -	3.00	12
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**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** The focus of this course involves direct experience of the therapeutic utility and psychological influence of art process and materials. Through engagement in studio art processes students learn art therapy techniques and approaches which contribute to understanding the therapeutic effect of art making and creative expression in the application of intervention strategies and establishment of therapeutic goals. Students will gain an understanding of the Expressive Therapies Continuum and its application in expressive arts therapies. This course encompasses the beginning study of symbolism and metaphor as applied in expressive arts therapy.

MAAT51303	MT01	Expressive Arts Therapies III: Applications of Exp Arts Therapy w/People in Different Trtmnt Setting	Epstein, Cheri	ONLINE -	3.00	12
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**PREREQUISITES:**  
**Course: MAAT51301-EAT I: Foundation in Expressive Arts Therapy: History and Theory of Expressive Arts Therapy**

**COREQUISITES:**  
None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** This course examines clinical interventions for the treatment of children, adolescents, adults, couples and families within in-patient, partial treatment programs, and aftercare; essential interviewing and counseling skills for developing the therapeutic relationship; exploration of verbal, behavioral, and artistic and expressive communication, assessment, treatment planning approaches, relationship dynamics and role on the treatment team. The student will continue study of the Expressive Therapies Continuum as a tool in designing art/expressive therapy interventions. The student will continue to deepen understanding of symbolism and metaphor and their uses in art/expressive therapies.

# SP-22 One College Course Schedule

## Graduate - Term - Expressive Arts Therapy

Section		Course Title			Credits	Max
MAAT51306	MT01	Expressive Arts Therapies VI: Ethical & Legal Issues-Standards of Good Practice in Expres Arts Thrpy	TBA	ONLINE	3.00	12

**PREREQUISITES:**

Course: MAAT51301-EAT I: Foundation in Expressive Arts Therapy: History and Theory of Expressive Arts Therapy or  
 Course: MAAT51303-Expressive Arts Therapies III: Applications of Exp Arts Therapy w/People in Different Trtmnt Setting

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** This course examines professional identity, professional ethics and ethical practice of art therapy and expressive arts therapy; familiarity with the ethical standards of the AATA and ATCB, IEATA, as well as the ACA and other related fields, proper application of ethical and legal principles of art therapy and expressive arts therapy practice. This course examines the professional role as an art or expressive arts therapist with regard to function and relationships with other mental health professional organizations. Understanding of credentialing and licensure, public policy, advocating for the profession and client advocacy are included in this course. Areas of focus also include preparation to enter the job market and practice in resume writing and professional interviewing skills.

MAAT59301	MT01	Expressive Arts Therapy Capstone Project	Carlock-Russo, Margaret	ONLINE	3.00	12
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**PREREQUISITES:**

Course: MAAT51301-EAT I: Foundation in Expressive Arts Therapy: History and Theory of Expressive Arts Therapy or  
 Course: MAAT51302-Expressive Arts Therapies II: Materials and Techniques of Practice in Expressive Arts Therapy or  
 Course: MAAT51303-Expressive Arts Therapies III: Applications of Exp Arts Therapy w/People in Different Trtmnt Setting or  
 Course: MAAT51304-Expressive Art Therapies IV: Group Work and Dynamics in Expressive Art Therapy or  
 Course: MAAT51305-Expressive Arts Therapies V: Assessment in Expressive Arts Therapy or  
 Course: MAAT51306-Expressive Arts Therapies VI: Ethical & Legal Issues-Standards of Good Practice in Expres Arts Thrpy and  
 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	12
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**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.

# SP-22 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 Arts Therapy: History and Theory of Expressive Arts Therapy and  
 Course: MAAT51302-Expressive Arts Therapies II: Materials and Techniques of Practice in Expressive Arts Therapy  
 Course: MAAT51303-Expressive Arts Therapies III: Applications of Exp Arts Therapy w/People in Different Trtmnt Setting  
 Course: MAAT51304-Expressive Art Therapies IV: Group Work and Dynamics in Expressive Art Therapy

**COREQUISITES:**

None.

**SPECIAL NOTES:** The internship will be split into Parts I and II over at least 2 semesters of enrollment.

**COURSE DESCRIPTION:** Students gain professional experience in supervised clinical settings and engage in on-going case consultation with faculty throughout the internship experience. The EAT Internship provides the opportunity to synthesize theory and knowledge with practice under supervision. EAT interns select sites that are congruent with their career goals and serve clients representative of the ethnic, lifestyle and demographic diversity in their community. Participation in both group and individual supervision support EAT Internship students in their increasingly autonomous role with clients. This course involves a MYCLASSROOM/MOODLE based, cohort component and video, as well as face to face faculty provided group supervision.

MAAT51020	MT01	Supervised Expressive Arts Therapy Practicum	TBA	ONLINE	1.00	12
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**PREREQUISITES:**

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

**COREQUISITES:**

None.

**SPECIAL NOTES:** Students must file separate EAT Practicum Application and Agreement prior to start of the semester in order for these hours to count toward your total required hours.

**COURSE DESCRIPTION:** The Practicum in Expressive Arts Therapy is designed to facilitate the application of theory and development of expressive arts therapy skills under supervision. EAT Students are provided with opportunities to provide expressive arts therapy for client's representative of the ethnic and demographic diversity of their community. Through closely supervised individual and group expressive arts therapy experiences students expand their repertoire of expressive arts therapy techniques and interpersonal relationship skills. Student receives direct and specific feedback from clinical and faculty supervisors. Ideally students will spend at least 50% of this 100-hour clinical field experience providing EAT directly for clients. This course has a MYCLASSROOM/MOODLE based, cohort component and also includes video conferenced supervision.

# SP-22 One College Course Schedule

## Graduate - Term

Section		Course Title			Credits	Max
ADV59001 UD	MT01	Capstone: Outdoor 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 UD	MT01	Individualized Studies	Stogsdill, Gary	ONLINE	0.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

# SP-22 One College Course Schedule

## Graduate - Term - Nature-Based/Adventure Based Counseling

Section	Course Title				Credits	Max
MAEP51042 MT01	Assessment & Interventions in Adventure-based Counseling	TBA	ONLINE	-	3.00	22

**PREREQUISITES:**

Course: MAEP51010-Foundations of Experiential Counseling

**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.

MAEP51032 MT01	Assessment & Interventions in Nature-based Counseling	TBA	-		3.00	12
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**PREREQUISITES:**

Course: MAEP51020-Adventure Based Psychology 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	TBA	ONLINE	-	3.00	14
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**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.

MAEP51043 MT01	Ethics & Risk Mitigation in Adventure-based Counseling	TBA	ONLINE	-	3.00	22
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**PREREQUISITES:**

Course: MAEP51010-Foundations of Experiential Counseling

**COREQUISITES:**

None.

COURSE DESCRIPTION: This course explores ethical considerations and risk mitigation policies and procedures as they relate to adventure-based counseling with a variety of populations and settings. This includes review of clinical decision-making, safety, environmental stewardship, clinical documentation, and organizational documentation. Safety protocols, organizational policies, and professional standards specific to populations and settings will be examined, including accreditation and professional certification.

# SP-22 One College Course Schedule

## Graduate - Term - Nature-Based/Adventure Based Counseling

Section		Course Title			Credits	Max
MAEP51033	MT01	Ethics and Risk Mitigation in Nature-based Counseling	TBA	ONLINE	3.00	12

**PREREQUISITES:**

Course: MAEP51010-Foundations of Experiential Counseling or  
 Course: MAEP51030-Foundations of Ecotherapy

**COREQUISITES:**

None.

**SPECIAL NOTES: NONE**

**COURSE DESCRIPTION:** This course explores ethical considerations and risk mitigation policies and procedures as they relate to nature-based counseling with a variety of populations and settings. This includes review of clinical decision-making, safety, environmental stewardship, clinical documentation, and organizational documentation. Safety protocols, organizational policies, and professional standards specific to populations and settings will be examined, including accreditation and professional certification.

MAEP51010	MT01	Foundations of Experiential Counseling	TBA	ONLINE	3.00	22
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**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.

MAEP51041	MT01	Treatment Applications in Adventure-based Counseling	TBA	ONLINE	3.00	22
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**PREREQUISITES:**

Course: MAEP51010-Foundations of Experiential Counseling or  
 Course: MAEP51040-Foundations of Adventure-based Psychotherapy

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** This course explores how the concepts of adventure-based are incorporated in counseling interventions with a variety of populations and settings. Of particular focus is co-creating therapeutic alliance, incorporating the natural environment, facilitating toward clinical change, guiding processing of experiences, and matching adventure activities with clinical goals. Special attention is paid to the specific and diverse context of various clients (e.g., social, cultural, systemic, ethnic, gender, and sexual orientation, etc.)

# SP-22 One College Course Schedule

## Graduate - Term - Nature-Based/Adventure Based Counseling

	Section	Course Title			Credits	Max
MAEP51031	MT01	Treatment Applications in Nature-based Counseling	TBA	ONLINE -	3.00	12

**PREREQUISITES:**

Course: MAEP51030-Foundations of Ecotherapy or  
Course: MAEP51030-Foundations of Ecotherapy

**COREQUISITES:**

None.

**SPECIAL NOTES: NONE**

**COURSE DESCRIPTION:** This course explores how the concepts of nature-based are incorporated in counseling interventions with a variety of populations and settings. Of particular focus is co-creating therapeutic alliance, incorporating elements of the natural environment, facilitating toward clinical change, guiding processing of experiences, integrating environmental stewardship, and matching nature-based philosophies and activities with clinical goals. Special attention is paid to the specific and diverse context of various clients (e.g., social, cultural, systemic, ethnic, gender, and sexual orientation, etc.)



# SP-22 One College Course Schedule

## Doctorate - Session C

	Section	Course Title			Credits	Max
EDU71014	MC01	Climate Advocacy & Praxis	Ramsey, Scott	ONLINE	3.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** Climate Advocacy and Praxis is a foundational doctoral course designed to explore the many complex and interconnected facets of climate change. The course will purposefully investigate how these conditions are influencing human, other than human, and natural systems, as well as the connections between climate change and a multitude of contemporary issues we are facing. To move towards addressing the critical issue of climate change, students will investigate basic climate science as well as examine how past climatic changes have influenced social, cultural, and economic arenas. Additionally, students will dive into current and future planetary, regional, and local disturbances and consider how these trends are disproportionately impacting segments of the population. Through the process of community-based experiential projects, students will deepen their capacity for being able to promote climate change communication, advocacy, and climate education. Within this framework, students will have the opportunity to deepen their critical thinking skills, enhance their research techniques, and enrich their ability to analyze complex arguments regarding climate change.

EDU71013	MC01	Sustainability Education	Greeson, Kimberley	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** Sustainability education is an iterative process through which individuals and organizations engage in transformational learning experiences — growing from reflexive positionality, entangled empathy, and involving diverse ways of knowing. Students in the “Sustainability Education” core course will critically and creatively examine issues within the field of sustainability education. This class will explore theories, processes, and conditions through which humans (individuals, groups, and organizations) and other than human species and living systems learn and transform in ways that support a sustainable future for all. From a human systems standpoint, this may include the examination of current educational approaches and strategies, as well as Indigenous and other ways of knowing, and innovations that challenge hegemonic and inequitable assumptions and practices.

	Section	Course Title			Credits	Max
GRA58003 UD	MC01	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.

# SP-22 One College Course Schedule

## Doctorate - Session C

GRA58001 UD	MC01	Quantitative Research Methods	Gilmore, Rosaleen	ONLINE -	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** Quantitative methods rely on forming and testing hypotheses on phenomena. The "Quantitative Research Methods" course examines the basic concepts of quantitative methods in order to build a functional understanding of statistical and mixed methods. While statistical concepts form the backbone of quantitative methods, the focus of this course will remain on the fundamentals of experimental design, the interpretation of statistics in the literature, applications, and analysis (including but not limited to: measures of center and spread, t-tests, ANOVA, correlation and regression, chi-square, p-values, power analysis, and post-hoc tests). Recommended practices in the use of quantitative methods will be discussed. From this course, students will develop their critical statistical literacy, and work on incorporating quantitative and mixed methods into their research.

# SP-22 One College Course Schedule

## Doctorate - Session D

	Section	Course Title			Credits	Max
EDU71030	MD01	Concepts for Sustainability in the Social Sciences	Gano, Gretchen	ONLINE	3.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** The pressing problems of our time that challenge sustainability are simultaneously scientific and social, technological and political, ethical and economic. This course introduces key scholars, debates, concepts, critiques, and methods across the social sciences as these relate to social, economic and ecological sustainability as well as racial justice, social equity, bio-cultural and linguistic diversities and the expressions of these in educational contexts. We will explore interactions between knowledge, artifacts, and geopolitical actors and structures; postcolonial and decolonial approaches to knowledge, communication and policy work that attend to the non-Western societies' knowledge traditions and the legacies of colonialism and imperialism; and participatory and planning processes for promoting social learning and tackling wicked problems and large systems change. Students will gain a grounding in interdisciplinary theory that can frame a wide range of research and practice in sustainability education. Students will craft a theoretically driven literature review in an area of their interest and identify opportunities for original research in their own dissertation work.

EDU71020	MD01	Critical Disability Studies	Noss, Kaitlin	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** This is a rotating PhD-level elective that other graduate programs wish to cross-register students into including SJCO, MAIS, Critical Psychology, OEL, and beyond.

**COURSE DESCRIPTION:** Critical Disability Studies is a disciplinary field and set of activist theoretical frameworks based on a social model of disability and accessibility, which understands disability as a political, cultural and historical experience. In this course we will consider how economic systems, social infrastructure, political and cultural institutions, the built-environment, and dominant modes of teaching and communication 'dis-able' people systematically, socially, and physically. Focusing on the work and writings of disabled activists, scholars and their comrades, we will study a multitude of practices and curricula to advance accessibility and promote sustainable interdependence, with particular attention to how Critical Disability Studies can enrich work in psychology and human services, education, outdoor leadership, community organizing, and environmental sustainability. Together we will engage a central question throughout the course: How do we adequately attend to the body, and its range of variable differences and needs, while we daily re-make a more just, ecologically viable world through our schools and classrooms, within our homes and families, across our workplaces, hospitals and courthouses, and in urban, rural and wild environments?

# SP-22 One College Course Schedule

## Doctorate - Session D

	Section	Course Title		Credits	Max
EDU71010	MD01	Critical Foundations of Research and Scholarship	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.

	Section	Course Title		Credits	Max
WRW57001 UD	MD01	Academic Writing Seminar	Ramsey, Scott ONLINE -	3.00	22

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**COURSE DESCRIPTION:** The "Academic Writing Seminar" class will support graduate students in writing, refining, and advancing a scholarly paper for publication in an approved peer review journal of their selection. A student is expected to enter the course with a substantive draft paper from which they will be coached in refining and elevating for an academic audience. The paper will need to meet formatting conventions of the journal of their selection in length and style (such as APA 7th edition). The outcome of this course is the signature assignment entitled the "Qualifying Paper" which, upon approval, will indicate the paper is primed for journal submission. Doctoral students will produce an approved Qualifying Paper in order to advance to their Dissertation Proposal: Doctoral Research Design coursework. Master's students will produce a Capstone Paper, journal article, or other document supporting their thesis development.

PHD77540	MD01	Critical Disability Studies	Noss, Kaitlin ONLINE -	3.00	22
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**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**COURSE DESCRIPTION:** Critical Disability Studies is a disciplinary field and set of activist theoretical frameworks based on a social model of disability and accessibility, which understands disability as a political, cultural and historical experience. In this course we will consider how economic systems, social infrastructure, political and cultural institutions, the built-environment, and dominant modes of teaching and communication 'dis-able' people systematically, socially, and physically. Focusing on the work and writings of disabled activists, scholars and their comrades, we will study a multitude of practices and curricula to advance accessibility and promote sustainable interdependence, with particular attention to how Critical Disability Studies can enrich work in psychology and human services, education, outdoor leadership, community organizing, and environmental sustainability. Together we will engage a central question throughout the course: How do we adequately attend to the body, and its range of variable differences and needs, while we daily re-make a more just, ecologically viable world through our schools and classrooms, within our homes and families, across our workplaces, hospitals and courthouses, and in urban, rural and wild environments?

# SP-22 One College Course Schedule

## Doctorate - Session D

GRA58002 UD	MD01 Qualitative Research	Margherio, Cara	ONLINE -	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** Qualitative research employs exploratory and descriptive approaches to inquiry. In this course, students explore qualitative research methodologies and methods and to provide students with the necessary skills to develop independent qualitative studies. Through readings, dialogue, and project design, students will learn about various methodologies, methods, and the nuances of developing rigorous qualitative research, while taking into account the intersection of positionality, epistemology, ontology, methodology, and representation. Methodologies explored include but are not limited to participatory action research, grounded theory, critical ethnographic techniques, and case study research. Methods covered include but are not limited to focus groups, interview techniques, surveys, participant observation, and document analysis. Emerging, creative, arts-based, and critical methods will also be explored.