

Fall 2022



Registration Instructions

Fall 2022

August 23 – December 9, 2022

REGISTRATION DEADLINE

IS August 14, 2022

TUTION DEADLINE IS July 1, 2022

Please check MyAcademicServices for the most current course listing.

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Fall 2022 Term Dates

Term Dates: Tuesday, August 23 – Friday, December 9, 2022

Session A: Tuesday, August 23 – Sunday, October 16, 2022

Fall Block 1: Tuesday, August 23 – Thursday, September 15, 2022

Fall Block 2: Tuesday, September 20 – Thursday, October 13, 2022

Session B: Tuesday, October 18 – Friday, December 9, 2022

Fall Block 3: Tuesday, October 18 – Thursday, November 10, 2022

Fall Block 4: Tuesday, November 15 – Thursday, December 8, 2022

TERM [-----12 weeks -----]
BLOCK 1, 2, 3 [----4 weeks----] [----4 weeks----] [----4 weeks----]
SESSION E & F [-----6 weeks-----][-----6 weeks-----]

Online Orientation	
Online Undergraduate	May 10, 2022
All Graduate	May 10, 2022

Grading Deadlines	
Full Term	Wednesday, December 14, 2022
Session A	Friday, October 21, 2022
Session B	Wednesday, December 14, 2022
Block 1	Tuesday, September 20, 2022
Block 2	Tuesday, October 18, 2022
Block 3	Tuesday, November 15, 2022
Block 4	Wednesday, December 14, 2022
* Grades are due no later than 5 days after the end of each session.	

Deadlines (by Course Session):

Registration Begins	Monday, April 11, 2022; Online Registration closes on Sunday, August 14, at 11:59 PM. Add/drop can still be done via the Add/Drop form after that point.				
Tuition Deadline	Friday, July 1, 2022; \$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 08-23-2022	09-06-2022	100% 0%	through 11:59 pm MST starting	09-06-22 09-07-22	11-28-2022
Session A Course 08-23-2022	08-29-2022	100% 0%	through 11:59 pm MST starting	08-29-22 08-30-22	09-30-2022
Block 1 Course 08-23-2022	08-25-2022	100% 0%	through 11:59 pm MST starting	08-25-22 08-26-22	09-06-2022
Block 2 Course 09-20-2022	09-22-2022	100% 0%	through 11:59 pm MST starting	09-22-22 09-23-22	10-04-2022
Session X Course 10-14-2022	10-14-2022	100% 0%	through 11:59 pm MST starting	10-14-22 10-15-22	10-15-2022
Session B Course 10-18-2022	10-24-2022	100% 0%	through 11:59 pm MST starting	10-24-22 10-25-22	11-20-2022
Block 3 Course 10-18-2022	10-20-2022	100% 0%	through 11:59 pm MST starting	10-20-22 10-21-22	11-01-2022
Block 4 Course 11-15-2022	11-17-2022	100% 0%	through 11:59 pm MST starting	11-17-22 11-18-22	12-01-2022

General Information

Registration Timeline

Registration opens April 11, 2022 for priority registration. See your email for your priority day and time.

New students starting in Fall 2022 that have confirmed with Admissions that they will be attending, will be able to register beginning April 4, 2022 and will receive an email with registration instructions.

The last day to add/drop online is August 14th at 11:59 PM for continuing students. Add/drop forms (found on the website) need to be submitted after this date for updates or changes to registration. Please review all add/drop deadlines as outlined in the Fall 2022 Term Dates.

Tuition Due Date and Late Registration

Tuition is due Friday, July 1, 2022. A late registration fee (\$75) will be charged after 5 pm on July 1, 2022. Late payment fees will be charged monthly after this date.

New students beginning in Fall 2022 will not be charged a late registration fee in their first term.

Continuing students are held to the Tuition Due Date and late registration timeline.

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

General Payment Information

Prescott College provides real-time account information via your Student Account available through the MyAcademicServices site. Students log into MyAcademicServices and from the Finances menu option, choose Make or Manage Online Payments. This is where students are able to view their student account summary, set up a payment plan, make one time payments and add authorized users to their student account.

New students will receive an invitation in their Prescott College email to set up their Student Account after they have completed their registration.

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

Course Fees

Some courses may have non-refundable course fees. Students are responsible for any non-refundable course fee if the course is dropped after the tuition due date, whether the student has paid or not.

Graduation

Remember to update your anticipated graduation date (including the month and year) if you plan to graduate in August or December. Please complete the Petition for Program Completion form (available on the website) now.

How to Register Online

Go to MyAcademicServices and log in

From Registration menu drop down, choose Courses

To ADD courses:

- Hover over REGISTRATION
- Click on COURSES
- Enter the CATALOG ID or COURSE PREFIX you want to search (e.g. ENV22116 or ADV) and hit ENTER
- On the RIGHT HAND SIDE, you will see an ADD button
- Click on the ADD button to add the courses to your CART
- Once all courses have been added and appear in the box on the right hand of the screen you'll need to click the REGISTER button

To DROP courses:

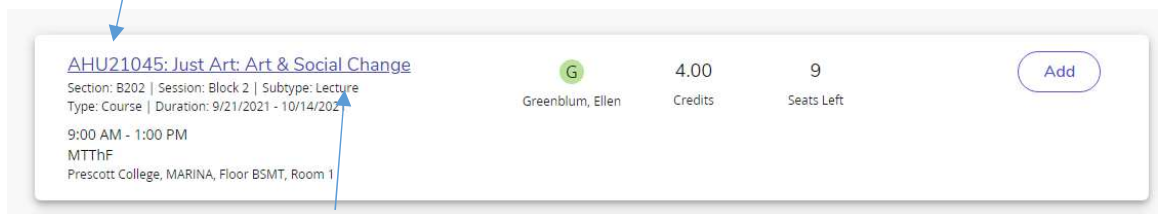
- Look at the list of courses in the box in the right hand side of the screen
- Click on the TRASH CAN in the upper right hand corner of the courses you want to drop
- Click through all proceeding windows to successfully DROP
- The course will be dropped if it no longer appears in the box on the right hand side of the screen

Tips to successfully complete enrollment for the term:

- Enroll online by the deadline. Refer to the calendar dates at the beginning of this document for dates.
- Talk to your Faculty Advisor about the best courses to take.
- Refer to your Degree Plan to stay on track.
- Read the 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 being with a 7.

What to look for as you Search for courses:

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



Method of delivery- “online” indicates it is an online course, “lecture” indicates it is an on-campus course

If it indicates Lecture here and has XXX's in Section Number, this indicates 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.

Video instructions on how to register/unregister: <https://www.loom.com/share/e5501a74a6784ba4b0fe059d5e85fbfe>

Tuition and Fee Schedule - FY 2022-23

All Programs

Fees - Per Semester

Sustainability Fee \$ 50

Technology Fee \$ 115

Fees - One Time

Graduation Fee \$ 120

Other Charges

Late Registration - per occurrence \$ 75

Late Payment Fee - monthly \$ 25

On Campus Undergraduate

Tuition

Per credit hour \$ 1,415

Semester Full-time 12+ credit hours \$ 16,980

Annual Full-time \$ 33,960

Housing - Campus Village - includes laundry fee

Single Occupancy Private Bath \$ 4,745

Single Occupancy Shared Bath \$ 4,295

Double Occupancy \$ 3,495

Triple Occupancy \$ 2,945

Quad Occupancy \$ 2,445

Cottages

Tsegi A - shared room/shared bath \$ 3,795

Tsegi B - 101- private room/shared bath \$ 3,995

Tsegi B - 102 - shared room/shared bath \$ 3,625

Tsegi C - Deluxe Private (studio) \$ 4,975

Tsegi D - 101 - private room/shared bath \$ 4,195

Tsegi D - 102 - private room/shared bath \$ 4,395

Tsegi D - 201 - private room/private bath (full)** \$ 4,825

Cholla A - 101 - private room/ shared bath \$ 3,995

Cholla A - 102 - shared room/ shared bath \$ 3,625

Cholla B - 101 - Deluxe Private (studio)** \$ 4,975

Cholla C - 101 - Deluxe Private (studio) \$ 4,975

Cholla D - 101 - one bedroom apartment (staff) \$ 5,400 INTERNAL USE ONLY ** reconfigured spaces

Meal Plan

Fees - Fall and spring semesters

Activity Fee \$ 100

Freedom Education Fund Fee \$ 30

Fees - One Time

Orientation Fee \$ 1,075

Other Charges

Housing Deposit - required \$ 250
Laundry Fee - per term \$ 45
Fall Insurance \$ 1,796.66
Spring Insurance \$ 2,789.69

On Line Undergraduate

Tuition

Per credit hour \$ 512 Semester Full-time 12 credit hours \$ 6,144
Annual Full-time \$ 12,288
Post-Bac Certification in Education \$ 512

Graduate Programs

Tuition

MA Education \$ 598
MA Social Justice & Community Organizing \$ 335
MA Outdoor Education Leadership \$ 799 MA
Interdisciplinary Studies \$ 774 MA
Critical Psychology & Human Services \$ 637
MS Sustainable Food Systems \$ 799
MBA Sustainability Leadership \$ 799
M.Ed. Education \$ 598 MFA Social & Environmental Arts Practive \$ 617
MS Environmental Studies \$ 774
MS Resilient & Sustainable Communities \$ 774
MS Clinical Mental Health Counseling \$ 830
Ed.S. in Experiential Counseling (pending HLC approval) \$ 830 Graduate
Certificates in Counseling \$ 830
Ph.D. in Sustainability Education \$ 1,298
Graduate Certificates in Education \$ 598

Fees - One Time

Orientation Fee - Counseling \$ 260
Counseling Program Fee \$ 195
Orientation Fee - PhD program \$ 260

Teach Out Programs

Tuition

MA (MAP Limited-Residency) \$ 935
On-campus MA Social Justice & Community Organizing \$ 617

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 their 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:

- Student name
- Home and local addresses
- Email and web site addresses
- All phone numbers
- Date and place of birth
- Photographs
- Fields of study, including competence, breadth, and primary degree/program area
- Dates of attendance and full-time/part-time status
- All degrees earned and award received
- Anticipated graduation/completion date
- Advisor(s) name(s)
- Recently attended previous educational institution(s)
- Participation in officially recognized activities

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)).

Undergraduate Mentored Study Placeholder Courses

Note: Students that register for placeholder credits must submit a mentored study contract by the first day of term.

If you plan to take more than one mentored course in a term, choose the placeholder option with the total number of credits (for example, if you will be completing two mentored study courses at 4 credits each, choose the placeholder course with 8 credits total; your registration will be updated to reflect the two 4 credit courses once the mentored contracts have been received by the Registrar's Office).

Block

Course ID	Section		Credits
OCU10000	BX04	IS: No Contract	4

Full Term

Course ID	Section		Credits
OCU10000	MX04	IS: No Contract	4
LRU37000	XX01	Online Mentored course	1
LRU37000	XX02	Online Mentored course	2
LRU37000	XX03	Online Mentored course	3
LRU37000	XX04	Online Mentored course	4
LRU37000	XX05	Online Mentored course	5
LRU37000	XX06	Online Mentored course	6
LRU37000	XX07	Online Mentored course	7
LRU37000	XX08	Online Mentored course	8
LRU37000	XX09	Online Mentored course	9
LRU37000	XX10	Online Mentored course	10
LRU37000	XX11	Online Mentored course	11
LRU37000	XX12	Online Mentored course	12
LRU37000	XX13	Online Mentored course	13
LRU37000	XX14	Online Mentored course	14
LRU37000	XX15	Online Mentored course	15
LRU37000	XX16	Online Mentored course	16

Graduate Mentored Study Placeholder Courses

Note: Students that register for placeholder credits must submit a mentored study contract by the first day of term.

If you plan to take more than one mentored course in a term, choose the placeholder option with the total number of credits (for example, if you will be completing two mentored study courses at 3 credits each, choose the placeholder course with 6 credits total; your registration will be updated to reflect the two 3 credit courses once the mentored contracts have been received by the Registrar's Office).

Full Term

Course ID	Section	Credits
PLACEHOLDER	XX01 MA PHD Mentored Placeholder Course	1
PLACEHOLDER	XX02 MA PHD Mentored Placeholder Course	2
PLACEHOLDER	XX03 MA PHD Mentored Placeholder Course	3
PLACEHOLDER	XX04 MA PHD Mentored Placeholder Course	4
PLACEHOLDER	XX05 MA PHD Mentored Placeholder Course	5
PLACEHOLDER	XX06 MA PHD Mentored Placeholder Course	6
PLACEHOLDER	XX07 MA PHD Mentored Placeholder Course	7
PLACEHOLDER	XX08 MA PHD Mentored Placeholder Course	8
PLACEHOLDER	XX09 MA PHD Mentored Placeholder Course	9
PLACEHOLDER	XX10 MA PHD Mentored Placeholder Course	10
PLACEHOLDER	XX11 MA PHD Mentored Placeholder Course	11
PLACEHOLDER	XX12 MA PHD Mentored Placeholder Course	12

FA-22 One College Course Schedule

Undergraduate - Block 1 - Adventure Education

	Section	Course Title		Credits	Max
ADV24050 LD	B101	Environmental Perspectives & Whitewater	Barnes, Joel Williams, Kimberly	6.00	16
			MTWThF 8:00 am - 5:00 pm East Academic Warehouse EAV		

FEE: \$466.17 *** NON-REFUNDABLE FEE **

PREREQUISITES:

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

COREQUISITES:

None.

SPECIAL NOTES: This class meets for the first 4 days on campus, in the classroom from 9 to 5, after which the class is entirely field-based. Of the total course fee, \$350.00 will be used to purchase food for the field. An additional \$100 (separate from this fee) is estimated as student expenses for any specialized equipment needs, guide books or other desired resources.

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

ADV22048 LD	B101	Rock Climbing & Geology	Field, Derek Hovater, Stephen	6.00	12
			MTThF 8:00 am - 5:00 pm East Academic Building EAC		

FEE: \$27.69

PREREQUISITES:

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

COREQUISITES:

None.

SPECIAL NOTES: This course will be based in Prescott weeks one and four. During weeks two and three, there will be multi day field trips. \$100 will be collected in advance for group food purchase.

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.

FA-22 One College Course Schedule

Undergraduate - Block 1 - Adventure Education

Section		Course Title				Credits	Max
ADV46000 UD	B101	Wilderness Orientation Practicum	Instructors	Goodman, Cecil	MTWThF 8:00 am - 5:00 pm East Academic Building EACR	6.00	10

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)

SCHEDULE: Required Staff Training Starts 8/13; Course Ends on 9/16. Meets all day everyday.

SPECIAL NOTES: Senior level status preferred. Current Wilderness First Responder certification required. Completion of the application process includes a supportive AE faculty reference. Contact Orientation Director (Cecil Goodman). Meets all day everyday. Students receive a \$400 Gear and Food stipend and opportunity for partial WFR scholarship.

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

FA-22 One College Course Schedule

Undergraduate - Block 1 - Arts & Humanities

	Section	Course Title		Credits	Max
AHU22705 LD	B101	Introduction to Digital Photography: Essential Skills for Visual Literacy in the Digital Age	Sweets, Carl	4.00	14
				MTThF 9:00 am - 3:00 pm East Academic Building EAA MTThF 9:00 am - 3:00 pm Ponderosa ITV	

FEE: \$67.50

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students should possess basic computing skills, access to a DSLR or mirrorless camera with manual controls (the instructor and the library have cameras to borrow on a first come, first served basis), and a recommended external hard drive or flash drive. Students will need Adobe Photoshop for this course and should contact its.helpdesk@prescott.edu before the class start date. There are two required field trips on 09/02/22 and 09/09/22.

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

AHU43500 UD	B101	Nature's Voice: Reading & Writing about Natural History	Sanderson, Sheila	4.00	16
				MTThF 9:00 am - 1:00 pm Crossroads Center 201	

PREREQUISITES:

Course: WRW26000-Writing Workshop or
 Course: WRW27001-Academic Writing Skills

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis. Students must meet prerequisite, WRW26000-Writing Workshop or have transcript notation of a college-level composition, writing, or literature course, plus have successfully completed one additional writing and/or literature course.

Course Description: How do we translate our observations of nature, our particular connections to the phenomena of our planet, our knowledge of certain species, our unique experiences in the field, and our concerns for the environment into clear, graceful writing? In this course, students will examine the genre of nature writing, learning from others' work as they generate and improve their own. Students will read and analyze contemporary nature-based essays, poems, and stories as well as engage in a variety of exercises designed to develop observation skills and facility with technique. The ultimate goal is to become as fluent as possible in advocating for the natural world. The workshop will not only provide advanced students with the invaluable gift of an attentive audience for their works-in-progress, but also the gift of learning to give and receive thoughtful, constructive criticism. Students will also compile a manuscript of polished revisions of original creative work as well as design and present an independent, individual project focused on a current trend or issue within the genre.

FA-22 One College Course Schedule

Undergraduate - Block 1 - Core Curriculum

	Section	Course Title		Credits	Max
ORI46001 UD	B101	Community Based Orientation Instructor	Goodman, Cecil MTThF 8:00 am - 5:00 pm Cottonwood A	4.00	2

PREREQUISITES:

None.

COREQUISITES:

None.

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

SPECIAL NOTES: Senior level status preferred. Completion of the application process includes a supportive faculty reference. Contact Orientation Director (Cecil Goodman) for application to register. Students participate in a staff training beginning on 8/13/22. This training will take place daily until the beginning of the Block. Students will also receive a \$100 stipend to cover gear and food expenses. See Orientation Director for all details.

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

ORI26004 LD	B101	Community-Based Orientation - Catch	Goodman, Cecil MTThF 8:00 am - 5:00 pm Ironwood A	4.00	20
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FEE: \$1,075.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

FA-22 One College Course Schedule

Undergraduate - Block 1 - Core Curriculum

	Section	Course Title		Credits	Max
ORI26002 LD	B102	Orientation: Community Based Wilderness Expedition	Goodman, Cecil	4.00	12
				MTWThF 8:00 am - 5:00 pm East Academic Building EACR	

FEE: \$1,075.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Course starts 8/21 and ends 9/15. Meets MTWThF and is partially field-based. Students will receive their specific schedule starting 8/21. Refer to the Orientation Schedule on the Prescott College Website for more information.

COURSE DESCRIPTION: This course is a version of our traditional Wilderness Orientation but is specifically designed for those who are new to spending time in the outdoors and/or might be intimidated by the length and/or physicality of the traditional WO course. In this course, we will approach all of the curriculum and experiences with a beginner's mindset. Students will engage in 3 shorter expeditions: Canoeing -This short field expedition is designed to be a physically accessible introduction to the backcountry. Community Expedition - Students will then come back to Prescott and spend time in the community working on academic projects. Backcountry Expedition - Students will choose between a backpacking or basecamp expedition - both designed to be accessible to novices. Students on this version of Wilderness Orientation will still engage in the WO curriculum to build a sense of place, study the natural and cultural history of the landscapes they interact with, and create a foundational community by honing interpersonal communication skills and practicing compassion and respect for each other and the landscapes we travel through. This course satisfies the foundational field prerequisite that students will need for field-based courses.

ORI26005 LD	B101	Orientation: Community-Based - Connections	Goodman, Cecil Tison, Eleanor	4.00	20
				MTWThF 8:00 am - 5:00 pm Cottonwood 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 \$265 back to purchase food for field trips and class activities. 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.

SCHEDULE: Course starts 8/21 and ends 9/15. Meets MTWThF 8:00a - 5:00p. Cottonwood A. Refer to the Orientation Schedule on the Prescott College Website for more information.

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

FA-22 One College Course Schedule

Undergraduate - Block 1 - Core Curriculum

	Section	Course Title		Credits	Max
ORI26002 LD	B101	Orientation: Desert, Mountain & Canyon Expedition	Goodman, Cecil	4.00	200
				MTWThF 8:00 am - 5:00 pm East Academic Building EACR	

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.

SCHEDULE: Course starts 8/21 and ends 9/15. Meets MTWThF is field-based. Students will receive their specific schedule starting 8/21. Refer to the Orientation Schedule on the Prescott College Website for more information.

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.

COR47001 UD	B101	PASS 1- Liberal Arts	Bigknife Antonio, Molly	ONLINE -	1.00 22
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PREREQUISITES:

None.

COREQUISITES:

None.

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 many advising needs, including the creation of the degree plan, and offers weekly academic and professional resource information, which remain available for each student's entire duration of enrollment in OU. In addition, PASS teaches students how to create their eportfolio that displays and reflects upon learning outcomes for each course and for Prescott College. Reflective writing and forum posts and discussions are required in this course.

COR47002 UD	B101	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.

FA-22 One College Course Schedule

Undergraduate - Block 1 - Core Curriculum

Section Course Title

Credits

Max

FA-22 One College Course Schedule

Undergraduate - Block 1 - Environmental Studies/Sustainable Community Development

Section	Course Title	Credits	Max
ENV42020 UD	B101 Conservation Biology Altrichter, Mariana	4.00	14
MTThF 9:00 am - 1:00 pm Crossroads Center 205			

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course fulfills Writing certification 2

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

ENV22100 LD	B101 Form & Pattern in Nature Riegner, Mark	4.00	14
MTThF 9:00 am - 1:00 pm Sinagua A			

FEE: \$32.08

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

ENV21002 LD	B101 Naked-eye Astronomy Dailey, Mark	4.00	14
MTThF 2:00 pm - 5:00 pm Crossroads Center 205			

FEE: \$93.50

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course meets 3:00pm-5:00pm Monday, Tuesday, Thursday, and Friday as well as 7:30pm-9:30pm Monday, Tuesday, and Thursday (for evening observations).

COURSE DESCRIPTION: A broad introduction to the bodies of the solar system and beyond, this interdisciplinary course integrates elements of history, mythology, science, mathematics, and observation. Movements and configurations of the earth, moon, and stars will be studied along with their ancient and modern explanations and cultural significance. Classes will consist of naked-eye observation, lecture/discussion, projects, and problem-solving.

FA-22 One College Course Schedule

Undergraduate - Block 1 - Environmental Studies/Sustainable Community Development

Section Course Title

Credits

Max

FA-22 One College Course Schedule

Undergraduate - Block 1 - Global Studies

Section		Course Title			Credits	Max
CRS21200	B101	Digital Storytelling: Giving People a Voice	Saadeh, Cirien		4.00	8
LD				MTThF 11:00 am - 5:00 pm Crossroads Center 202		

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Each person owns stories that arise from living a full life. Sharing these experiences connects people at the visceral level and helps create healthy communities. In this course, students learn storytelling by telling their own stories and collecting stories from members of the local community. Students practice interview techniques that document the lives and times of the storytellers and provide the raw data for creating their digital stories. Students combine stories with images and music through digital technology to bring these stories to a larger audience. Students learn to use digital camcorders, Photoshop and digital video editing programs.

CRS41200	B101	Digital Storytelling: Giving People a Voice	Saadeh, Cirien		4.00	8
UD				MTThF 11:00 am - 5:00 pm Crossroads Center 202		

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Each person owns stories that arise from living a full life. Sharing these experiences connects people at the visceral level and helps create healthy communities. In this course, students learn storytelling by telling their own stories and collecting stories from members of the local community. Students practice interview techniques that document the lives and times of the storytellers and provide the raw data for creating their digital stories. Students combine stories with images and music through digital technology to bring these stories to a larger audience. Students learn to use digital camcorders, Photoshop and digital video editing programs.

CRS44025	B101	Ethnic Studies	Mireles, Todd		4.00	8
UD				MTThF 9:00 am - 1:00 pm Crossroads Center 204		

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Students will learn about the foundational struggles of US ethnic studies and will be introduced to the major theoreticians and theories underpinning our contemporary understandings of Black, Asian American, Indigenous and Xicano Studies. Students taking this class will explore the theories and theorist who have emerged in this field over the past 50 years. They will write a final paper synthesizing their classroom experience with the required organizing project.

FA-22 One College Course Schedule

Undergraduate - Block 1 - Human Development

Section		Course Title			Credits	Max
HDP23200 LD	B101	The Psychology of Spaces: How the places we inhabit affect our lives	Brown, Tony	MTThF 9:00 am - 3:00 pm Sinagua B	4.00	8

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	B101	The Psychology of Spaces: How the Places we Inhabit Affect our Lives	Brown, Tony	MTThF 9:00 am - 3:00 pm Sinagua B	4.00	8
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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.

FA-22 One College Course Schedule

Undergraduate - Block 2 - Adventure Education

Section	Course Title	Credits	Max
ADV21200 LD	B201 Maps & Wilderness Navigation TBA	4.00	10
		TF 8:00 am - 5:00 pm Manzanita Chapel MTh 1:00 pm - 5:00 pm Manzanita Chapel	

FEE: \$32.50

PREREQUISITES:

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

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

ADV41200 UD	B201 Maps & Wilderness Navigation TBA	4.00	2
		TF 8:00 am - 5:00 pm Manzanita Chapel MTh 1:00 pm - 5:00 pm Manzanita Chapel	

FEE: \$32.50

PREREQUISITES:

Permission of instructor: Julie Munro and
 Course: ORI26002-Orientation: Desert, Mountain & Canyon Expedition

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

FA-22 One College Course Schedule

Undergraduate - Block 2 - Adventure Education

Section	Course Title	Instructor	Credits	Max
ADV42015 UD	B201 Rock Climbing, Intermediate	Hovater, Stephen	4.00	10
MTWThF 8:00 am - 5:00 pm East Academic Building EAC				

PREREQUISITES:

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

COREQUISITES:

None.

SPECIAL NOTES: Previous climbing experience required. This class will be based primarily in Prescott but will include an extended out-of-town field trip during week three.

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

ADV21024 LD	B201 Wilderness Exploration & Landscape Studies II: Death Valley & Owens Valley	Brown, Mathieu Field, Derek	4.00	13
MTWThF 8:00 am - 5:00 pm East Academic Building EAA				

FEE: \$185.45

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Course fee \$184.45.

COURSE DESCRIPTION: This course is an exploration of landscapes of the Basin & Range province of east-central California with the focus on Death Valley, Owens Valley, and surrounding mountain ranges. Study will emphasize physical, biological, and cultural geographic factors at work in this varied environment. The curricular focus will be on geomorphic processes and landscape evolution, geologic features, weather and climate, aridity and desertification, geographic patterns of distribution and migration of flora, fauna, and past human occupation. This course has a strong regional focus and is based in field learning.

FA-22 One College Course Schedule

Undergraduate - Block 2 - Arts & Humanities

Section		Course Title			Credits	Max
AHU22025 LD	B201	Film & Literature: Elements of Desire	Sanderson, Sheila	MTThF 9:00 am - 1:00 pm Ponderosa ITV	4.00	7

PREREQUISITES:

Course: WRW26000-Writing Workshop or
Course: WRW27001-Academic Writing Skills

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis. Students must meet prerequisite WRW26000 Writing Workshop OR WRW27001 Academic Writing Skills OR have transcript notation of a college-level composition, writing, or literature course.

Course Description: "Behind all art is an element of desire...Love of life, of existence, love of another human being, love of human beings is in some way behind all art--even the most angry, even the darkest, even the most grief-stricken... has that element somewhere behind it," said poet Adrienne Rich. While exploring the symbiotic relationship between art and desire, the course focuses on the power and complexity of narrative as told in both visual and written media. Students will read modern and contemporary prose works as well as learn to read films as texts. They will also examine what happens when literature is adapted into film. In addition to sharpening their appreciation for both media, students will review the works, considering thematic and structural concerns, cultural implications, historical references, and current trends.

AHU42025 UD	B201	Film & Literature: Elements of Desire	Sanderson, Sheila	MTThF 9:00 am - 1:00 pm Ponderosa ITV	4.00	7
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PREREQUISITES:

Course: WRW26000-Writing Workshop or
Course: WRW27001-Academic Writing Skills

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis. Instructor Permission Required. Students must meet prerequisite WRW26000 Writing Workshop OR WRW27001 Academic Writing Skills OR have transcript notation of a college-level composition, writing, or literature course from another college, plus have successfully completed one additional writing and/or literature course.

Course Description: "Behind all art is an element of desire...Love of life, of existence, love of another human being, love of human beings is in some way behind all art--even the most angry, even the darkest, even the most grief-stricken... has that element somewhere behind it," said poet Adrienne Rich. While exploring the symbiotic relationship between art and desire, the course focuses on the power and complexity of narrative as told in both visual and written media. Students will read and analyze modern and contemporary prose works as well as learn to read films as texts. They will also examine what happens when literature is adapted into film. In addition to sharpening their appreciation for both media, students will review the works, considering thematic and structural concerns, cultural implications, historical references, and current trends. Students will also critique contemporary critical reviews of films; polish their own reviews; and design and present independent projects on the particular films or directors or genre/industry issues of their choice.

FA-22 One College Course Schedule

Undergraduate - Block 2 - Core Curriculum

Section		Course Title			Credits	Max
COR20000 LD	B201	Core Curriculum 1: Explorations of Self, Ways to Welcome	Dailey, Mark Greenblum, Ellen	MTThF 9:00 am - 1:00 pm Crossroads Center 100	4.00	25

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NEEDED

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

COR20000 LD	B202	Core Curriculum 1: Explorations of Self, Ways to Welcome	Johnson, Jeremy Munro, Julie	MTThF 9:00 am - 1:00 pm Crossroads Center 202	4.00	25
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NEEDED

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

FA-22 One College Course Schedule

Undergraduate - Block 2 - Education & Teacher Preparation

Section	Course Title				Credits	Max
EDU21100 LD	B201 Environmental Education, Fundamentals of	Cooper, Emma		MTThF 8:30 am - 1:00 pm Sinagua B	4.00	14

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

FA-22 One College Course Schedule

Undergraduate - Block 2 - Environmental Studies/Sustainable Community Development

Section		Course Title			Credits	Max
ENV24005 LD	B201	Creating A Sustainable World: Strategies For A Positive Future	Brown, Tony Sherman, Peter	MTThF 8:00 am -12:00 pm East Academic Building EAA	4.00	7

FEE: \$84.17

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	B201	Creating A Sustainable World: Strategies For A Positive Future	Brown, Tony Sherman, Peter	MTThF 8:00 am -12:00 pm East Academic Building EAA	4.00	7
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FEE: \$84.17

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.

FA-22 One College Course Schedule

Undergraduate - Block 2 - Environmental Studies/Sustainable Community Development

Section		Course Title			Credits	Max
ENV23600 LD	B201	Environmental Photojournalism	Sherman, Peter	MTThF 9:00 am - 1:00 pm Sinagua A	4.00	7

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Special Notes: Access to a DSLR camera is required. (Learning Technologies has a limited amount of cameras available for check out first come first come first serve) We will have regular local field trips during our Friday afternoon sessions and a few overnights. Dates TBD. Estimated student expense of \$500 for a DSLR camera Pre-requisite of a beginning photo course is required.

COURSE DESCRIPTION: As threats to our environment worsen, our response to save our planet and its inhabitants must be accessible and persuasive. Photography represents one of our most powerful tools for educating others and persuading them to care. Now, with cameras in everyone's pockets, we are awash with images but only a tiny fraction catches our nation's attention or imagination. Far fewer images change our views, open our minds, or, ultimately make a difference. In Environmental Photojournalism, we will learn how to identify and then tell authentic photo-documentary stories about topics of local environmental interest. Using field trips, assigned and chosen photo shoots, technical workshops, editorial discussions, image sharing, and more, we will collaboratively work to improve our world through our developing photographic images and essays. Environmental topics will vary by student interest but in previous versions of this course students illustrated diverse topics such as environmental contamination, forest fires and urban sprawl, community gardens and industrial agriculture, change makers and society's invisible people, resource waste and consumerism, environmental justice and racism, public health concerns, immigration.

ENV43600 UD	B201	Environmental Photojournalism	Sherman, Peter	MTThF 9:00 am - 1:00 pm Sinagua A	4.00	7
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FEE: \$75.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Special Notes: Access to a DSLR camera is required. (Learning Technologies has a limited amount of cameras available for check out first come first come first serve) We will have regular local field trips during our Friday afternoon sessions and a few overnights. Dates TBD. Estimated student expense of \$500 for a DSLR camera Pre-requisite of a beginning photo course is required.

COURSE DESCRIPTION: As threats to our environment worsen, our response to save our planet and its inhabitants must be accessible and persuasive. Photography represents one of our most powerful tools for educating others and persuading them to care. Now, with cameras in everyone's pockets, we are awash with images but only a tiny fraction catches our nation's attention or imagination. Far fewer images change our views, open our minds, or, ultimately make a difference. In Environmental Photojournalism, we will learn how to identify and then tell authentic photo-documentary stories about topics of local environmental interest. Using field trips, assigned and chosen photo shoots, technical workshops, editorial discussions, image sharing, and more, we will collaboratively work to improve our world through our developing photographic images and essays. Environmental topics will vary by student interest but in previous versions of this course students illustrated diverse topics such as environmental contamination, forest fires and urban sprawl, community gardens and industrial agriculture, change makers and society's invisible people, resource waste and consumerism, environmental justice and racism, public health concerns, immigration.

FA-22 One College Course Schedule

Undergraduate - Block 2 - Environmental Studies/Sustainable Community Development

	Section	Course Title			Credits	Max
ENV43310 UD	B201	Marine Conservation I: Global Marine Issues	Meltzer, Lorayne	MTThF 8:00 am - 5:00 pm Ironwood A	4.00	9

FEE: \$775.00

PREREQUISITES:

Permission of instructor: Lorayne Meltzer

COREQUISITES:

ENV43311
ENV43312

SPECIAL NOTES: Prerequisites include ecology and previous conservation or social justice coursework, valid passport and instructor permission. \$300.00 of the \$775.00 total course fee is allocated for food.

COURSE DESCRIPTION: This course examines global marine issues from interdisciplinary perspectives. We begin by developing a general background in maritime cultures, laws of the sea, and the ecological, economic, and social importance of the marine environment. Issues studied in depth include fisheries, climate change, pollution, tourism, habitat alteration, island and coastal management, protected areas, and endangered species. An understanding of resource ecology and conservation biology forms the foundation of learning in the class. The international nature of marine issues is emphasized, leading to the study of international policy, culture, globalization and trade. Traditional and alternative strategies for meeting marine conservation challenges are examined and analyzed. Readings, discussions and lectures are complemented with field trips and guest speakers. The first 2-3 weeks of this class are conducted in Prescott, Arizona; the rest of the class is conducted at the Kino Bay Center in Mexico taken concurrent with Marine Conservation phases II and III.

ENV23814 LD	B201	The Art & Science of Food Preservation	Tison, Eleanor	MTThF 1:00 am - 5:00 pm Crossroads Center 205	4.00	7
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FEE: \$42.17

PREREQUISITES:

None.

COREQUISITES:

None.

Refrigeration and freezing are relatively new phenomena in our modern food system. How then, have humans preserved their harvest throughout the 10,000 year history of agriculture? What can we learn from these traditional techniques and what benefits do these practices offer to modern regional food system sustainability? This course will focus on the principles and practices of food preservation techniques including solar dehydration, canning, lactic acid fermentation and storage. Students will gain an understanding of the safe handling of food and explore basic food microbiology. Students will harvest the fruits and vegetables used in this class at local farms and gardens including Prescott College Jenner Farm.

ENV43814 UD	B201	The Art & Science of Food Preservation	Tison, Eleanor	MTThF 1:00 pm - 5:00 pm Crossroads Center 205	4.00	7
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FEE: \$42.17

PREREQUISITES:

None.

COREQUISITES:

None.

Refrigeration and freezing are relatively new phenomena in our modern food system. How then, have humans preserved their harvest throughout the 10,000 year history of agriculture? What can we learn from these traditional techniques and what benefits do these practices offer to modern regional food system sustainability? This course will focus on the principles and practices of food preservation techniques including solar dehydration, canning, lactic acid fermentation and storage. Students will gain an understanding of the safe handling of food and explore basic food microbiology. Students will harvest the fruits and vegetables used in this class at local farms and gardens including Prescott College Jenner Farm.

FA-22 One College Course Schedule

Undergraduate - Block 2 - Global Studies

Section	Course Title			Credits	Max
CRS22410 LD	B201 Men & Masculinities	Mireles, Todd	MTThF 8:30 am -12:30 pm Cottonwood A	4.00	18

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis

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

FA-22 One College Course Schedule

Undergraduate - Block 2 - Human Development

Section		Course Title			Credits	Max
HDP21401 LD	B201	Expressive Arts Therapies	Farrow, Galeet	MTThF 1:00 pm - 5:00 pm Summit A	4.00	8

PREREQUISITES:

None.

COREQUISITES:

None.

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

COURSE DESCRIPTION: This advanced course combines psychology with the arts and integrates the study of the theoretical foundations of expressive arts therapies with experiential immersion in and reflection on specific practices in this innovative field. Students explore both traditional arts therapies and emerging modalities in the expressive arts, such as painting and drawing, journal methods, mask making, movement and dance therapies, and poetry. Students work intensively with their own life stories and internal processes, documenting their learning in journal form. The theory and practice of expressive arts may serve a vital role for students pursuing work in human services, counseling, wilderness leadership, and education.

HDP41401 UD	B201	Expressive Arts Therapies	Farrow, Galeet	MTThF 1:00 pm - 5:00 pm Summit A	4.00	8
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PREREQUISITES:

None.

COREQUISITES:

None.

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

COURSE DESCRIPTION: This advanced course combines psychology with the arts and integrates the study of the theoretical foundations of expressive arts therapies with experiential immersion in and reflection on specific practices in this innovative field. Students explore both traditional arts therapies and emerging modalities in the expressive arts, such as painting and drawing, journal methods, mask making, movement and dance therapies, and poetry. Students work intensively with their own life stories and internal processes, documenting their learning in journal form. The theory and practice of expressive arts may serve a vital role for students pursuing work in human services, counseling, wilderness leadership, and education.

HDP42207 UD	B201	Transpersonal Psychology	Grant, Sebastienne	MTThF 1:00 pm - 5:00 pm Cottonwood A	4.00	14
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PREREQUISITES:

Course: HDP22210-Psychology, Introduction to

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis

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

FA-22 One College Course Schedule

Undergraduate - Block 3 - Environmental Studies/Sustainable Community Development

Section		Course Title		Credits	Max
ENV43311	B301	Marine Conservation II: Gulf of CA	Espinosa Gonzalez	4.00	9
UD		Conservation Case Studies	Garza, Irene		

PREREQUISITES:

Permission of instructor: Irene Espinosa Gonzalez Garza

COREQUISITES:

ENV43310
ENV43312

SPECIAL NOTES: This class operates on a field schedule at the Kino Bay Center. Classes and field activities are held 6 full days per week. Prerequisites include ecology and previous conservation or social justice coursework, valid passport and instructor permission.

COURSE DESCRIPTION: Concepts introduced in Phase I are illustrated through regional case studies in the Gulf of California. Through first hand field observation and participation students gain an understanding for the complexity of many conservation challenges in the Gulf. For example, case studies in fisheries provide students with the opportunity to observe a variety of fishing techniques, speak with fishers, and learn through on-board observations. Field observations are complimented by discussions with resource users, researchers and managers. The class has a strong focus on community-based conservation projects that implement science, education, restoration, policy and direct action to achieve community goals. This course is offered at the Kino Bay Center and must be taken concurrently with Marine Conservation: Phases I and III.

FA-22 One College Course Schedule

Undergraduate - Block 4 - Environmental Studies/Sustainable Community Development

Section	Course Title			Credits	Max
ENV43312 UD	B401 Marine Conservation III: Applied Conservation Research	Meltzer, Lorayne	-	4.00	9

PREREQUISITES:

Permission of instructor: Lorayne Meltzer

COREQUISITES:

ENV43310
ENV43311

SPECIAL NOTES: This class operates on a field schedule at the Kino Bay Center. Classes and field activities are held 6 full days per week. Prerequisites include ecology and previous conservation or social justice coursework, valid passport and instructor permission.

COURSE DESCRIPTION: Theoretical and field-based knowledge gained in Phase I and Phase II leads the student to a better understanding of current and potential management strategies for protecting marine and coastal resources. In Phase III students will demonstrate a thorough familiarity with specific conservation projects and collective conservation efforts in the Gulf of California. Students analyze the effectiveness, strengths and shortcomings of marine and coastal conservation in the region. Each student has the opportunity to work alongside Kino Bay Center conservation staff members to contribute to an ongoing conservation project. Project work provides students with experience in applied conservation science, community outreach and science communication. Projects might include monitoring and inventorying resources, education and interpretation, work with exotic species, or introduction and evaluation of alternative resource use. Students meet with management agency representatives, scientists, educators, and local resource users. Each student's work is part of ongoing conservation efforts in the region. This course is offered at the Kino Bay Center and must be taken concurrently with Marine Conservation: Phases II and III.

FA-22 One College Course Schedule

Undergraduate - Session A - Arts & Humanities

Section	Course Title			Credits	Max
AHU47400 UD	MBA1 The Pursuit of Wisdom	Stogsdill, Gary	ONLINE	4.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Instructor Permission required.

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

FA-22 One College Course Schedule

Undergraduate - Session A - Education & Teacher Preparation

Section	Course Title			Credits	Max
EDU47050 UD	MBA1 Working in Schools: Orientation	Brown, Jennifer	ONLINE	1.00	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: Students in this course are introduced to the profession of education as related to schooling from pre-kindergarten through 12th grade. Participants are orientated to the professional classroom, personnel, education resources, field guidelines, and school placements. School professionalism, law, safety clearance guidelines, school etiquette, conduct, and dispositional requirements while working in schools are also reviewed. This course meets the professional educator course requirement for all students seeking to volunteer, intern, student teach, or other fieldwork related to working with underage children in school settings from pre-kindergarten through high school.

FA-22 One College Course Schedule

Undergraduate - Session A - Environmental Studies/Sustainable Community Development

Section Course Title					Credits	Max
ENV46100 UD	MBA1	Climate Studies: The Future of the Planet	Sherman, Peter	ONLINE	4.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This interdisciplinary course is designed to explore the many complex and interconnected facets of climate change. We will purposefully investigate how these conditions are influencing human and natural systems, as well as the connections between climate change and a multitude of contemporary issues we are facing. Through the process of community-based experiential projects, students will deepen their capacity for being able to promote climate change communication, climate justice, and climate education. Within this framework, students will have the opportunity to deepen their critical thinking skills, enhance their research techniques, and enrich their ability to analyze complex arguments regarding climate change.

ENV47001 UD	MBA1	Core Curriculum: Sustainability, Environmental Studies, and the Arts	Bigknife Antonio, Molly	ONLINE	4.00	30
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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.

FA-22 One College Course Schedule

Undergraduate - Session A - Human Development

	Section	Course Title			Credits	Max
HDP42200 UD	MBA1	Adolescent Psychology	Williams, Peggy	ONLINE	4.00	11

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

HDP47000 UD	MBA1	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.

HDP47120 UD	MBA1	Ecopsychology	Canty, Jeanine	ONLINE	4.00	22
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PREREQUISITES:

None.

COREQUISITES:

None.

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

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

Pre-requisites: Successful completion of PASS1 writing workshop, or a mentored course.

FA-22 One College Course Schedule

Undergraduate - Session B - Adventure Education

	Section	Course Title	Instructor	Mode	Credits	Max
ADV41050 UD	MBB1	Origins & Directions in Adventure Education	Jackson, Mary	ONLINE	4.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course is listed as Writing Emphasis.

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	MBB1	Outdoor Education & Recreation	Caporale, Clemencia		4.00	14
				M 8:00 am -12:00 pm Sinagua A		
				F 8:00 am - 5:00 pm Sinagua A		

FEE: \$225.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: There will be 3 multi-day field trips scheduled for this course and determined by day one of the class. Field trips will be on the weekend to avoid scheduling conflicts with other classes. \$125.00 of the total \$225.00 course fee is allocated for food.

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.

FA-22 One College Course Schedule

Undergraduate - Session B - Adventure Education

	Section	Course Title		Credits	Max
ADV41060 UD	MBB1	Outdoor Program Administration	Schwartz, Forrest MW 1:00 pm - 4:15 pm Crossroads Center 203	4.00	16

PREREQUISITES:

Permission of instructor: Julie Munro

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis.

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

ADV22010 LD	MBB1	Rock Climbing, Introduction to	Hovater, Stephen Munro, Julie MnFr 8:00 am - 5:00 pm East Academic Building EAC	4.00	10
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FEE: \$23.75

PREREQUISITES:

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

COREQUISITES:

None.

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

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

FA-22 One College Course Schedule

Undergraduate - Session B - Adventure Education

Section	Course Title			Credits	Max
ADV21225 LD	MBB1 Teaching & Learning in Adventure Education	Schwartz, Forrest	TTh 1:00 pm - 5:45 pm East Academic Building EAB	4.00	16

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

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

ADV21210 LD	MBB1 Wilderness Emergency Care	Caporale, Clemencia	TTh 8:00 am -12:30 pm Sinagua A	4.00	15
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FEE: \$216.92

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: There will be an extended nighttime scenario to be announced the first day of class.

COURSE DESCRIPTION: This course combines scientific information with practical skills and common sense. The curriculum is designed to make the student proficient in administering care to the sick and injured. An emphasis is placed on the wilderness context of prolonged transport, severe environments, and improvised equipment. Successful completion results in two certifications: CPR and Wilderness First Responder through the Wilderness Medicine Institute of the National Outdoor Leadership School.

FA-22 One College Course Schedule

Undergraduate - Session B - Arts & Humanities

	Section	Course Title		Credits	Max
AHU25000 LD	MBB1	Collage and Assemblage	Greenblum, Ellen TTh 9:00 am -12:15 pm East Academic Building EAC	4.00	6

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students will need to purchase art supplies throughout the duration of this course.

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

AHU45000 UD	MBB1	Collage and Assemblage	Greenblum, Ellen TTh 9:00 am -12:15 pm East Academic Building EAC	4.00	6
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: AHU25000, AHU21045, or Instructor Permission required. Students will need to purchase art supplies throughout the duration of this course.

COURSE DESCRIPTION: This Upper Division course explores the inclusion of collage and assemblages through art history as a way to understand how concepts and stories are literally constructed into coherent, visual artworks. Students will analyze contemporary works to inform the many possibilities for planning and creating their own pieces based on research along with topics and personal stories they want to depict in a form that allows for layering of meaning, metaphor and responsivity to one's conditions and environment. Upper Division students will be evaluated upon the mastery of technique, novelty and how well the artworks communicate to an audience.

AHU23350 LD	MBB1	Poetry Workshop	Sanderson, Sheila MW 1:00 pm - 4:15 pm Crossroads Center 201	4.00	8
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PREREQUISITES:

Course: WRW26000-Writing Workshop or
Course: WRW27001-Academic Writing Skills

COREQUISITES:

None.

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

Course Description: "The world is never the same once a poem has been added to it," said Dylan Thomas....this "contribution to reality....helps to change the shape of the universe" by extending our understanding of ourselves and the world around us. In Poetry Workshop, student writers experiment with ways of translating their experience of the world into a language and form accessible to others. During the first few weeks of the course, students will engage in informal, in-class writing exercises and discussions of published poetry. After gaining some familiarity and facility with expressive techniques and terminology current in the genre, students will begin drafting their own poems, and reading and responding to their classmates' work. The workshop will provide students with the invaluable gift of an attentive audience for their works-in-progress and revisions, but also the gift of learning to give and receive thoughtful, constructive criticism.

FA-22 One College Course Schedule

Undergraduate - Session B - Arts & Humanities

Section	Course Title			Credits	Max
AHU43350 UD	MBB1 Poetry Workshop	Sanderson, Sheila	MW 1:00 pm - 4:15 pm Crossroads Center 201	4.00	8

PREREQUISITES:

Course: WRW26000-Writing Workshop or
Course: WRW27001-Academic Writing Skills

COREQUISITES:

None.

SPECIAL NOTES: Instructor Permission required. Students must meet prerequisite WRW26000-Writing Workshop or have transcript notation of a college-level composition, writing, or literature course, plus have successfully completed one additional writing and/or literature course.

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

FA-22 One College Course Schedule

Undergraduate - Session B - Core Curriculum

Section	Course Title		Credits	Max
WRW27001 LD	MBB1 Academic Writing Skills	Yost, Abby	4.00	22
		ONLINE		

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

MTH26050 LD	MBB1 Applied Algebra	Boyer, Ed	4.00	16
		TTh 9:00 am -12:15 pm Crossroads Center 205		

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students must have TI-83 or TI84 Graphing Calculator.

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

COR20005 LD	MBB1 Core Curriculum 2: Ways of Knowing	Altrichter, Mariana	4.00	25
		TTh 9:00 am -12:15 pm Ironwood D		

PREREQUISITES:

Course: COR20000-Core Curriculum 1: Explorations of Self, Ways to Welcome

COREQUISITES:

None.

SPECIAL NOTES: This course is listed as Writing Emphasis. Prerequisites include COR20005 or 30 or more transfer 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.

FA-22 One College Course Schedule

Undergraduate - Session B - Core Curriculum

	Section	Course Title		Credits	Max	
COR40000 UD	MBB1	Core Curriculum 3: Inquiry & Analysis in the Liberal Arts	Dailey, Mark	TTh 9:00 am -12:15 pm Ironwood A	4.00	25

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis

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

GRA51102 UD	MBB1	Funding Change: Grant Writing & Nonprofit Essentials	Saadeh, Cirien	ONLINE -	4.00	11
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

COR47101 UD	MBB1	Graduate Seminar	TBA	TTh 9:00 am -12:00 pm Cottonwood A	1.00	50
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PREREQUISITES:

Course: COR47100-Accelerated Master's Orientation

COREQUISITES:

None.

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

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

COURSE DESCRIPTION: Graduate Seminars are 1-credit, 8-week courses designed to support the development of graduate- level interdisciplinary research and analysis skills for Accelerated Master's students. Each course will introduce students to a significant contemporary social and environmental problem and explore emerging solutions from a broad range of academic, community, and organizational perspectives.

FA-22 One College Course Schedule

Undergraduate - Session B - Core Curriculum

Section	Course Title			Credits	Max
MTH27001 LD	MBB1 Mathematical Explorations	Sweets, Carl	ONLINE	4.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

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

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

FA-22 One College Course Schedule

Undergraduate - Session B - Education & Teacher Preparation

Section	Course Title			Credits	Max
EDU47033 UD	MBB1 Place-based Education Theory	Ohm, Paul	ONLINE	3.00	11

PREREQUISITES:

None.

COREQUISITES:

None.

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

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

FA-22 One College Course Schedule

Undergraduate - Session B - Environmental Studies/Sustainable Community Development

Section	Course Title	Instructor	Credits	Max
ENV22010 LD	MBB1 Animal Biology	Riegner, Mark	4.00	14
			TTh 8:00 am -12:45 pm Mogollon BioLab	

FEE: \$34.17

PREREQUISITES:

None.

COREQUISITES:

None.

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

ENV22015 LD	MBB1 Biological Principles: Life on Earth	Boyer, Ed	4.00	14
			MWF 1:00 pm - 4:30 pm Mogollon BioLab	

FEE: \$75.00

PREREQUISITES:

None.

COREQUISITES:

None.

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

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

ENV47730 UD	MBB1 Children & Nature	Altrichter, Mariana	4.00	22
			ONLINE TTh 9:00 am -12:00 pm Sinagua B	

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

FA-22 One College Course Schedule

Undergraduate - Session B - Environmental Studies/Sustainable Community Development

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

FEE: \$29.00

PREREQUISITES:

None.

COREQUISITES:

None.

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

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

ENV22731 LD	MBB1	Natural History & Ecology of the Southwest, Phase II	Johnson, Jeremy	4.00	12
				TTh 9:00 am -12:00 pm Mogollon EARSCI	

PREREQUISITES:

None.

COREQUISITES:

ENV22730 **Natural History & Ecology of the Southwest, Phase I**

SPECIAL NOTES: See phase 1 for all required details.

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

ENV22730 LD	MBB1	Natural History & Ecology of the Southwest, Phase I	Johnson, Jeremy	4.00	12
				TTh 1:30 pm - 5:00 pm Mogollon EARSCI	

FEE: \$200.00

PREREQUISITES:

None.

COREQUISITES:

ENV22731 **Natural History & Ecology of the Southwest, Phase II**

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

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

FA-22 One College Course Schedule

Undergraduate - Session B - Environmental Studies/Sustainable Community Development

	Section	Course Title		Credits	Max
ENV21610 LD	MBB1	Physics, Foundations of	Murray, James	4.00	14
			MWF 9:00 am -12:30 pm Mogollon EARSCI		

FEE: \$75.00

PREREQUISITES:

None.

COREQUISITES:

None.

This course is an introduction to various themes in physics including motion, energy, waves, electricity and magnetism, and modern physics. We will discuss the social context and philosophical implications of developments in physics, from its inception in ancient times to modern particle physics. A solid foundation in high school algebra is required for entry into this course although the emphasis will be on concepts and not mathematics.

ENV24004 LD	MBB1	The Shape Of The City: Ecology, Psychology and Visioning The Future	Brown, Tony	TTh 8:00 am -12:00 pm East Academic Building EAA	4.00	6
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FEE: \$55.00

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	MBB1	The Shape Of The City: Ecology, Psychology And Visioning The Future	Brown, Tony	TTh 8:00 am -12:00 pm East Academic Building EAA	4.00	6
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FEE: \$55.00

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.

FA-22 One College Course Schedule

Undergraduate - Session B - Environmental Studies/Sustainable Community Development

Section Course Title

Credits

Max

FA-22 One College Course Schedule

Undergraduate - Session B - Global Studies

Section	Course Title			Credits	Max
CRS43016 UD	MBB1 Beyond Walls & Cages: Critical Abolition Studies	Hammer, Zoë	TTh 9:00 am -12:30 pm Crossroads Center 201	4.00	8

FEE: \$122.00

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Beyond Walls and Cages: Critical Abolition Studies explores the unprecedented build-up of prisons, policing, immigration detention, and border enforcement in the 21st century with a focus on anti-racist visions and movements for abolitionist futures. The course takes an interdisciplinary approach, combining contemporary and historical art and scholarship from the disciplines of critical ethnic studies, geography, cultural studies, history, political economy, literature, and film studies, with a particular emphasis on the Black Radical Tradition and engagement with theories of racial capitalism. Course activities include: collaborative reading, research and presentations; field trips; and opportunities to learn from social movement leaders and scholar activists. The course is designed to enable students to apply, reflect on, and further develop their anti-racist social analysis and practice, their knowledge of contemporary globalization and the social, political and environmental crises it entails, and to understand and become further equipped to participate in critical intellectual scholarship and contemporary social justice movements. Students will design and present individual and group research assignments, develop their close reading and scholarly writing skills, lead class discussions, engage in experiential activities, participate in movement-based research and activist work, and present a final project to the community.

CRS23016 LD	MBB1 Beyond Walls & Cages: Critical Abolition Studies	Hammer, Zoë	TTh 9:00 am -12:30 pm Crossroads Center 201	4.00	8
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PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Beyond Walls and Cages: Critical Abolition Studies explores the unprecedented build-up of prisons, policing, immigration detention, and border enforcement in the 21st century with a focus on anti-racist visions and movements for abolitionist futures. The course takes an interdisciplinary approach, combining contemporary and historical art and scholarship from the disciplines of critical ethnic studies, geography, cultural studies, history, political economy, literature, and film studies, with a particular emphasis on the Black Radical Tradition and engagement with theories of racial capitalism. Course activities include: collaborative reading, research and presentations; field trips; and opportunities to learn from social movement leaders and scholar activists. The course is designed to enable students to apply, reflect on, and further develop their anti-racist social analysis and practice, their knowledge of contemporary globalization and the social, political and environmental crises it entails, and to understand and become further equipped to participate in critical intellectual scholarship and contemporary social justice movements. Students will design and present individual and group research assignments, develop their close reading and scholarly writing skills, lead class discussions, engage in experiential activities, participate in movement-based research and activist work, and present a final project to the community.

FA-22 One College Course Schedule

Undergraduate - Session B - Global Studies

Section	Course Title	Instructor	Credits	Max
CRS41102 UD	MBB1 Funding Change: Grant Writing & Nonprofi	Saadeh, Cirien	4.00	11

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

CRS21050 LD	MBB1 Image & Power in Mass Culture	Mireles, Todd	4.00	8	TTh 1:00 pm - 4:15 pm Ironwood D
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis

DESCRIPTION: Image and Power in Mass Culture explores the meaning, production, and uses of images and how they are embedded in the popular imagination by what Marxist theorist, Louis Althusser, named "Ideological State Apparatuses". Through deep investigation of what has become known as the "occult" (a word that has its roots in the Latin, "occultus," meaning "hidden, secret"), we will explore and critique closely held, common sense notions of hope and reason by applying theories of representation put forward by Stuart Hall and Roland Barthes, and the postmodernist reasoning of Jean Baudrillard, Jacques Derrida and other thinkers of the late 20th Century. Assignments will include exploring ways alternative thinkers have written about psychedelic drugs as gateways to the expansion of consciousness, reflecting on the power of the manifesto through writing, and uncovering hidden texts within texts through cut up and collage making.

CRS41050 UD	MBB1 Image & Power in Mass Culture	Mireles, Todd	4.00	8	TTh 1:00 pm - 4:15 pm Ironwood D
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis

DESCRIPTION: Image and Power in Mass Culture explores the meaning, production, and uses of images and how they are embedded in the popular imagination by what Marxist theorist, Louis Althusser, named "Ideological State Apparatuses". Through deep investigation of what has become known as the "occult" (a word that has its roots in the Latin, "occultus," meaning "hidden, secret"), we will explore and critique closely held, common sense notions of hope and reason by applying theories of representation put forward by Stuart Hall and Roland Barthes, and the postmodernist reasoning of Jean Baudrillard, Jacques Derrida and other thinkers of the late 20th Century. Assignments will include exploring ways alternative thinkers have written about psychedelic drugs as gateways to the expansion of consciousness, reflecting on the power of the manifesto through writing, and uncovering hidden texts within texts through cut up and collage making.

FA-22 One College Course Schedule

Undergraduate - Session B - Global Studies

Section	Course Title		Credits	Max
CRS43018 UD	MBB1 Oral History in Theory and Practice	Banks, Michelle	4.00	22
		TTh 9:00 am -12:00 pm Crossroads Center 202		

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: n/a

COURSE DESCRIPTION: As both a historical and cultural documentation tool, oral history can preserve local knowledge and histories, enhance community cohesion and sense of place, and advance social justice and human rights. In this course, students will be introduced to the tools and theories to design and implement oral history research projects. We will explore the mechanics of oral history -- interviewing, transcribing, and analyzing interviews, and research protocols and ethics -- and will consider some of the theoretical issues embedded in the field. These include, the intersection of history, memory, and narrative; questions of subjectivity and reliability; and oral history and its relationship to both oral tradition and public history. In addition to conducting individual oral history interviews, students will develop a proposal for an oral history project. In that way, this course is ideal for, but not limited to, students who are working on culminating academic projects (senior projects, capstone projects, or dissertations).

CRS22603 LD	MBB1 Wilderness and Colonization	Goodman, Cecil	4.00	7
		MnFr 1:00 pm - 5:45 pm Crossroads Center 204		

FEE: \$93.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: There will be (2) long-weekend field trips, including a San Juan River Trip (dates TBD). All gear will be provided. FULL SCHOLARSHIPS to cover course fee are available! Please contact instructor Cecil Goodman to receive a scholarship. Course fee includes food money for river trip.

COURSE DESCRIPTION: What is the relationship, today, between wilderness and colonization, in the United States? This course examines the relationship between US settler colonialism and American imaginaries of nature in order to ask how productions of race, class and nation in US history and culture are intimately tied to dominant understandings and treatments of wilderness. Using a multi-disciplinary approach, we read critical theories, histories, ethnographies and personal essays by native and non-native authors to trace the evolution of ideas in American culture which position settler and Native societies differently in relation to nature and to explore how those ideas have contributed to centuries of violence and displacement directed at Native peoples and groups marginalized by race and class. Additionally, this course investigates the environmental movement behind wilderness as a legal designation and examines the importance of these spaces for conservation efforts in the United States. This class requires students to undertake a personal exploration of our common and different imaginaries of nature and wilderness so that we can forge critically informed, ethical, and accountable relationships to place. For the final project, students will work collaboratively to create and deliver experiential outdoor education curriculum that envisions a critical relationship to place for Indigenous Studies students, adventure education students and for anyone teaching and learning in the outdoors. There will be required overnight field-based trips and several day trips as well as guest speakers.

FA-22 One College Course Schedule

Undergraduate - Session B - Global Studies

Section	Course Title			Credits	Max
CRS42603 UD	MBB1 Wilderness and Colonization	Goodman, Cecil	MnFr 1:00 pm - 5:45 pm Crossroads Center 204	4.00	7

FEE: \$93.00

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: There will be (2) long-weekend field trips, including a San Juan River Trip (dates TBD). All gear will be provided. FULL SCHOLARSHIPS to cover course fee are available! Please contact instructor Cecil Goodman to receive a scholarship. Course fee includes food money for river trip.

COURSE DESCRIPTION: What is the relationship, today, between wilderness and colonization, in the United States? This course examines the relationship between US settler colonialism and American imaginaries of nature in order to ask how productions of race, class and nation in US history and culture are intimately tied to dominant understandings and treatments of wilderness. Using a multi-disciplinary approach, we read critical theories, histories, ethnographies and personal essays by native and non-native authors to trace the evolution of ideas in American culture which position settler and Native societies differently in relation to nature and to explore how those ideas have contributed to centuries of violence and displacement directed at Native peoples and groups marginalized by race and class. Additionally, this course investigates the environmental movement behind wilderness as a legal designation and examines the importance of these spaces for conservation efforts in the United States. This class requires students to undertake a personal exploration of our common and different imaginaries of nature and wilderness so that we can forge critically informed, ethical, and accountable relationships to place. For the final project, students will work collaboratively to create and deliver experiential outdoor education curriculum that envisions a critical relationship to place for Indigenous Studies students, adventure education students and for anyone teaching and learning in the outdoors. There will be required overnight field-based trips and several day trips as well as guest speakers.

FA-22 One College Course Schedule

Undergraduate - Session B - Human Development

	Section	Course Title		Credits	Max
HDP42212 UD	MBB1	Concepts in Critical Psychology	Kurtis, Tugce ONLINE	4.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

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

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

HDP22050 LD	MBB1	Counseling Skills	Himes, Tony TTh 3:00 pm - 6:15 pm Summit A	4.00	12
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

HDP42220 UD	MBB1	Critical Communications	TBA	4.00	22
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PREREQUISITES:

None.

COREQUISITES:

None.

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

FA-22 One College Course Schedule

Undergraduate - Session B - Human Development

	Section Course Title		Credits	Max
HDP21150 LD	MBB1 Holistic Health & Wellness	Farrow, Galeet	4.00	14
		MW 9:00 am -12:15 pm Summit A		

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

HDP47150 UD	MBB1 Positive Psychology and Social Engagemen	Grant, Sebastienne	4.00	22
		ONLINE TTh 1:00 pm - 4:15 pm Cottonwood A		

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

HDP22210 LD	MBB1 Psychology, Introduction to	TBA	4.00	14
		MWF 1:00 pm - 3:30 pm Crossroads Center 202		

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.

FA-22 One College Course Schedule

Undergraduate - Session B - Human Development

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

PREREQUISITES:

None.

COREQUISITES:

None.

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

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

FA-22 One College Course Schedule

Undergraduate - Session B - Sustainable Business Management

Section		Course Title			Credits	Max
SBM41000 UD	MBB1	Sustainable Business for Community Well-being	Bigknife Antonio, Molly	ONLINE -	4.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

FA-22 One College Course Schedule

Undergraduate - Session X - Core Curriculum

Section	Course Title				Credits	Max
ORI27015 LD	M000 Introduction to Outdoor Expeditionary Skills	Goodman, Cecil	-		1.00	14

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: There is a \$40 course fee to completely cover student food costs.

COURSE DESCRIPTION: This 4-day, 1 credit field course offers all students the opportunity to build backcountry expeditionary skills in a learning environment designed to support students who want to gain more confidence in the Outdoors. Students will participate in an introductory canoeing expedition to learn foundational technical and interpersonal backcountry living skills that will aid them in multi-disciplinary field courses at Prescott College. Technical skill topics include, but are not limited to: How to set up a shelter, how to cook in a backcountry setting, expeditionary self-care, personal risk management, how to sleep outside, Leave No Trace basics, and basic expeditionary canoe travel skills. Special emphasis will be placed on developing an expedition mentality, compassionate community-building skills, and how to build an equitable and inclusive group dynamic in the field.

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

FA-22 One College Course Schedule

Undergraduate - Term - Core Curriculum

	Section	Course Title			Credits	Max
COR40005 UD	MT01	Core Curriculum: Senior Project	Tison, Eleanor	ONLINE	8.00	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	Tison, Eleanor	ONLINE	4.00	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.

PLA19700	MT01	Prior Learning Assessment	Bigknife Antonio, Molly	ONLINE	4.00	22
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PREREQUISITES:

None.

COREQUISITES:

None.

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

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

FA-22 One College Course Schedule

Undergraduate - Term - Education & Teacher Preparation

Section Course Title					Credits	Max
EDU47029 UD	MT01	Arts & Place-Based Methods Integration: Language Arts & Social Studies	Yost, Abby	ONLINE -	4.00	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 Language Arts, Social Studies and the Arts, meeting specific state standards. Strategies for successful curricular implementation, effective use of technology to support curriculum, and accommodations for special situations and individual differences are required. The course will address the role that setting, time-frame, age, and culture play in the design of curriculum through authentic experience. Diverse assessment tools, strategies for using student assessment data to improve instruction, and appropriate ways to share the data will be required. Cultural and environmental impacts on assessment will be considered. Extended Description Students will be expected to implement original lesson plans in their unit design that are grade and state standards appropriate for Language Arts, Social Studies, and Arts integration: addressing the relationship between reading and writing skills, language arts instruction; selecting one or more of the state standards in Social Studies relevant to individual grade levels; and including a naturally-aligned arts area.

EDU47315 UD	MT01	Classroom Management for Special Education	Hennings, Ron	ONLINE -	3.00	11
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: n/a

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

FA-22 One College Course Schedule

Undergraduate - Term - Education & Teacher Preparation

	Section	Course Title			Credits	Max
EDU47880 UD	MT01	Collaborative Special Education Communities	Smith, Andy	ONLINE -	4.00	11

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: n/a

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

EDU47040 UD	MT01	Creating & Managing Learning Communities	Yost, Abby	ONLINE -	3.00	11
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PREREQUISITES:

None.

COREQUISITES:

None.

EDU47010 UD	MT01	Curriculum Design: Assessment and Evaluation	Brown, Jennifer	ONLINE -	4.00	11
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: n/a

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

FA-22 One College Course Schedule

Undergraduate - Term - Education & Teacher Preparation

Section Course Title					Credits	Max
EDU47898 UD	MT01	Early Childhood Education Practicum	Ohm, Paul	ONLINE	4.00	6

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.

EDU47697 UD	MT01	Early Childhood Special Education Practicum	Ohm, Paul	ONLINE	4.00	6
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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.

FA-22 One College Course Schedule

Undergraduate - Term - Education & Teacher Preparation

Section		Course Title			Credits	Max
EDU41020 UD	MT01	Experiential Education Practicum	Yost, Abby	ONLINE	8.00	6

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: 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.

COURSE DESCRIPTION: The environmental education practicum course is a full hands-on experiential course that takes place 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.

EDU47001 UD	MT01	Foundations of Education	Brown, Jennifer	ONLINE	3.00	11
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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: This course examines the historical and philosophical foundations of the American educational system as it engages with learners from birth through Grade 12. Current trends in education will be reviewed and evaluated. Issues affecting the role of the teacher, including school governance and finance, legal foundations, social influences, and educational reform will be explored. Attention will be given to the role of the federal government in public education especially as it applies to the Elementary and Secondary Education Act of 1965 and subsequent reauthorizations. Students will develop a basic understanding of the eligibility, and current placement for individuals with exceptional learning needs as determined by legal statutes. In addition, students will examine state, tribal, and national standards, including the Common Core State Standards Initiative.

EDU47035 UD	MT01	Introduction to Special Education	Sallu, Adama	ONLINE	3.00	11
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

FA-22 One College Course Schedule

Undergraduate - Term - Education & Teacher Preparation

Section		Course Title			Credits	Max
EDU47820 UD	MT01	Positive Child Guidance & Inclusive Classroom Management	Watson, Wendy	ONLINE	3.00	11

PREREQUISITES:

None.

COREQUISITES:

None.

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

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

EDU47199 UD	MT01	Student Teaching - Elementary Education	Smith, Andy	ONLINE	8.00	7
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTE: To enroll in student teaching, candidates must apply for the experience & complete a Clinical Practice Contract. Please speak with an education faculty member for qualification details and further instructions.

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

FA-22 One College Course Schedule

Undergraduate - Term - Education & Teacher Preparation

Section Course Title					Credits	Max
EDU47299 UD	MT01	Student Teaching - Secondary Education	Smith, Andy	ONLINE	8.00	7

PREREQUISITES:

None.

COREQUISITES:

None.

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

EDU47395 UD	MT01	Student Teaching - Special Education	Smith, Andy	ONLINE	8.00	7
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

FA-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	Ohm, Paul	ONLINE -	8.00	7

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: To enroll in student teaching, candidates must apply for the experience & complete a Clinical Practice Contract. ECE K-2 Classroom placement must contain at least 50% special education students Please speak with an education faculty member for qualification details and further instructions.

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	Ohm, Paul	ONLINE -	8.00	7
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PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment, the student is expected to respond to critical feedback and participate in every facet of the special education classroom for early learners, teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in an ECSE classroom.

FA-22 One College Course Schedule

Undergraduate - Term - Education & Teacher Preparation

Section		Course Title			Credits	Max
EDU47385 UD	MT01	Survey of the Exceptional Learners and Characteristics of the Specific Exceptionalities	Smith, Andy	ONLINE -	3.00	11

PREREQUISITES:

None.

COREQUISITES:

None.

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

FA-22 One College Course Schedule

Graduate - Session A - Education Leadership

Section		Course Title			Credits	Max
MEDL50030	MBA1	Ethical & Legal Decision-Making in Education	TBA	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

This course is designed to provide a thorough grounding in the legal and ethical basics for all educators. Priority emphasis will be given to landmark decisions of the United States Supreme Court in the areas of finance, religion, collective bargaining, student rights, rights of the disabled, employee rights, and desegregation and discrimination. This course also addresses the major current and critical legal issues in education. Educators will explore ethical and legal issues through the "best interest of the student" focus, to effectuate positive and sustaining decision making and change. Educators will apply theoretical perspectives to complex challenges when implementing policies and procedures, as well as exploring professional standards and codes of ethics. This course will meet the requirements for PK-12 school law for Administrator certification, as well as supporting non-certification sustainable leadership requirements.

FA-22 One College Course Schedule

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

Section	Course Title				Credits	Max
MAED57514	MBA1 Philosophies & Trends of Environmental Education	Kurtz, Jay	ONLINE	-	3.00	11

PREREQUISITES:

None.

COREQUISITES:

None.

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

EDU47514 UD	MBA1 Philosophies and Trends in Environmental	Kurtz, Jay	ONLINE	-	3.00	11
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PREREQUISITES:

None.

COREQUISITES:

None.

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

MAED57050	MBA1 Working in Schools: Orientation	Brown, Jennifer	ONLINE	-	1.00	11
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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.

FA-22 One College Course Schedule

Graduate - Session A - General

	Section	Course Title		Credits	Max
HDP52200 UD	MBA1	Adolescent Psychology	Williams, Peggy	3.00	11
			ONLINE		

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Course open to Graduate Students only, including Accelerating Students. May be enrolled in any PC graduate program.

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

COR57700 UD	MBA1	Capstone Project: MSES & MSRSC	Curtis, Lori	3.00	22
			ONLINE		

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 or Portfolio that represents the culmination of their graduate studies. Students designing a Capstone Project 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. Students choosing the Capstone Portfolio option will create an online Portfolio and develop materials to help secure a job in their chosen field.

HDP52212 UD	MBA1	Concepts in Critical Psychology	Kurtis, Tugce	3.00	22
			ONLINE		

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES:

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.

FA-22 One College Course Schedule

Graduate - Session A - General

	Section	Course Title		Credits	Max
COR57114 UD	MBA1	Critical Foundations of Research & Scholarship	Gano, Gretchen ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: n/a

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.

ENV57100 UD	MBA1	Ecology, Culture, and Community	Christensen, Laird 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.

SBM52002 UD	MBA1	Financial Decision Making in the Triple Bottom Line Organization	Eisenberg, Daniel ONLINE	3.00	22
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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.

FA-22 One College Course Schedule

Graduate - Session A - General

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

PREREQUISITES:

None.

COREQUISITES:

None.

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

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

ENV57900 UD	MBA1	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.

ENV54100 UD	MBA1	Geographic Information Systems	Gielstra, Dianna	ONLINE -	3.00	22
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PREREQUISITES:

None.

COREQUISITES:

None.

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

FA-22 One College Course Schedule

Graduate - Session A - General

	Section	Course Title			Credits	Max
ADV57100 UD	MBA1	Leadership & Administration of Outdoor Programs	Schwartz, Forrest	ONLINE -	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

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

SBM57501 UD	MBA1	Organization Transformation and Sustainable Leadership	TBA	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.

ADV57050 UD	MBA1	Philosophies & Methods in Outdoor Experiential Education	Jackson, Mary	ONLINE -	3.00	22
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PREREQUISITES:

None.

COREQUISITES:

None.

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

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

FA-22 One College Course Schedule

Graduate - Session A - General

	Section	Course Title			Credits	Max
ENV57955 UD	MBA1	Social Values and Value Chains: Farm to Plate Sustainability	Harper, Wendy Sue	ONLINE -	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

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

SBM59000 UD	MBA1	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.

COR57113 UD	MBA1	Successful Interdisciplinary Learning Strategies	Ramsey, Scott	ONLINE -	1.00	22
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

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

FA-22 One College Course Schedule

Graduate - Session A - General

	Section	Course Title			Credits	Max
COR57550 UD	MBA1	Sustainable Food Systems Solutions: Capstone Project	Currey, Robin	ONLINE -	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

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

SBM52000 UD	MBA1	Triple Bottom Line Measurement, Reporting, & Data Analytics	Grimm, Tamara	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.

FA-22 One College Course Schedule

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

Section	Course Title			Credits	Max
MAEPINTENS MBA1 IVE	MAEPINTENSIVE 1: Backcountry Intensive	Mitten, Denise	MENTORED	0.00	12

FEE: \$650.00

PREREQUISITES:

None.

COREQUISITES:

None.

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

FA-22 One College Course Schedule

Graduate - Session A - Social Justice and Community Organizing

Section	Course Title			Credits	Max
MASJC5111 1	MBA1 Advocacy Research	Banks, Michelle	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: For full-time students, this course should be taken the Session prior to MASJC59001 Capstone: Social Justice and Community Organizing. For part-time students, this course should be taken the semester prior to MASJC59001 Capstone: Social Justice and Community Organizing.

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.

MASJC5770 7	MBA1 Community Journalism for Social Movements	Saadah, Cirien	ONLINE	3.00	22
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: n/a

COURSE DESCRIPTION: Resistance writing can be understood to be an emancipatory tool aimed at members of oppressed communities meant to decolonize and force members of oppressed groups (and others) to take action against the normalization of systemic oppression. Resistance such as this can take a variety of forms: including poetry, classroom writing, and journalism. In this course students will study the structures and practices within community-centered resistance journalism by serving different roles in the classroom "newsroom" and each will be responsible for developing multimedia content on a website for a student-centered "news organization." Students will report on racial and social justice-centered issues pertinent to the Prescott College community using the Journalism of Color methodology and develop text, photography, audio, and/or video content. Students will learn to pitch stories, develop guiding interviews, conduct interviews, edit content, take photos, and promote their work. These experiences will help the students expand their portfolios, organizing capacity, career opportunities, and narrative-building experience.

FA-22 One College Course Schedule

Graduate - Session A - Social Justice and Community Organizing

Section	Course Title				Credits	Max
MASJC5005 0	MBA1 Comparative Political and Social Theory	Wilson, Kimberly	ONLINE	-	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

MASJC5000 3	MBA1 Globalization and Urban Politics	Hammer, Zoë	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.

FA-22 One College Course Schedule

Graduate - Session B - Arts & Humanities

Section		Course Title			Credits	Max
AHU56601	MBB1	Environmental Communication	Gilcrest, David	ONLINE	3.00	22
UD				-		

PREREQUISITES:

None.

COREQUISITES:

None.

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

FA-22 One College Course Schedule

Graduate - Session B - Education Leadership

					Credits	Max
Section	Course Title					
MEDL50045	MBB1	Designing the Educational Program: Curriculum, Instruction and Assessment	Kuehne, Bahne	ONLINE	3.00	22
				-		

PREREQUISITES:

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

COREQUISITES:

None.

COURSE DESCRIPTION: This course is 'designed' to provide Program Managers the theoretical planning framework, training curriculum development models, implementation strategies and evaluation tools needed for the facilitation of high impact institutional initiatives.

FA-22 One College Course Schedule

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

Section	Course Title				Credits	Max
MAED52000	MBB1 Design and Facilitation in Environmental Education	Kurtz, Jay	ONLINE	-	3.00	11

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: n/a

COURSE DESCRIPTION: This course builds upon previous environmental and educational knowledge to explore curriculum design at a practical level. It is designed to provide students interested in environmental education with an experiential setting to develop the professional skills and strategies they need to meet individual and collective needs of diverse learners. Through discussion, observation, and practice, burgeoning environmental educators will learn to consider differences among and within groups of learners, gain an enhanced ability to plan and prepare meaningful lessons, and hone competency with various instructional and assessment methods used to facilitate deep learning and holistic development.

MAED57033	MBB1 Place-based Education Theory	Ohm, Paul	ONLINE	-	3.00	11
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PREREQUISITES:

None.

COREQUISITES:

None.

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

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

FA-22 One College Course Schedule

Graduate - Session B - General

Section	Course Title				Credits	Max
SBM52001 UD	MBB1 Accounting Practices in the Ethical Organization	Prado, William	ONLINE	-	3.00	22

PREREQUISITES:

Course: SBM55501-Building Blocks of Sustainable Business or
Permission of instructor: William Prado

COREQUISITES:

None.

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

HDP59900 UD	MBB1 Capstone: Critical Psychology & Human Services	Grant, Sebastienne	ONLINE	-	6.00	22
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This course is only open to students enrolled in the MA Critical Psychology and Human Services program.

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.

ENV54400 UD	MBB1 Conservation Biology	TBA	ONLINE	-	3.00	22
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PREREQUISITES:

Course: ENV57101-Ecology

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

FA-22 One College Course Schedule

Graduate - Session B - General

	Section	Course Title			Credits	Max
ADV52010 UD	MBB1	Diversity, Equity, and Inclusion: Outdoor Education for a Just World	Sbrogna, Kristen	ONLINE -	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

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

ENV57960 UD	MBB1	Food and Agriculture: Advanced Policy	Gemmill-Herren, Barbara	ONLINE -	3.00	22
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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.

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

FA-22 One College Course Schedule

Graduate - Session B - General

	Section	Course Title			Credits	Max
HDP53000 UD	MBB1	Psychology of Culture and Diversity	Kurtis, Tugce	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES:

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

ADV57075 UD	MBB1	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.

ENV57700 UD	MBB1	Social Equity & Community Engagement	Draegan, Kolette	ONLINE	3.00	22
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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.

FA-22 One College Course Schedule

Graduate - Session B - General

	Section	Course Title		Credits	Max
ENV43810 UD	MBB1	Soil and Compost Science	Harper, Wendy Sue	4.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: This class is online. Students will be provided with information regarding the needed at-home laboratory equipment for this course to include a soil test kit, a pH kit, a pocket microscope and other digging tools, if the student don't currently have access. Students can expect to pay approximately \$150.00 for these supplies, depending on current access to a trowel, shovel etc.

Soil and Compost Science examines the basic physical, chemical, and biological properties of the dynamic soil system including: soil texture, structure, water, air, temperature, soil formation and classification, colloidal chemistry, acidity, biology, organic matter, plant nutrients and the process and production of composting. It focuses on understanding and applying concepts to support soil sustainability. The course follows the Food and Agriculture Organization of the United Nations' 10 guidelines for sustainable soil management. It uses problem solving examples and field experiments to help students develop deeper understandings of soil and compost science.

ADV51000 UD	MBB1	Sources of Knowledge: Applied Research & Evaluation in Outdoor Education	TBA	ONLINE	3.00	22
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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.

SBM59000 UD	MBB1	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.

FA-22 One College Course Schedule

Graduate - Session B - General

	Section	Course Title			Credits	Max
SBM55500 UD	MBB1	Sustainable Business Marketing & Brand Management	Marsh, Carolyn	ONLINE -	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

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

COR57550 UD	MBB1	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.

ENV58500 UD	MBB1	Sustainable Solutions: Impact Measurement and Program Design	TBA	ONLINE -	3.00	22
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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.

FA-22 One College Course Schedule

Graduate - Session B - General

Section		Course Title			Credits	Max
ENV57876	MBB1	Understanding Climate Change	Sesser, Amanda	ONLINE	3.00	22
UD				-		

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

FA-22 One College Course Schedule

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

Section	Course Title			Credits	Max
MAEPINTENS MBB1 IVE	MAEPINTENSIVE 1: Backcountry Intensive	Deluca, Savanna	MENTORED	0.00	12

FEE: \$650.00

PREREQUISITES:

None.

COREQUISITES:

None.

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

FA-22 One College Course Schedule

Graduate - Session B - Social Justice and Community Organizing

	Section	Course Title			Credits	Max
MASJC5900 1	MBB1	Capstone: Social Justice and Community Organizing	Hoffman, April Ruth	ONLINE -	5.00	22

PREREQUISITES:

Course: MASJC51111-Advocacy Research

COREQUISITES:

None.

SPECIAL NOTES: This course is listed for VARIABLE CREDIT (with a range of 5-6 credits).

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.

MASJC5000 5	MBB1	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.

MASJC5000 4	MBB1	Theories of Change	Gilmore, Craig	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 courses explore comparative critical approaches to the study of systemic and institutional social power relations, the dynamics of social, cultural, and political change, and movements for social transformation with an emphasis on engaged scholarship. We will read closely, discuss, reflect on, and write about texts (including scholarly and movement based articles and books, videos, documentaries, and discussions with scholars and activists) that address the following questions: How do ordinary people build the power to participate in social decisions that impact their communities? How do groups engaged in social movement building as well as scholars and movement intellectuals engage in understanding the world with the purpose of changing it? How are socio-environmental crises and systemic injustices produced, reproduced, resisted, and challenged by human beings acting across and within different scales and modalities of time and space?

FA-22 One College Course Schedule

Graduate - Term - Counseling

Section	Course Title	Credits	Max
MACP51170 MT01	Addiction Counseling	3.00	22
	TBA		
	ONLINE		

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

MACP51170 MT02	Addiction Counseling	3.00	22
	TBA		
	ONLINE		

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

MACP55150 MT01	Advanced Skills in Marriage, Couple and Family Counseling	3.00	22
	Cross, Keith		
	ONLINE		

PREREQUISITES:

None.

COREQUISITES:

None.

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

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

FA-22 One College Course Schedule

Graduate - Term - Counseling

Section	Course Title				Credits	Max
MACP50090	MT01	Assessment: Psychological Testing and Appraisal in Counseling	Pardee, Deborah	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

MACP50090	MT02	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.

MACP50070	MT01	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.

FA-22 One College Course Schedule

Graduate - Term - Counseling

Section	Course Title				Credits	Max
MACP50070	MT02 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.

MACP51235	MT01 Child and Adolescent Counseling	TBA	ONLINE	-	3.00	22
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

DESCRIPTION: This course will prepare counselors to address the specific needs of counseling children and adolescents. Students will learn to apply early child development, middle childhood, pre-adolescent and adolescent counseling theories. Students will explore evidenced based treatment, systems interventions including school and family, parent training programs, and play therapy techniques for counseling children and adolescents. Students will increase understanding of the diagnostics and treatment of children and adolescents through various experiential assignments.

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 neopschoanalytic and Rational emotive.

FA-22 One College Course Schedule

Graduate - Term - Counseling

Section	Course Title			Credits	Max
MACP51010	MT02 Counseling Theories	Norman, Amber	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

MACP50080	MT01 Group Work: Clinical Theory and Practice	Russo-Carlock, Margaret	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 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.

MACP50080	MT02 Group Work: Clinical Theory and Practice	Farrow, Galeet	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 group development, group dynamics, group counseling theories, group counseling methods and skills, and other group work approaches including principles of group dynamics, group leadership styles and approaches, theories of group counseling and group counseling methods.

FA-22 One College Course Schedule

Graduate - Term - Counseling

Section	Course Title				Credits	Max
MACP50060	MT01	Helping Relationships: Basic Counseling Skills	Cooper, Garry	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

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.

MACP50020	MT01	Human Growth and Development	TBA	ONLINE	3.00	22
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

FA-22 One College Course Schedule

Graduate - Term - Counseling

Section	Course Title				Credits	Max
MACP50020	MT02 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.

MACP50020	MT03 Human Growth and Development		TBA	ONLINE	3.00	22
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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		Cross, Keith	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.

FA-22 One College Course Schedule

Graduate - Term - Counseling

Section	Course Title				Credits	Max
MACP51150	MT02 Marriage, Couple & Family Counseling	TBA	ONLINE	-	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

MACP51150	MT03 Marriage, Couple & Family Counseling	TBA	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.

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	TBA	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.

FA-22 One College Course Schedule

Graduate - Term - Counseling

Section	Course Title				Credits	Max
MACP51190	MT03 Professional Counseling Ethics	TBA	ONLINE	-	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

MACP50000	MT01 Professional Orientation to Mental Health Counseling	Chambers, LaToya	ONLINE	-	3.00	22
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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.

MACP50010	MT01 Psychopathology: Diagnosis and Treatment Planning	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 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.

FA-22 One College Course Schedule

Graduate - Term - Counseling

Section	Course Title				Credits	Max
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
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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.

MACP50040	MT02 Research and Program Evaluation in Mental Health Counseling	Surmitis, Kendra	ONLINE	-	3.00	22
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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.

FA-22 One College Course Schedule

Graduate - Term - Counseling

Section	Course Title				Credits	Max
MACP50030	MT01	Social and Cultural Diversity in Counseling	TBA	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.

MACP50030	MT02	Social and Cultural Diversity in Counseling	TBA	ONLINE	3.00	22
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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	TBA	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.

FA-22 One College Course Schedule

Graduate - Term - Counseling

Section	Course Title				Credits	Max
MACP51000	MT02 Social Justice in Counseling	TBA	ONLINE	-	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

MACP51021	MT01 Supervised Counseling Internship	Darby, Tara	ONLINE	-	0.00	12
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PREREQUISITES:

Course: MACP50090-Assessment: Psychological Testing and Appraisal in Counseling and
Course: MACP51020-Supervised Counseling Practicum

COREQUISITES:

None.

SPECIAL NOTES: Meeting times are on AZ time.

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

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

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

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

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

FA-22 One College Course Schedule

Graduate - Term - Counseling

Section	Course Title				Credits	Max
MACP51021	MT02 Supervised Counseling Internship	Lung, Maurie	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 times are on AZ time.

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

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

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

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

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

MACP51021	MT03 Supervised Counseling Internship	Cross, Keith	ONLINE	-	0.00	12
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PREREQUISITES:

Course: MACP50090-Assessment: Psychological Testing and Appraisal in Counseling and
Course: MACP51020-Supervised Counseling Practicum

COREQUISITES:

None.

SPECIAL NOTES: Meeting times are on AZ time.

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

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

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

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

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

FA-22 One College Course Schedule

Graduate - Term - Counseling

Section	Course Title			Credits	Max
MACP51020	MT01 Supervised Counseling Practicum	Darby, Tara	ONLINE	3.00	12

PREREQUISITES:

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

COREQUISITES:

None.

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

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

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

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

MACP51020	MT02 Supervised Counseling Practicum	Lung, Maurie	ONLINE	3.00	12
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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 times are on AZ time. Please note instructor is on Eastern Standard time so there will be a time change in Fall. Students must complete the application process in order to be enrolled in Practicum.

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

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

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

FA-22 One College Course Schedule

Graduate - Term - Counseling

Section	Course Title	Credits	Max		
MACP51020 MT03	Supervised Counseling Practicum	TBA	ONLINE	3.00	12

PREREQUISITES:

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

COREQUISITES:

None.

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

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

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

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

MACP55030 MT01	The Body in Counseling: A Somatic Approach to the Therapeutic Relationship	Shapiro, Shay	ONLINE	3.00	22
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

FA-22 One College Course Schedule

Graduate - Term - Counseling

Section		Course Title			Credits	Max
MACP55030	MT02	The Body in Counseling: A Somatic Approach to the Therapeutic Relationship	Shapiro, Shay	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

FA-22 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title				Credits	Max
MAED57029	MT01 Arts and Place-Based Methods Integration : Language Arts & Social Studies	Yost, Abby	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 Language Arts, Social Studies and the Arts, meeting specific state standards. Strategies for successful curricular implementation, effective use of technology to support curriculum, and accommodations for special situations and individual differences are required. The course will address the role that setting, time-frame, age, and culture play in the design of curriculum through authentic experience. Diverse assessment tools, strategies for using student assessment data to improve instruction, and appropriate ways to share the data will be required. Cultural and environmental impacts on assessment will be considered. Extended Description Students will be expected to implement original lesson plans in their unit design that are grade and state standards appropriate for Language Arts, Social Studies, and Arts integration: addressing the relationship between reading and writing skills, language arts instruction; selecting one or more of the state standards in Social Studies relevant to individual grade levels; and including a naturally-aligned arts area.

MAED57315	MT01 Classroom Management for Special Education	Hennings, Ron	ONLINE	-	3.00	11
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: n/a

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

FA-22 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title			Credits	Max
MAED57880	MT01 Collaborative Special Education Communities	Smith, Andy	ONLINE	4.00	11

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: NONE

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

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

MAED57040	MT01 Creating and Managing Learning Communities	Yost, Abby	ONLINE	3.00	11
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

FA-22 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title	Instructor	Mode	Credits	Max
MAED57010	MT01 Curriculum Design: Assessment and Evaluation	Brown, Jennifer	ONLINE	4.00	11

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

MAED57898	MT01 Early Childhood Education Practicum	Ohm, Paul	ONLINE	4.00	6
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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	Yost, Abby	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.

FA-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.

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 p-12.

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

FA-22 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

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

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

MAED57035	MT01 Introduction to Special Education		Sallu, Adama	ONLINE	3.00	11
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

MAED57820	MT01 Positive Guidance and Inclusive Classroom Management		Watson, Wendy	ONLINE	3.00	11
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

FA-22 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section Course Title					Credits	Max
MAED51020	MT01	Practicum for Education: Non-cert	Yost, Abby	ONLINE	8.00	6

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: 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.

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.

In accordance with the Interstate Teacher Assessment & Support Consortium, (InTASC), the MA and MEd 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.

MAED57697	MT01	Practicum in Early Childhood Special Education	Ohm, Paul	ONLINE	4.00	6
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PREREQUISITES:

None.

COREQUISITES:

None.

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

FA-22 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title	Credits	Max
MAED57020 MT01	Reading: Methods and Practice	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 Practices for School Counselors	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.

MAED57199 MT01	Student Teaching - Elementary Education	8.00	8
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTE: To enroll in student teaching, candidates must apply for the experience & complete a Clinical Practice Contract. Please speak with an education faculty member for qualification details and further instructions.

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

FA-22 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title			Credits	Max
MAED57299	MT01 Student Teaching - Secondary Education	Smith, Andy	ONLINE	8.00	8

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: The student teaching/practicum course is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the student teaching/practicum assignment, the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to duties assigned outside of the classroom, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the Supervision Practitioner within the specific teaching environment. If in Early Childhood Education, Early Childhood Special Education only - The early childhood practicum must include a minimum of 4 semester credits in a supervised field experience, practicum, internship, or student teaching setting serving children birth through prekindergarten and a minimum of 4 semester credits in a supervised student teaching setting serving children kindergarten through grade three/age eight. This is the first of the two required practicum courses for Early Childhood Education students. Please Note: Six weeks (180 Practicum hours) is required in each of the two Practicum experiences for a total of 360 hours. This course requires prior approval from core faculty/student teaching coordinator prior to enrollment.

MAED57395	MT01 Student Teaching - Special Education	Smith, Andy	ONLINE	8.00	7
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: The student teaching/practicum course is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the student teaching/practicum assignment, the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to duties assigned outside of the classroom, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the Supervision Practitioner within the specific teaching environment. If in Early Childhood Education, Early Childhood Special Education only - The early childhood practicum must include a minimum of 4 semester credits in a supervised field experience, practicum, internship, or student teaching setting serving children birth through prekindergarten and a minimum of 4 semester credits in a supervised student teaching setting serving children kindergarten through grade three/age eight. This is the first of the two required practicum courses for Early Childhood Education students. Please Note: Six weeks (180 Practicum hours) is required in each of the two Practicum experiences for a total of 360 hours. This course requires prior approval from core faculty/student teaching coordinator prior to enrollment.

FA-22 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title	Credits	Max
MAED57899 MT01	Student Teaching Early Childhood Education Ohm, Paul	8.00	8

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment, the student is expected to respond to critical feedback and participate in every facet of the special education classroom for early learners, teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in an ECSE classroom.

MAED57698 MT01	Student Teaching in Early Childhood Special Education Ohm, Paul	8.00	7
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PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: To enroll in student teaching, candidates must apply for the experience & complete a Clinical Practice Contract. ECE K-2 Classroom placement must contain at least 50% special education students Please speak with an education faculty member for qualification details and further instructions.

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	8.00	15
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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.

FA-22 One College Course Schedule

Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title				Credits	Max
MAED57385	MT01	Survey of the Exceptional Learners and Characteristics of the Specific Exceptionalities	Smith, Andy	ONLINE	3.00	11

PREREQUISITES:

None.

COREQUISITES:

None.

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

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.

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.

FA-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	3.00	22

Carlock-Russo, Margaret ONLINE -

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.

MAAT51308 MT01	Expressive Art Therapies VII: Cultural Diversity in Expressive Art Therapy	3.00	22
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Haley, Carmen ONLINE -

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

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

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Not open to students not approved for the concentration

This course may be taken concurrently with the EATSI if other EATSI aligned courses have been taken.

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

FA-22 One College Course Schedule

Graduate - Term - Expressive Arts Therapy

Section	Course Title	Instructor	Mode	Credits	Max
MAAT51305 MT01	Expressive Arts Therapies V: Assessment in Expressive Arts Therapy	Randick, Nicole	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: N/A

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

MAAT59301 MT01	Expressive Arts Therapy Capstone Project	Choe, Nancy	ONLINE	3.00	22
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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 Arts Therapies IV: Group Work and Dynamics in Expressive Arts 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: Instructor TBA

COREQUISITES:

None.

SPECIAL NOTES: Students must have a complete and approved Capstone Proposal prior to registering for this course.

COURSE DESCRIPTION: The Expressive Arts Therapy (EAT) Capstone Project is designed as a culminating scholarly project. The Capstone course provides students with knowledge and skills related to understanding and evaluating research and understanding research methodology, including qualitative and quantitative designs. The importance of research in the mental health professions, ethical, practical, and legal considerations, and the use of research to assess effectiveness of mental health services will be addressed. Students will develop a research based project that addresses an area of need within expressive arts and/or art therapy practice.

MAAT51310 MT01	Studio Art-Expressive Arts Studio	TBA	ONLINE	1.00	22
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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.

FA-22 One College Course Schedule

Graduate - Term - Expressive Arts Therapy

Section		Course Title			Credits	Max
MAAT51021	MT01	Supervised Expressive Art Therapy Internship: Clinical Case Consultation	TBA	ONLINE	2.00	22

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 and
Course: MAAT51303-Expressive Arts Therapies III: Applications of Exp Arts Therapy w/People in Different Trtmnt Setting and
Course: MAAT51304-Expressive Arts Therapies IV: Group Work and Dynamics in Expressive Arts 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.

FA-22 One College Course Schedule

Graduate - Term - General

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).

FA-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	Maturo, Heather	3.00	22
		ONLINE		
		-		

PREREQUISITES:

Course: MAEP51010-Foundations of Experiential Counseling or
 Course: MAEP51030-Foundations of Ecotherapy or
 Course: MAEP51040-Foundations of Adventure-based Psychotherapy

COREQUISITES:

None.

COURSE DESCRIPTION: This course explores assessment as it relates to the application of adventure-based counseling techniques with a variety of populations and settings. Exploration of utilization of adventure-based therapy interventions as methods of assessment as well as traditional assessments will be explored for both screening and clinical decision-making of treatment planning.

MAEP51032 MT01	Assessment & Interventions in Nature-based Counseling	Williams, Terry	3.00	22
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PREREQUISITES:

Course: MAEP51010-Foundations of Experiential Counseling or
 Course: MAEP51030-Foundations of Ecotherapy or
 Course: MAEP51040-Foundations of Adventure-based Psychotherapy

COREQUISITES:

None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course explores assessment as it relates to the application of nature-based counseling techniques with a variety of populations and settings. Exploration of utilization of nature-based therapy interventions as methods of assessment as well as traditional assessments will be explored for both screening and clinical decision-making of treatment planning.

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

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.

FA-22 One College Course Schedule

Graduate - Term - Nature-Based/Adventure Based Counseling

Section	Course Title				Credits	Max
MAEP51010	MT01	Foundations of Experiential Counseling	Cavanaugh, Daniel	ONLINE	3.00	22

PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course explores the fundamental theories, philosophy, and principles of nature-based and adventure-based counseling. It provides an overview of scholarly and critical thinking, research, and writing in the fields of ecopsychology, ecotherapy, experiential therapy, wilderness therapy, nature-based therapy, outdoor therapy, and adventure therapy. Students will investigate the fundamental influences and principles on which these fields were founded, where they intersect, and where they diverge. Of particular attention is historical and influential developments related to the field in the United States, the varying definitions found in the literature, and shared concepts, such as negotiating risk and stress, natural consequences, experiential learning, deep ecology, earth-based traditional healing practices, non US-centric nature healing practices, horticulture, ritual and rites of passage, biophilia, and mindfulness. This course guides students to clarify their future focus in either ecotherapy or adventure-based therapy.

MAEP51044	MT01	Research & Evaluation in Adventure-based Counseling	Newes, Sandy	ONLINE	3.00	22
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PREREQUISITES:

Course: MAEP51010-Foundations of Experiential Counseling or
Course: MAEP51030-Foundations of Ecotherapy or
Course: MAEP51040-Foundations of Adventure-based Psychotherapy and
Course: MACP50040-Research and Program Evaluation in Mental Health Counseling

COREQUISITES:

None.

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

MAEP51034	MT01	Research & Evaluation in Nature-based Counseling	Newes, Sandy	ONLINE	3.00	22
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PREREQUISITES:

Course: MAEP51010-Foundations of Experiential Counseling or
Course: MAEP51030-Foundations of Ecotherapy or
Course: MAEP51040-Foundations of Adventure-based Psychotherapy and
Course: MACP50040-Research and Program Evaluation in Mental Health Counseling

COREQUISITES:

None.

SPECIAL NOTES: NONE

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

FA-22 One College Course Schedule

Doctorate - Block 1 - **unknown**

Section	Course Title	Credits	Max
CRS24025 LD	B101 Introduction to Ethnic Studies Mireles, Todd	4.00	8
MTThF 9:00 am - 1:00 pm Crossroads Center 204			

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Writing Emphasis

COURSE DESCRIPTION: This course is an introduction to the field of ethnic studies in the United States. Students will learn about the foundational struggles of US ethnic studies and will be introduced to the major theoreticians and theories underpinning our contemporary understandings of Black, Asian American, Indigenous and Xicano Studies. Students taking this class will explore the theories and theorist who have emerged in this field over the past 50 years. They will write a final paper synthesizing their classroom experience with the required organizing project.

OCU10000	BX04 IS: No Contract	4.00	1,000
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PREREQUISITES:

None.

COREQUISITES:

None.

Independent Study Id/ud variable credit PLACEHOLDER.

FA-22 One College Course Schedule

Doctorate - Block 1 - General

	Section	Course Title		Credits	Max
AHU40050 UD	MBB1	Introduction to Digital Photography: Essential Skills for Visual Literacy in the Digital Age	Sweets, Carl -	4.00	1

FEE: \$67.50

PREREQUISITES:

None.

COREQUISITES:

None.

SPECIAL NOTES: Students should possess basic computing skills, access to a DSLR or mirrorless camera with manual controls (the instructor and the library have cameras to borrow on a first come, first served basis), and a recommended external hard drive or flash drive. Students will need Adobe Photoshop for this course and should contact its.helpdesk@prescott.edu before the class start date. There are two required field trips on 09/02/22 and 09/09/22.

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

FA-22 One College Course Schedule

Doctorate - Block 2 - **unknown**

Section	Course Title	Credits	Max
OCU10000 BX04	IS: No Contract	4.00	1,000

PREREQUISITES:

None.

COREQUISITES:

None.

Independent Study Id/ud variable credit PLACEHOLDER.

FA-22 One College Course Schedule

Doctorate - Block 3 - **unknown**

Section	Course Title	Credits	Max
OCU10000 BX04	IS: No Contract	4.00	1,000

PREREQUISITES:

None.

COREQUISITES:

None.

Independent Study Id/ud variable credit PLACEHOLDER.

FA-22 One College Course Schedule

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

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

PREREQUISITES:

None.

COREQUISITES:

None.

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

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

None.

COREQUISITES:

None.

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

FA-22 One College Course Schedule

Doctorate - Session A - General

Section		Course Title			Credits	Max
GRA58001	MBA1	Quantitative Research Methods	Gilmore, Rosaleen	ONLINE	3.00	22
UD				-		

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.

FA-22 One College Course Schedule

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

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

PREREQUISITES:

None.

COREQUISITES:

None.

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

EDU42000 UD	MBB1	Design and Facilitation in Environmental Education	Kurtz, Jay	-	3.00	11
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PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: This course is designed to provide environmental educators with current and emerging research, skills and strategies in meeting the learning needs of children, adolescents, and adults. Environmental educators will learn and understand how children, adolescents, and adults develop over time and how emerging research on learning affects instruction, assessment, and the decisions made by educators. Effective educators understand the holistic nature of learning and attend to the collective and individual cognitive, emotional, physical, and social needs of their students. To facilitate deep learning, effective educators understand the role of prior knowledge and experiences, language, human development, self-efficacy, creativity, motivation, and influence of culture and community in the learning process.

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

EDU72100	MBB1	Going Public: Strategies for Socially Engaged Scholarship	Gano, Gretchen	ONLINE	3.00	22
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PREREQUISITES:

None.

COREQUISITES:

None.

COURSE DESCRIPTION: Socially engaged scholarship involves generating and circulating knowledge for and with publics and communities. This course prepares students to share expertise through diverse communication practices and outlets including scholarly and popular publication, media engagement, consulting and community partnerships. The rewards of “going public” include enriching research, creative activity, and public knowledge; enhancing curriculum, teaching and learning; preparing informed and engaged citizens; strengthening democratic values and civic responsibility; tackling critical social and environmental problems; and contributing to the co-creation of public good.

FA-22 One College Course Schedule

Doctorate - Session B - General

Section		Course Title			Credits	Max
GRA58003	MBB1	Advanced Research Design	Gano, Gretchen	ONLINE	3.00	22
UD				-		

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.

GRA58002	MBB1	Qualitative Research	Greeson, Kimberley	ONLINE	3.00	22
UD				-		

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.

FA-22 One College Course Schedule

Doctorate - Term - General

Section Course Title			Credits	Max
OCU10000	MT01	IS: No Contract	4.00	1,000

PREREQUISITES:

None.

COREQUISITES:

None.

Independent Study Id/ud variable credit PLACEHOLDER.

FA-22 One College Course Schedule