Fall 2020
Prescott College
All College
Registration Instructions, Course Schedule & Descriptions

Fall 2020
August 25 – December 1, 2020

REGISTRATION DEADLINE: July 3, 2020
TUITION DEADLINE: July 3, 2020

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

Fall 2020 Term Dates

Term Dates: Tuesday, August 25 - December 11, 2020
Block A: Tuesday, August 25 – October 16, 2020
Fall Block 1: Tuesday, August 25 - September 18, 2020
Fall Block 2: Tuesday, September 22 – October 16, 2020
Fall Block 3: Tuesday, October 20 - November 13, 2020
Fall Block 4: Tuesday, November 17 – December 11, 2020
Semester: September 28, 2020 - December 11 2020
Block B: Tuesday, October 20 – December 11, 2020

TERM
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16 weeks
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BLOCK 1,2,3,4
---4 weeks---
---4 weeks---
---4 weeks---
---4 weeks---

BLOCK/SEM
---4 weeks---
-11 weeks---
---4 weeks---
---4 weeks---

BLOCK A/BLOCK B
-8 weeks----
-8 weeks-----

Deadlines (by Course Session, not by Program):

<table>
<thead>
<tr>
<th>Registration Opens</th>
<th>Tuition Deadline</th>
<th>Session/Start Date</th>
<th>Last Day to Add/Drop</th>
<th>Tuition Refund</th>
<th>Last Day to Request W</th>
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<tbody>
<tr>
<td>Monday, April 6, 2020 All Programs</td>
<td>Friday, July 3, 2020*</td>
<td>(undergraduate registration is opened by priority ranges – information sent out in March)</td>
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<td>Term Course 08-25-2020</td>
<td>09-01-2020</td>
<td>100%</td>
<td>until midnight 8/26/2020</td>
<td>8/27/2020 through midnight 9/23/2020</td>
<td>9/24/2020 through 10/21/2020</td>
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<td>Block 4 Course 11-17-2020</td>
<td>11-18-2020</td>
<td>100%</td>
<td>until midnight 8/26/2020</td>
<td>8/27/2020 through midnight 9/23/2020</td>
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</table>
Registration opens April 6, 2020 for Priority Registration.
See your EMAIL for your priority day and time.
New students will receive an email upon confirmation regarding registration.

Tuition and Enrollment Due Date - All Programs: Friday, July 3, 2020*
*$75.00 Late Registration /Payment Fee will be charged after 5pm on the above date (except in your first term).
Continuing students are held to the Tuition and Enrollment Due date.

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

LAST DAY TO ADD/DROP On-line is AUGUST 15, 2020 at 11:59 PM
Please use the add/drop form for changes after this date.

FINANCIAL AID: Minimum enrollment for students to receive financial aid is 6 credits.
All programs/ all terms.

General Payment Information
Prescott College provides real-time account summaries via your Student Account Center at Prescott.afford.com (Tuition Management Systems ‘TMS’)
Please note: Financial Aid is updated once a week and will not immediately reflect changes made to credit levels.

You can view your student account summary, set up payment plans and make one-time payments by logging into your Student Account Center (SAC) at any time after you have registered. New students will receive an invitation in their Prescott College email to set up their SAC after they have completed their first registration.
For assistance logging in, please contact TMS at 800-208-5807.
How to Register On-line

Go to MyAcademicServices
Log in

To ADD courses:

Click on FIND COURSES
Search using the BASIC SEARCH tab or ADVANCED SEARCH tab
Click the ADD button to put the course in your CART
When you have all courses in your CART click Proceed to REGISTER
Use the NEXT buttons at the bottom of the page to complete the process
View your SCHEDULE

To DROP a course:

Click the REGISTER tab
Select the year/term you want
Click the DROP box on the left of the course to select
Use the NEXT buttons at the bottom of the page to complete the process
View your SCHEDULE

Tips to successfully complete enrollment for the term:

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

What to look for as you Search:

<table>
<thead>
<tr>
<th>Course code/course number Method of delivery</th>
<th>Dates of course and enrollment period</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA,PH, Mentored, Placeholder Course</td>
<td>8/29/2017 - 12/15/2017</td>
</tr>
<tr>
<td>2017 Fall Full Term</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Instructors:

Course code/course number – Our assigned number for a course.
Method of delivery: Lecture here with XXX’s in section number will indicate that the course is mentored and you will need to submit Mentored Course contracts.
“Online” will be here for those that you enroll in and will take online. Section will be M001. No further contracts are needed.

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

Address changed???? If you think any information in your file is NOT accurate, please submit the Information Update per below:
Update your ADDRESS on-line: https://academics.prescott.edu/Account/ChangeAddress.aspx
Update your PHONE on-line: https://academics.prescott.edu/Account/PhoneNumbers.aspx
Submit Mentored Course Contracts (not required for Moodle or Classroom based courses.)

Dropping Courses/Credits after you have initially enrolled
In order to revise your credits/courses for the term, you will need to log back in to MyAcademicServices and REMOVE courses from your enrollment, ADDING any new that you want to now do.
Once Drop/Add deadline is passed, Online Enrollment will no longer be available to make these changes.

Course Start/End Dates
Prescott College has aligned calendars across programs. This now makes it possible to offer courses across programs and delivery models. There are multiple time periods (Sessions) within, and including, the Full Term. Course schedule has a Session line which will let you know which Session course is in. Run Dates of the course are to the left.

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

**Prescott College**

2020/21 Tuition And Fees For All Programs

## On Campus Undergraduates
### Semester Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>FIT</th>
<th>8 Cr.</th>
<th>10 Cr.</th>
<th>12 Cr.</th>
<th>14 Cr.</th>
<th>Per Credit</th>
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</thead>
<tbody>
<tr>
<td>Tuition (12)</td>
<td>$7,176.00</td>
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<tr>
<td>Graduation Fee</td>
<td>$150.00</td>
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<tr>
<td>Late Registration</td>
<td>$75.00</td>
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<tr>
<td>Late Payment Fee</td>
<td>$25.00</td>
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<tr>
<td>Sustainability Fee</td>
<td>$50.00</td>
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<tr>
<td>Technology Fee</td>
<td>$115.00</td>
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### Due Dates
- Fall Term: 7/3/2020
- Spring Term: 5/7/2021

## Online Undergraduate and Post-Bac Teacher Prep
### Semester Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>FIT</th>
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### Due Dates
- Fall Term: 7/3/2020
- Spring Term: 5/7/2021

## On Campus Masters in Social Justice and Community Organizing
### Semester Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>FIT</th>
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<tr>
<td>Technology Fee</td>
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### Due Dates
- Fall Term: 7/3/2020
- Spring Term: 5/7/2021

## Online Masters in Counseling and Master's Certificate in Counseling
### Semester Credits

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<thead>
<tr>
<th>Course</th>
<th>FIT</th>
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### Due Dates
- Fall Term: 7/3/2020
- Spring Term: 5/7/2021

## Online Masters in Critical Psychology, Education, Social and Environmental Arts Practice and Post-Degree Certificate in Education
### Semester Credits

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<th>Course</th>
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### Due Dates
- Fall Term: 7/3/2020
- Spring Term: 5/7/2021

## Online Masters in Social Justice and Community Organizing
### Semester Credits

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<tr>
<th>Course</th>
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### Due Dates
- Fall Term: 7/3/2020
- Spring Term: 5/7/2021

## Online Masters in Adventure Education, Environmental Studies, Resilient & Sustainable Communities, Sustainable Food Systems, and Sustainable Leadership
### Semester Credits

<table>
<thead>
<tr>
<th>Course</th>
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### Due Dates
- Fall Term: 7/3/2020
- Spring Term: 5/7/2021

## PhD in Sustainability Education
### Semester Credits

<table>
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<th>Course</th>
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<td>Technology Fee</td>
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### Due Dates
- Fall Term: 7/3/2020
- Spring Term: 5/7/2021
Annual Notification to Students of FERPA  
(Family Educational Rights and Privacy Act)

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

1. **The right to inspect and review the student’s education records** within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, or head of the academic department written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. **The right to request the amendment of the student’s education records** that the student believes is inaccurate or misleading. Students should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. **The right to consent to disclosures of personally identifiable information** contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the College in an administrative, supervisory, academic, or support staff position (including law enforcement unit and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

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

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

**Directory Information**

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

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

Section 485.

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

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

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

Section 484(r)

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

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

If convicted of an offense involving:
The possession of a controlled substance: Ineligibility period is:
First offense ................................... 1 year
Second offense ............................... 2 years
Third offense ................................. Indefinite.

The sale of a controlled substance: Ineligibility period is:
First offense ................................... 2 years
Second offense ............................... Indefinite.

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

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

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

(ii) includes two unannounced drug tests;

(B) the student successfully passes two unannounced drug tests conducted by a drug rehabilitation program that complies with such criteria as the Secretary shall prescribe in regulations for purposes of subparagraph (A)(i); or

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

(3) DEFINITIONS.—In this subsection, the term “controlled substance” has the meaning given the term in section 102(6) of the Controlled Substances Act (21 U.S.C. 802(6)).
Fall 2020 Undergraduate Registration Information

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

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

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

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

Block 1
- ADV24050 B001 Environmental Perspectives & Rafting: Colorado Plateau $503
- ADV41000 B001 Adventure Therapy Program Models and Modalities $90
- ENV21002 B001 Naked-Eye Astronomy $90

Co-Requisite Courses
- Adventure Education I, II, III - This is a 12 credit suite in the Semester
  - ADV21000/ADV21002/ADV41004/ADV41000 S001 $500
- Wilderness Exploration & Landscape Studies I, II, III – This is a 12 credit suite in the Semester
  - ADV21015/ADV21016/ADV41015/ADV41017 S001 $414
- Women’s Topics in Wilderness Leadership I, II – This is an 8 credit suite in the Semester
  - ADV21074/ADV210705 $200
- Tucson Semester – This is a 12 credit suite in the semester
  - CRS22706/42706 Barrio Pedagogy: Praxis Along the Border $760
  - CRS28060/48060 Urban Environmental Justice
  - EDU22707/EDU42707 Critical Literacy for Social Justice

Remember to update your anticipated graduation date (the month AND the year)—required for tuition & financial aid processing. IF YOU PLAN TO GRADUATE IN May 2021 PLEASE COMPLETE THE PETITION FOR PROGRAM COMPLETION THIS MONTH.

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

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

Prescott College requires all On-Campus Undergraduate students to have insurance coverage. The coverage period for the Fall 2020 term is August 1, 2020 through December 31, 2020.

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

For questions regarding the insurance, call Aetna directly at 800/853-5899. For questions regarding the waiver process, call the One Stop answer center at 928/350-4111. For any questions regarding billing, call Amber Harris at 928-350-2107.
### Undergraduate Mentored Study, Senior Project/Student Teaching

**Placeholder Registration Courses**

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<th>Block</th>
<th>Course ID</th>
<th>Section</th>
<th>Credits</th>
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* Resident Undergraduates are REQUIRED to take Core Curriculum 4 CCC40005 with their Senior Project/Student Teaching

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** Limited-Residency Undergraduates are REQUIRED to take PASS2 PASS47002 with their Senior Project/Student Teaching
Undergraduate > Block 1

Course #: ADV41500 UD  Section: B001
Adventure Therapy Program Models and Modalities

Session: Block 1  Credits: 4.00  Max Capacity: 12  Instructor(s): Schwartz, Forrest  Class Schedule:
           MTThF 1:00 pm - 5:00 pm  San Juan 201-B

FEE: $90.00

PREREQUISITES:
Permission of instructor: Forrest Schwartz  and
Course: ORI26002 - Orientation: Desert, Mountain & Canyon Expedition

COREQUISITES:
None.

SPECIAL NOTES: There is a field experience planned for the 3rd week of Block 1 9/7/2020 dependent on risk management protocols. Student expenses of $100 for food and miscellaneous expenses related to the field experience

COURSE DESCRIPTION: This course introduces students to a variety of program models and modalities in the field of adventure therapy. As a primarily van-based field course, students will visit programs and facilities involved in the therapeutic use of adventure. The course begins on campus as students examine foundational concepts in adventure therapy and visit rehabilitation and treatment facilities in and around Prescott, AZ. It follows with a 14-17 day tour of therapeutic adventure programs and facilities in the four corners region of the southwestern United States. During site visits, students will meet with program directors, field staff, and clinicians to gain a better understanding of the career opportunities in the field of adventure therapy. The course will also explore the philosophies and missions that distinguish different programs as well as the challenges and successes in meeting program objectives. In addition to program and facility visits, we will also spend time experiencing state and national parks throughout the region as we examine the intersectionality of the natural environment and human health and wellness. This course is ideal for students interested in pursuing a career in adventure therapy, wilderness therapy, ecotherapy, ecopsychology, or related therapeutic adventure practice.

Course #: HDP21400 LD  Section: B001
Dreamwork

Session: Block 1  Credits: 4.00  Max Capacity: 12  Instructor(s): Farrow, Galeet  Class Schedule:
           MTThF 1:00 pm - 5:00 pm  Summit A

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course is both experiential and academic. Students will be expected to do appropriate readings and research as well as keep an extensive dream log and learning portfolio working with their own dreams and symbolic language on a daily basis. Part of our class meetings will be devoted to the facilitation of a dream group in which the participants do work with a dream of their choice. The remainder of our time will be devoted to films and discussions of the readings.
# Undergraduate > Block 1

## Dreamwork

**Course #:** HDP41400  UD  **Section:** B001  

**Course Title:** Dreamwork  

**Session:** Block 1  
**Credits:** 4.00  
**Max Capacity:** 6  
**Instructor(s):** Farrow, Galeet  
**Class Schedule:** MTWTh 1:00 pm - 5:00 pm  
**Summit A**  

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES:** N/A

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

## Environmental Perspectives & Rafting: Colorado Plateau

**Course #:** ADV24050  LD  **Section:** B001  

**Course Title:** Environmental Perspectives & Rafting: Colorado Plateau  

**Session:** Block 1  
**Credits:** 4.00  
**Max Capacity:** 12  
**Instructor(s):** Mackey, Rachel  
**Munsell, Steve**  
**Class Schedule:**  
- Tue 8/25/20 9:00 am - 3:00 pm  
- San Juan 201C  
- Wed 8/26/20 9:00 am - 3:00 pm  
- San Juan 201C  
- Thu 8/27/20 9:00 am - 3:00 pm  
- San Juan 201C  

**FEE:** $503.00  

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

**COREQUISITES:**  
None.

**SPECIAL NOTES:** This course meets the first three days 9 AM - 3 PM San Juan 201C. After the initial classroom meetings, class is based in the field for the duration of the block. There is a $300.00 Student Food fee included in the course fee for food while in the field.  
$100 estimated student expenses for equipment, books, guides, & misc.

**DESCRIPTION:** In the context of an expedition on one or more 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 geography, geology, vegetation, wildlife, high desert ecology, general aspects of Indian and non-Indian cultures of the bioregion, and critical analysis of contemporary conservation issues. 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 issues, and backcountry river travel in a seamless fashion.
**FA-20 One College Course Schedule**

**Key to Course IDs:** ADV = Adventure Education, ENV = Environmental Studies etc)
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

**Undergraduate > Block 1**

**Course #:** ENV23600 LD  **Section:** B001

**Environmental Photojournalism**

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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** Special Notes: Access to a DSLR camera is required. (Learning Technologies has a limited number 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. Field trips are subject to change due to accessibility and restrictions. 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.
Undergraduate > Block 1

Course #: ENV43600 UD  Section: B001
Environmental Photojournalism

Session: Block 1  Credits: 4.00  Max Capacity: 12  Instructor(s): Sherman, Peter

Class Schedule:
MTThF 9:00 am - 1:00 pm
Crossroads Center 204

W 2:00 pm - 5:00 pm
Crossroads Center 204

FEE: $75.00

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Special Notes: Access to a DSLR camera is required. (Learning Technologies has a limited number 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.

Course #: ENV22005 LD  Section: B001
Human Biology

Session: Block 1  Credits: 4.00  Max Capacity: 14  Instructor(s): Boyer, Ed

Class Schedule:
MTWTh 9:00 am - 1:00 pm
Mogollon BioLab

W 2:00 pm - 5:00 pm
Mogollon BioLab

FEE: $75.00

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Human Biology addresses essential knowledge about the human body from an animal biology and evolutionary perspective, delivered through hands-on lab activities, lectures, readings, and discussion. The course will focus on the anatomy and physiology (“form and function”) of the major human organ systems: skeletal, muscular, cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive, endocrine, and nervous systems. All of this will be based on an understanding of the underlying tissues and cell types. Special attention will be given to relevant vital topics such as birth control, neurotransmitters and medications, genetics, diseases, and evolutionary psychology.
### Undergraduate > Block 1

#### Course #: AHU22705 LD  Section: B001

**Introduction to Digital Photography: Essential Skills for Visual Literacy in the Digital Age**

<table>
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<td>12</td>
<td>Sweets, Carl</td>
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** Students should have Basic Computing Skills, access to a DSLR camera (Learning Technologies has cameras available to borrow), and a recommended external hard drive or flash drive. Estimated student expense of $500 for camera and flash drive. 2 required field trips on 08/28/20 and 09/04/20.

**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.

#### Course #: ENV21002 LD  Section: B001

**Naked-eye Astronomy**

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**FEE:** $90.00

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** This course will be a combination of in class and field components. Additionally, there will be an extended field trip.

**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-20 One College Course Schedule

Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc) course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral)

Undergraduate > Block 1

Course #: HDP41003 UD  Section: B001
Nature & Psyche

Session: Block 1  Credits: 4.00  Max Capacity: 14  Instructor(s): Riegner, Mark
Class Schedule: MTThF 9:00 am - 1:00 pm
Sinagua A
W 2:00 pm - 5:00 pm
Sinagua A

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This interdisciplinary course explores the complex relationship between human consciousness and non-human nature. Course exploration revolves around four major themes:

1) the nature of our identities and psychological responses to the non-human world, historically, currently, and ideally;

2) the relationship between the wounding, or well-being, of the psyche and the degradation, or care, of the earth;

3) the guidance which non-human nature provides for human behavior; and

4) the role of natural history, perception and attention in healing the human-nature relationship.

Within the context of these themes, we explore the evolution and conditioning of the psyche; culture and colonization; and adaptation and resilience. Throughout, our fundamental question is how humans might become more adapted and responsive to current ecological conditions.

Course #: ORI26005 LD  Section: B001
Orientation: Community-Based - Connections

Session: Block 1  Credits: 4.00  Max Capacity: 13  Instructor(s): Tison, Eleanor
Class Schedule: MTThF 8:00 am - 1:00 pm
Ironwood D
W 8:00 am - 5:00 pm
Ironwood D

FEE: $1,075.00

PREREQUISITES:
None.

COREQUISITES:
None.

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

COURSE DESCRIPTION: This section of Community Based Orientation is an exploration of community through the multifaceted lens of food justice. Students will engage a range of experiential and classroom-based activities to investigate such topics as sustainable food systems, food insecurity, school and community gardens, agroecology and nutrition. Course work will aid 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 section of Orientation student learning activities will include reading, discussions, student delivered presentations, group projects, community building activities, required field trips, and a student-built learning portfolio. This course is based in Prescott.
Undergraduate > Block 1

Course #: ORI26002  LD  Section: B001
Orientation: Desert, Mountain & Canyon Expedition

Session: Block 1  Credits: 4.00  Max Capacity: 200  Instructor(s): Goodman, Cecil

Class Schedule:

FEE: $1,075.00

PREREQUISITES:
None.

COREQUISITES:
None.

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

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

Course #: COR47001  UD  Section: MB01
PASS 1 - Education

Session: Block 1  Credits: 1.00  Max Capacity: 22  Instructor(s): Brown, Jennifer

Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Professional and Academic Success Seminar (PASS 1) provides new students with the essential tools to successfully navigate their academic journey through the Limited-Residency Undergraduate (LRU) program. PASS 1 addresses every advising need, including creation of the degree plan, and offers weekly academic and professional resource sites, which remain available at all times for each student's entire duration of enrollment in LRU. In addition, PASS 1 teaches students how to create their e-portfolio that displays and reflects on learning outcomes for each course and serves as a professional showcase for post-graduate endeavors.
Key to Course IDs: ADV = Adventure Education, ENV = Environmental Studies etc.

course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

Undergraduate > Block 1

**Course #**: COR47001  UD  **Section**: MB02

**PASS 1 - Liberal Arts**

**Session**: Block 1  **Credits**: 1.00  **Max Capacity**: 22  **Instructor(s)**: Bigknife Antonio, Molly  **Class Schedule**: ONLINE

**PREREQUISITES**: None.

**COREQUISITES**: None.

**SPECIAL NOTES**: N/A

**COURSE DESCRIPTION**: Professional and Academic Success Seminar (PASS 1) provides new students with the essential tools to successfully navigate their academic journey through the Limited-Residency Undergraduate (LRU) program. PASS 1 addresses every advising need, including creation of the degree plan, and offers weekly academic and professional resource sites, which remain available at all times for each student’s entire duration of enrollment in LRU. In addition, PASS 1 teaches students how to create their e-portfolio that displays and reflects on learning outcomes for each course and serves as a professional showcase for post-graduate endeavors.

**Course #**: COR47002  UD  **Section**: MB01

**PASS 2**

**Session**: Block 1  **Credits**: 1.00  **Max Capacity**: 22  **Instructor(s)**: Stogsdill, Gary  **Class Schedule**: ONLINE

**FEE**: $120.00

**PREREQUISITES**: None.

**COREQUISITES**: None.

**SPECIAL NOTES**: N/A

**COURSE DESCRIPTION**: Professional and Academic Success Seminar 2 (PASS 2) provides soon-to-graduate students with all the information and guidance needed to successfully graduate. Students complete their final degree plan, the research paper requirement, the petition for program completion, and a 5-page synthesizing essay that reflects on their entire learning journey leading to graduation. In addition, PASS 2 offers feedback to students on their e-portfolio that displays and reflects on learning outcomes for each course and serves as a professional showcase for post-graduate endeavors.
Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc.
Course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

Undergraduate > Block 1

Course #: ENV24130 LD  Section: B001
Permaculture for Systemic Change

Session: Block 1  Credits: 4.00  Max Capacity: 14  Instructor(s): TBA
Class Schedule: MTThF 8:00 am - 5:00 pm
Crossroads Center 202

FEE: $154.00

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Several field trips including multi-day trips are included in this course. $118.00 estimated student expense for personal equipment.

COURSE DESCRIPTION: Permaculture is a design methodology for creating sustainable human environments from the home garden to the large acre farm, from landscape planning to sustainable human settlements, organizations, and society. Permaculture uses an ethically-based whole-systems design approach, incorporating concepts, principles, and methods derived from natural ecosystems as well as from cultural and indigenous systems. Although rooted in horticulture and agriculture, Permaculture design is interdisciplinary, touching on a wide range of subjects including regional planning, ecology, animal husbandry, appropriate technology, architecture, and international development. Through classroom lectures, field trips, hands-on activities, experiential learning exercises, group discussions, readings, and student design projects and presentations this course will cover topics including: Permaculture theory and practice, leadership capacity building for collective impact, and strategic sustainability toward systemic change.

Course #: EDU27033 LD  Section: B001
Place-based Education Theory

Session: Block 1  Credits: 4.00  Max Capacity: 14  Instructor(s): Foglesong, Sarah
Class Schedule: MTThF 9:00 am - 1:00 pm
Crossroads Center 201

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.
Undergraduate > Block 1

Course #: EDU47033  UD  Section:  B001
Place-based Education Theory

Session:  Block 1  Credits:  4.00  Max Capacity:  7  Instructor(s):  Foglesong, Sarah
Class Schedule:
MTThF 9:00 am - 1:00 pm
Crossroads Center 201

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.

Course #: CRS21205  LD  Section:  B001
Radical Media: Podcasting

Session:  Block 1  Credits:  4.00  Max Capacity:  12  Instructor(s):  Mireles, Todd
Class Schedule:
MTThF 9:00 am - 1:00 pm
Crossroads Center 203
W 2:00 pm - 5:00 pm
Crossroads Center 203

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Radical Media explores the relationship between journalistic ethics and the use of media production to promote social justice. Throughout the course, we will cover the journalistic “toolkit” that is necessary to convey social and political messages effectively. Students will learn to critically analyze, frame, plan, and produce podcasts, and then in teams, produce their own podcasts highlighting a contemporary and pressing social and/or environmental justice issue. Students will work in production teams and travel off campus to interview people, working with non-profits and community organizations to create media with a powerful social message. The aim of this course is to help students become media literate and to sharpen their skills as producers and consumers of news through screenings, critiques, and guest lectures. Readings and discussions focus on current news, contemporary conflicts and debates over “fake news” and “media bias”, media ethics, media literacy, social justice issues and the powerful role of media (TV news, documentaries, new media, digital storytelling) as tools for civic engagement and positive social change.
Undergraduate > Block 1

Course #: ADV22048  LD  Section: B001
Rock Climbing & Geology

Session: Block 1  Credits: 4.00  Max Capacity: 10  Instructor(s): Hovater, Stevo

Class Schedule:
MTWTh 8:00 am - 5:00 pm
San Juan 201-B

FEE: $97.00

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

COREQUISITES:
None.

SPECIAL NOTES: This course takes place primarily in the field with interspersed classroom days. One overnight field trip 9/9/2020- 9/11/2020 will be required. $240.00 estimated Student expense for climbing gear, supplies and food in the field.

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

Course #: CRS40003 UD  Section: B001
Special Topics in CRS: Globalization and Urban Politics

Session: Block 1  Credits: 4.00  Max Capacity: 8  Instructor(s): Belt, Michael

Class Schedule:
Tue 8/25/20  8:00 am - 5:00 pm
Ironwood A

FEE: $1,120.00

PREREQUISITES:
None.

COREQUISITES:
None.

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

COURSE DESCRIPTION: Contemporary globalization has reconfigured landscapes of power, in part, through the emergence of global cities such as Los Angeles. In addition, for the first time in history, the majority of humans live in urban areas. The study of urbanization has become crucial to understanding processes of uneven development, social decision making, and struggles for social transformation and sustainability. This course will take students to Los Angeles to immerse them in processes of experiential learning, expose them to major questions and debates in the interdisciplinary and applied study of urbanization and globalization, to build an intentional learning community, and to explore themes of justice, home, and community in diverse contexts of social justice organizing and activism.
FA-20 One College Course Schedule

Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc) course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

Undergraduate > Block 1

Course #: AHU22382  LD  Section: B001
ST in AHU: Acting/Non-acting: Developing Openness & Resilience through Performance Practice
Session: Block 1  Credits: 4.00  Max Capacity: 7  Instructor(s): Pongstephone, Ruth
Class Schedule: MTThF 9:00 am - 3:00 pm, Manzanita Chapel

PREREQUISITES: None.

COREQUISITES: None.

SPECIAL NOTES: NONE

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

Course #: AHU42382  UD  Section: B001
ST in AHU: Acting/Non-acting: Developing Openness & Resilience through Performance Practice
Session: Block 1  Credits: 4.00  Max Capacity: 7  Instructor(s): Pongstephone, Ruth
Class Schedule: MTThF 9:00 am - 3:00 pm, Manzanita Chapel

PREREQUISITES: None.

COREQUISITES: None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This is a studio course for actors and non-actors in which students will explore different approaches to acting and the ways in which various acting exercises and techniques operate to nurture and support individual and communal, emotional and physical, openness and resilience. Studio work begins the basics of presence and awareness, connecting body, mind, and being through breath and movement, cultivating emptiness, trust, and receptivity, and developing instincts that are fundamental for entering explorations as an actor. The diverse sources of the techniques introduced within the course include: Butoh / Kundalini Yoga / Red Nose clowning / Yoshi Oida / Peter Brook / Stanford Meisner / Konstantin Stanislavski / Augusto Boal. During the course students will develop individual ways of employing acting techniques as tools to form personal strategies for engaging diverse subject matter encompassing, roles and situations within a theatre play, as well as, circumstances and conflicts that arise in life.
Undergraduate > Block 1

Course #: ADV40050 UD  Section: B002
TA: Environmental Perspectives

Session: Block 1  Credits: 4.00  Max Capacity: 1  Instructor(s): Hovater, Stevo  Munsell, Steve

Class Schedule:

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: This course meets the first three days 9 AM - 3 PM San Juan 201C. After the initial classroom meetings, class is based in the field for the duration of the block. There is a $300.00 Student Food fee included in the course fee for food while in the field.
$100 estimated student expenses for equipment, books, guides, & misc.

DESCRIPTION: In the context of an expedition on one or more 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 geography, geology, vegetation, wildlife, high desert ecology, general aspects of Indian and non-Indian cultures of the bioregion, and critical analysis of contemporary conservation issues. 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 issues, and backcountry river travel in a seamless fashion.

Course #: HDP23200 LD  Section: B001
The Psychology of Spaces: How the Places we Inhabit Affect our Lives

Session: Block 1  Credits: 4.00  Max Capacity: 14  Instructor(s): Brown, Tony

Class Schedule:

MTThF 9:00 am - 1:00 pm ECOSA
W 2:00 pm - 5:00 pm ECOSA

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: There will be 2 all day field trips on Fridays.

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 well-being. 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 well-being. 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 on healthy living, work, and public spaces.
Undergraduate > Block 1

Course #: ADV46000 UD  Section: B001
Wilderness Orientation Instructors Practicum

Session: Block 1  Credits: 4.00  Max Capacity: 12  Instructor(s): Goodman, Cecil

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

COREQUISITES:
None.

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

SPECIAL NOTES: 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). Students will receive a $400 food and gear stipend.

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.

Course #: EDU47050 UD  Section: B001
Working in Schools: Orientation

Session: Block 1  Credits: 1.00  Max Capacity: 14  Instructor(s):  Class Schedule:
F 9:00 am - 1:00 pm Sinagua B

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.
Undergraduate > Block 2

Course #: MTH26050  LD  Section: B201
Applied Algebra

Session: Block 2  Credits: 4.00  Max Capacity: 14  Instructor(s): Boyer, Ed

Class Schedule:
MTThF 9:00 am - 1:00 pm
Crossroads Center 201
W 2:00 pm - 5:00 pm
Crossroads Center 201

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Students will need the text and a TI-83 or better 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).

Course #: CRS22706  LD  Section: B201
Barrio Pedagogy: Praxis Along the Border

Session: Block 2  Credits: 4.00  Max Capacity: 6  Instructor(s): Fernandez, Anita

Class Schedule:
MTWThF 8:00 am - 5:00 pm
Field - See Notes

FEE: $305.00  *** NON-REFUNDABLE FEE ***

PREREQUISITES:
None.

COREQUISITES:
None.

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

COURSE DESCRIPTION: This course explores the theories and methodologies associated with barrio pedagogy, critical pedagogy and social justice education as a means for countering the hegemonic forces so prevalent in our public school system. By engaging in specific educational movements in southern Arizona, with a focus on Latinx and border communities, students will have an opportunity to apply theory and practice to on-the-ground community organizing and learn from experts in the areas of Ethnic Studies and educational access for Latinx students. A key component of this course will be a focus on activist teaching as a method for deconstructing the impact of neoliberalism in education and for working toward a pedagogy of liberation.
Undergraduate > Block 2

Course #: CRS42706 UD  Section: B201
Barrio Pedagogy: Praxis Along the Border

Session: Block 2  Credits: 4.00  Max Capacity: 6  Instructor(s): Fernandez, Anita

Class Schedule:
MTWThF 8:00 am - 5:00 pm
Field - See Notes

FEE: $305.00  *** NON-REFUNDABLE FEE ***

PREREQUISITES:
None.

COREQUISITES:
None.

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

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

Course #: COR20000 LD  Section: B201
Core Curriculum 1: Explorations of Self: Interdependence & Resilience

Session: Block 2  Credits: 4.00  Max Capacity: 18  Instructor(s): Sherman, Peter

Class Schedule:
MTThF 9:00 am - 1:00 pm
Crossroads Center 204
W 2:00 pm - 5:00 pm
Crossroads Center 204

FEE: $15.00

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Students in this section will explore course themes through the lenses of ecology and sustainability.

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-20 One College Course Schedule

Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc)
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral)

Undergraduate > Block 2

Course #: COR20000 LD  Section: B202
Core Curriculum 1: Explorations of Self: Interdependence & Resilience

Session: Block 2  Credits: 4.00  Max Capacity: 18  Instructor(s): Grant, Sebastienne

Class Schedule:
MTThF 9:00 am - 1:00 pm
Crossroads Center 203
W 2:00 pm - 5:00 pm
Crossroads Center 203

FEE: $15.00

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Students in this section will engage in theoretical and experiential explorations of self-care and compassion.

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.

Course #: COR20005 LD  Section: B201
Core Curriculum 2: Ways of Knowing

Session: Block 2  Credits: 4.00  Max Capacity: 14  Instructor(s): Poole, Mary

Class Schedule:
MTThF 1:00 pm - 5:00 pm
Crossroads Center 202
W 2:00 pm - 5:00 pm
Crossroads Center 202

FEE: $15.00

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Writing Emphasis

COURSE DESCRIPTION: This course strives to build shared understanding of the challenges defining the world today and the circumstances that helped create them. Students will discover the multitude of communities, movements, and scholars working to solve these challenges and the role they can also play in discovering solutions. Building from the foundations of CC1 courses, CC2 broadens the scope of discovery from that of self-inquiry and engagement on a local scale to understanding the larger complexities of other identities and the world in which we live. Within CC2 students also explore the inspirational events and learning moments that led them to the passions they study today and the work they desire to do in the future. This reflective experience prepares students to consider the personal and professional paths ahead and to craft a degree plan for pursuit of an undergraduate degree in an area of their choosing.
Undergraduate > Block 2

**Course #:** HDP22050 LD  **Section:** B201

**Counseling Skills**

**Session:** Block 2  **Credits:** 4.00  **Max Capacity:** 14  **Instructor(s):** Himes, Tony  **Class Schedule:** MTThF 9:00 am - 1:00 pm

**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.

**Course #:** EDU21100 LD  **Section:** B201

**Environmental Education, Fundamentals of**

**Session:** Block 2  **Credits:** 4.00  **Max Capacity:** 14  **Instructor(s):** TBA  **Class Schedule:** MTWTh 9:00 am - 3:00 pm

**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.
# Undergraduate > Block 2

**Course #:** HDP21401  **LD**  **Section:** B201  **Credits:** 4.00  **Max Capacity:** 7  **Instructor(s):** Farrow, Galeet  **Class Schedule:** MTThF 1:00 pm - 5:00 pm

**Expressive Arts Therapies**

**Course #:** HDP41401  **UD**  **Section:** B201  **Credits:** 4.00  **Max Capacity:** 7  **Instructor(s):** Farrow, Galeet  **Class Schedule:** MTThF 1:00 pm - 5:00 pm

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

**Key to Course IDs:** ADV = Adventure Education, ENV = Environmental Studies etc)  
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

**COURSE DESCRIPTION:** This advanced course combines psychology with the arts and integrates the study of the theoretical foundations of expressive arts therapies with experiential immersion in and reflection on specific practices in this innovative field. Students explore both traditional arts therapies and emerging modalities in the expressive arts, such as painting and drawing, journal methods, mask making, movement and dance therapies, and poetry. Students work intensively with their own life stories and internal processes, documenting their learning in journal form. The theory and practice of expressive arts may serve a vital role for students pursuing work in human services, counseling, wilderness leadership, and education.
**FA-20 One College Course Schedule**

**Key to Course IDs:** ADV=Adventure Education, ENV = Environmental Studies etc.
Course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral.

**Undergraduate > Block 2**

**Course #:** AHU24651  LD  **Section:** B201  
**Form & Function: Sculpture in Theory & Practice**

**Session:** Block 2  
**Credits:** 4.00  
**Max Capacity:** 14  
**Instructor(s):** Greenblum, Ellen  
**Class Schedule:** MTThF 9:00 am - 3:00 pm  
Marina 1

**FEE:** $100.00

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** NONE

**COURSE DESCRIPTION:** This course will cover methods and concepts of three-dimensional art, with a focus on sustainable and alternative practices in unfired clay and found materials. Students will develop individualized content culminating in a final portfolio of sculptural pieces. This course will include relevant art history and contemporary approaches, artist research, critiques, visits to museums and galleries, and guest artist lectures and/or studio visits.

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**Course #:** ENV22700  LD  **Section:** B201  
**Human Ecology, Introduction to**

**Session:** Block 2  
**Credits:** 4.00  
**Max Capacity:** 14  
**Instructor(s):** Dailey, Mark  
**Class Schedule:** MTThF 9:00 am - 1:00 pm  
Crossroads Center 205

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** NONE

**COURSE DESCRIPTION:** In this course, we will examine the interrelationship between the environment and our human species from the complementary perspectives of anthropology and ecology. We will examine case studies of human groups from prehistory to the present and across a variety of the world's major environmental zones, addressing key questions such as: How have different human groups adapted, both biologically and culturally and across time, to the environments they have inhabited? Are small-scale groups better adapted to their environments than large-scale groups? How did the fossil fuel revolution transform human ecology? What are the ecological dimensions of human fertility, infectious disease, and nutrition? How should human cultural values, ideologies, and differences in power be incorporated into studies of human ecology? How can policy-makers draw on these lessons to formulate effective strategies for the simultaneous conservation of biological and cultural diversity? Students will develop their answers to these questions through lecture, reading, writing, and discussion.
FA-20 One College Course Schedule

Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc.
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

Undergraduate > Block 2

Course #: ADV22016 LD  Section: B201
Introduction to Rock II: Ropework and Movement

Session: Block 2  Credits: 1.00  Max Capacity: 10  Instructor(s): Brown, Mathieu

Class Schedule:
Fri 10/9/20 8:00 am - 5:00 pm  San Juan 101
Sat 10/10/20 8:00 am - 5:00 pm  San Juan 101
Mon 10/19/20 8:00 am - 5:00 pm  San Juan 101
Tue 10/20/20 8:00 am - 5:00 pm  San Juan 101

PREREQUISITES:
Course: ADV22010 - Rock Climbing, Introduction to

COREQUISITES:
None.

SPECIAL NOTES: This is a 1 credit course - This is a pop-up course that runs 10/9/2020-10/10/2020 and 10/19/2020 - 10/20/2020.

COURSE DESCRIPTION: Introduction to Rock II, is the second course in a sequence of classes focused on an introduction to the craft and pursuit of technical outdoor rock climbing. Where Introduction to Rock I takes a holistic approach, addressing climbing literacy, trends, mental perspectives, self-development and technical skills, Introduction to Rock II focuses in on the technical and applied aspects of climbing. This course can serve as a refresher for those wanting to sharpen their ropework and movement skills before enrolling in Intermediate Rock Climbing, (where lead climbing becomes the focus), or as an opportunity to practice top-rope set-up and single pitch skills, so that they may pursue a personal climbing practice utilizing the safest and most efficient techniques. The course begins by reviewing the movement and ropework techniques delivered in Introduction to Rock Climbing I, then allows students to practice these skills while being actively coached and mentored, and finally concludes by having students apply these skills independently, in accordance with institutional requirements. Movement and ropework skills are practiced in a variety of top-rope single-pitch environments, including crack-climbs, face climbs, top-approached sites, bottom-approached sites, and natural and fixed anchor sites. Finally, the course delivers, rescue, safety and teaching techniques common to Single Pitch Instructor curriculum.

Course #: EDU47035 UD  Section: B201
Introduction to Special Education

Session: Block 2  Credits: 3.00  Max Capacity: 14  Instructor(s): Smith, Andy

Class Schedule:
MTTHF 1:00 pm - 5:00 pm  Cottonwood A

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-20 One College Course Schedule**

**Key to Course IDs:** ADV=Adventure Education, ENV = Environmental Studies etc.

course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

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**Undergraduate > Block 2**

**Course #: ADV21200  LD  Section: B201**
**Maps & Wilderness Navigation**

<table>
<thead>
<tr>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s):</th>
<th>Class Schedule:</th>
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</thead>
<tbody>
<tr>
<td>Block 2</td>
<td>4.00</td>
<td>10</td>
<td>Goodman, Cecil</td>
<td>TTh 8:00 am - 5:00 pm</td>
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<td>San Juan 201-A</td>
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<td>San Juan 201-A</td>
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</table>

**FEE:** $21.00

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** Tuesdays and Thursdays will be all-day field days; Involves rugged hiking and a possible overnight field trip; $75.00 estimated student expense for compass, misc.

**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.

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**Course #: ADV41200  UD  Section: B201**
**Maps & Wilderness Navigation**

<table>
<thead>
<tr>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s):</th>
<th>Class Schedule:</th>
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<tbody>
<tr>
<td>Block 2</td>
<td>4.00</td>
<td>2</td>
<td>Goodman, Cecil</td>
<td>TTh 8:00 am - 5:00 pm</td>
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<td>San Juan 201-A</td>
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<td>San Juan 201-A</td>
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**FEE:** $21.00

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

**COREQUISITES:**
None.

**SPECIAL NOTES:** Tuesdays and Thursdays will be all-day field days; Involves rugged hiking and a possible overnight field trip; $75.00 estimated student expense for compass, misc.

**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.
Undergraduate > Block 2

Course #: ENV22730 LD  Section: B201
Natural History & Ecology of the Southwest, Phase I

Session: Block 2  Credits: 4.00  Max Capacity: 14  Instructor(s): Johnson, Jeremy
Riegner, Mark

Class Schedule:
MTThF 9:00 am - 3:00 pm
Mogollon EARSCI

FEE: $180.00

PREREQUISITES:
None.

COREQUISITES:
Course: ENV22731

SPECIAL NOTES: Students are required to take both Phase I & II. This course will spend time in both classroom and field settings. A required field trip for Block 2 is 9/28-10/2/2020 Block 3 will be 10/26 - 10/30/2020. Estimated field trip expenses for group food $50.

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.

Course #: AHU22330 LD  Section: B201
Prescott Singers: Lift Every Voice

Session: Block 2  Credits: 4.00  Max Capacity: 10  Instructor(s): Yost, Abby

Class Schedule:
MTThF 1:00 pm - 5:00 pm
Manzanita Chapel

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: Come and sing at Prescott College! In this course, participants will perform in a singing ensemble, learning and reinforcing the basics of choral practice. In this course, you will get vocal training appropriate to your level, as well as an introduction to music theory. We will explore specifically, how music can unite communities, inform identities, and energize movements, with a specific unit on protest music. Students will have opportunities to assume leadership roles within the ensemble, with input towards repertoire performed. All levels and singing experience are welcome and encouraged.
Undergraduate > Block 2

Course #: AHU42330 UD  Section: B201
Prescott Singers: Lift Every Voice

Session: Block 2  Credits: 4.00  Max Capacity: 4  Instructor(s): Yost, Abby  Class Schedule: MTThF 1:00 pm - 5:00 pm

PREREQUISITES: None.

COREQUISITES: None.

SPECIAL NOTES: To receive upper division credit a student must have either taken the LD version or have previous advance singing experience.

COURSE DESCRIPTION: Come and sing at Prescott College! In this course, participants will perform in a singing ensemble, learning and reinforcing the basics of choral practice. In this course, you will get vocal training appropriate to your level, as well as an introduction to music theory. We will explore specifically, how music can unite communities, inform identities, and energize movements, with a specific unit on protest music. Students will have opportunities to assume leadership roles within the ensemble, with input towards repertoire performed. All levels and singing experience are welcome and encouraged.

Course #: ADV22010 LD  Section: B201
Rock Climbing, Introduction to

Session: Block 2  Credits: 4.00  Max Capacity: 10  Instructor(s): Munro, Julie  Class Schedule: MTThF 8:00 am - 5:00 pm

FEE: $75.00

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

COREQUISITES: None.

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

COURSE DESCRIPTION: This course introduces students to the basic technical skills associated with rock climbing. The appropriate student has little to no rock climbing experience, and is led through a gentle progression of technical skills in both single-day and overnight excursions. Emphasis is placed on climbing at outdoor top rope and multi-pitch sites, utilizing natural and fixed anchor systems. Students are introduced to basic knots, rope handling, belaying, signals, anchors, and rigging. In addition, students are asked to consider risk management, problem solving, and decision making in the development of these skills. Movement on rock, balance, as well as physical and emotional safety are incorporated daily as the group moves through this progression of skills.
Undergraduate > Block 2

Course #: CRS23020 LD  Section: B201
Special Topics in CRS: The World We Want: Emergent Organizing Strategies

Session: Block 2  Credits: 4.00  Max Capacity: 7  Instructor(s): Belt, Michael  Class Schedule: MTThF 1:00 pm - 5:00 pm  Ironwood A

PREREQUISITES: None.

COREQUISITES: None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: From Occupy Wall Street, Black Lives Matter, Standing Rock, and Red For Ed in the United States to uprisings and grassroots campaigns across the planet for Climate Justice, Decolonization, Economic Equity, and Democracy, a promising array of new and refreshed political organizing strategies have emerged globally in the past decade. Why? As political power and wealth are rapidly being concentrated and inequality expands, the gains made by historic grassroots struggles are being attacked and eroded. At the same time, reactionary politics, automation, and climate threats are presenting new obstacles to creating a more just and sustainable future for all. How are working class, poor, and marginalized communities building political power under these changing conditions? What methodologies do organizers employ to build grassroots momentum? How has the state aided or impeded the growth and power of organizing efforts? What new kinds of collaboration are becoming possible? This course will introduce students to cutting edge approaches to making social change, familiarizing and immersing them in key contemporary challenges, debates, and opportunities within social and environmental justice movements. During this course, students will hear firsthand from organizers and activists on contemporary organizing models while engaging with contemporary critiques between practitioners.

Course #: CRS43020 UD  Section: B201
Special Topics in CRS: The World We Want: Emergent Organizing Strategies

Session: Block 2  Credits: 4.00  Max Capacity: 7  Instructor(s): Belt, Michael  Class Schedule: MTThF 1:00 pm - 5:00 pm  Ironwood A

PREREQUISITES: None.

COREQUISITES: None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: From Occupy Wall Street, Black Lives Matter, Standing Rock, and Red For Ed in the United States to uprisings and grassroots campaigns across the planet for Climate Justice, Decolonization, Economic Equity, and Democracy, a promising array of new and refreshed political organizing strategies have emerged globally in the past decade. Why? As political power and wealth are rapidly being concentrated and inequality expands, the gains made by historic grassroots struggles are being attacked and eroded. At the same time, reactionary politics, automation, and climate threats are presenting new obstacles to creating a more just and sustainable future for all. How are working class, poor, and marginalized communities building political power under these changing conditions? What methodologies do organizers employ to build grassroots momentum? How has the state aided or impeded the growth and power of organizing efforts? What new kinds of collaboration are becoming possible? This course will introduce students to cutting edge approaches to making social change, familiarizing and immersing them in key contemporary challenges, debates, and opportunities within social and environmental justice movements. During this course, students will hear firsthand from organizers and activists on contemporary organizing models while engaging with contemporary critiques between practitioners.
Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc.
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

Undergraduate > Block 2

Course #: ENV24005  LD  Section: B201
Special Topics in ES: Regenerative Design: Architecture, Permaculture and Resilience
Session:  Block 2  Credits:  4.00  Max Capacity:  7  Instructor(s): Brown, Tony
Class Schedule:
MTThF  9:00 am - 3:00 pm
ECOSA
FEE: $135.00

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: This course will have open studio time to work on design projects.

COURSE DESCRIPTION: This class will create an awareness of the importance of design in shaping both the natural and human environments. Every product we use, every space we inhabit, every city we live in has been designed by humans with little consideration of nature. Ill-considered design has led to the global climate crisis, one of the most serious challenges we face, however regenerative design is a means to intentionally design the world so that human communities and nature can be sustained and thrive. Understanding regenerative design is essential in planning for a resilient future. Through readings, class discussions, field trips and practical examples we will explore the ways we can redesign for human needs while preserving the natural world.

Course #: ENV44005  UD  Section: B201
Special Topics in ES: Regenerative Design: Architecture, Permaculture and Resilience
Session:  Block 2  Credits:  4.00  Max Capacity:  7  Instructor(s): Brown, Tony
Class Schedule:
MTThF  9:00 am - 3:00 pm
ECOSA
FEE: $135.00

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: This course will have open studio time to work on design projects.

COURSE DESCRIPTION: This class will create an awareness of the importance of design in shaping both the natural and human environments. Every product we use, every space we inhabit, every city we live in has been designed by humans with little consideration of nature. Ill-considered design has led to the global climate crisis, one of the most serious challenges we face, however regenerative design is a means to intentionally design the world so that human communities and nature can be sustained and thrive. Understanding regenerative design is essential in planning for a resilient future. Through readings, class discussions, field trips and practical examples we will explore the ways we can redesign for human needs while preserving the natural world.
# Undergraduate > Block 2

<table>
<thead>
<tr>
<th>Course #</th>
<th>ADV40050</th>
<th>Section: B202</th>
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</thead>
<tbody>
<tr>
<td>TA: Maps &amp; Wilderness Navigation</td>
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<tr>
<td>Session: Block 2</td>
<td>Credits: 4.00</td>
<td>Max Capacity: 10</td>
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<tr>
<td></td>
<td>Instructor(s): Goodman, Cecil</td>
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**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** Tuesdays and Thursdays will be all-day field days; involves rugged hiking and a possible overnight field trip; $75.00 estimated student expense for compass, misc.

**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.

<table>
<thead>
<tr>
<th>Course #</th>
<th>ENV23814</th>
<th>Section: B201</th>
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<tbody>
<tr>
<td>The Art &amp; Science of Food Preservation</td>
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<tr>
<td>Session: Block 2</td>
<td>Credits: 4.00</td>
<td>Max Capacity: 9</td>
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<tr>
<td></td>
<td>Instructor(s): Tison, Eleanor</td>
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</tbody>
</table>

**FEE:** $83.00

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** This course will include Saturday day field trip 10/02/20 and activities. $80.00 estimated student expense for supplies, misc.

**COURSE DESCRIPTION:** 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-20 One College Course Schedule

Key to Course IDs: ADV = Adventure Education, ENV = Environmental Studies etc.
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

Undergraduate > Block 2

Course #: ENV43814 UD  Section: B201
The Art & Science of Food Preservation

Session: Block 2  Credits: 4.00  Max Capacity: 5  Instructor(s): Tison, Eleanor
Class Schedule:
MTThF 1:00 pm - 5:00 pm
Sinagua A
W 2:00 pm - 5:00 pm
Sinagua A

FEE: $83.00

PREREQUISITES: None.

COREQUISITES: None.

SPECIAL NOTES: This course will include Saturday day field trip 10/02/20 and activities. $80.00 estimated student expense for supplies, misc.

COURSE DESCRIPTION: 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.

Course #: CRS22603 LD  Section: B201
Wilderness and Colonization

Session: Block 2  Credits: 4.00  Max Capacity: 8  Instructor(s): Mireles, Todd
Class Schedule:
MTThF 9:00 am - 1:00 pm
Ironwood FanCtr

FEE: $75.00

PREREQUISITES: None.

COREQUISITES: None.

SPECIAL NOTES: Estimated student expense of $50 for food in the field.

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.
Wilderness and Colonization

Session: Block 2  Credits: 4.00  Max Capacity: 7  Instructor(s): Mireles, Todd  Class Schedule: MTThF 9:00 am - 1:00 pm Ironwood FanCtr

FEE: $75.00

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Estimated student expense of $50 for food in the field.

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.
Undergraduate > Block 3

Course #: ENV22015  LD  Section: B301
Biological Principles: Life on Earth

Session: Block 3  Credits: 4.00  Max Capacity: 14  Instructor(s): Boyer, Ed  Class Schedule:
MTThF 9:00 am - 1:00 pm
Mogollon BioLab
W 2:00 pm - 5:00 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.

Course #: CRS41001  UD  Section: B301
Community Organizing 1

Session: Block 3  Credits: 4.00  Max Capacity: 12  Instructor(s): Belt, Michael  Class Schedule:
MTThF 8:00 am - 5:00 pm
Cottonwood A

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course will investigate organizing models and their impact in communities, by building and driving real time organizing campaigns within the Yavapai county Xicano community. We will examine the basics of community development, engagement, mobilizing and organizing while developing a semester long plan to implement those skills and ideas. We will learn and implement the essential components of an organizing drive: the rap, house meetings, communications, media etc. At the end of this semester students will be able to demonstrate basic knowledge in: 1. community asset mapping, 2. organizational assessment, 3. understanding of how to organize a community campaign, 4. SWOT planning session, 5. executing organizing plans in collaboration with SJHR cohort.
Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc) course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

Undergraduate > Block 3

Course #: COR20000 LD Section: B301
Core Curriculum 1: Explorations of Self: Interdependence & Resilience
Session: Block 3 Credits: 4.00 Max Capacity: 18 Instructor(s): Greenblum, Ellen
Class Schedule:
Greenblum, Ellen
MTThF 9:00 am - 1:00 pm Crossroads Center 201
W 2:00 pm - 5:00 pm Crossroads Center 201
FEE: $15.00
PREREQUISITES:
None.
COREQUISITES:
None.
SPECIAL NOTES: Students in this section will explore gender and sexuality through creative practice.

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.

Course #: COR20005 LD Section: B301
Core Curriculum 2: Ways of Knowing
Session: Block 3 Credits: 4.00 Max Capacity: 30 Instructor(s): Poole, Mary
Class Schedule:
Poole, Mary
MTThF 9:00 am - 1:00 pm Crossroads Center 202
W 2:00 pm - 5:00 pm Crossroads Center 202
FEE: $15.00
PREREQUISITES:
None.
COREQUISITES:
None.
SPECIAL NOTES: Writing Emphasis

COURSE DESCRIPTION: This course strives to build shared understanding of the challenges defining the world today and the circumstances that helped create them. Students will discover the multitude of communities, movements, and scholars working to solve these challenges and the role they can also play in discovering solutions. Building from the foundations of CC1 courses, CC2 broadens the scope of discovery from that of self-inquiry and engagement on a local scale to understanding the larger complexities of other identities and the world in which we live. Within CC2 students also explore the inspirational events and learning moments that led them to the passions they study today and the work they desire to do in the future. This reflective experience prepares students to consider the personal and professional paths ahead and to craft a degree plan for pursuit of an undergraduate degree in an area of their choosing.
FA-20 One College Course Schedule

Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc)
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral)

Undergraduate > Block 3

Course #: HDP41170 UD Section: B301
Doing Good: Compassion and Sustainable Caring

Course ID: HDP41170 UD Section: B301
Doing Good: Compassion and Sustainable Caring
Session: Block 3 Credits: 4.00 Max Capacity: 10 Instructor(s): Grant, Sebastienne
Class Schedule:
MTThF 9:00 am - 1:00 pm
Crossroads Center 205

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Writing Emphasis

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

Course #: AHU24150 LD Section: B301
Figure Drawing

Course ID: AHU24150 LD Section: B301
Figure Drawing
Session: Block 3 Credits: 4.00 Max Capacity: 7 Instructor(s): Sweets, Carl
Class Schedule:
MTThF 1:00 pm - 5:00 pm
Marina 1
W 2:00 pm - 5:00 pm
Marina 1

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: In this course, students will develop technical drawing skills and seek visual expression through the human form. Working from live models, students will learn to accurately depict scale and proportion, volume, color, gesture, and motion. Students will work from the nude model one class each week, and spend another class each week in other figurative exercises including anatomy and self-portraiture. Readings and discussions will examine the figurative artwork of influential contemporary and classical artists.
### Undergraduate > Block 3

#### Figure Drawing

<table>
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<th>Section</th>
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<tr>
<td>Instructor(s):</td>
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<td>Class Schedule:</td>
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<td>Marina 1</td>
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<td>W 2:00 pm - 5:00 pm</td>
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<td></td>
<td>Marina 1</td>
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</tbody>
</table>

**PREREQUISITES:** None.

**COREQUISITES:** None.

**SPECIAL NOTES:** NONE

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

#### Food Justice and Sustainable Food System

<table>
<thead>
<tr>
<th>Course #</th>
<th>ENV47902</th>
<th>Section</th>
<th>B301</th>
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<tr>
<td>Credits</td>
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<tr>
<td>Instructor(s):</td>
<td>Tison, Eleanor</td>
<td></td>
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<tr>
<td>Class Schedule:</td>
<td>MTThF 1:00 pm - 5:00 pm</td>
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<td>Sinagua A</td>
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<td>W 2:00 pm - 5:00 pm</td>
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<td>Sinagua A</td>
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</tbody>
</table>

**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-20 One College Course Schedule

Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc.
Course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral.

Undergraduate > Block 3

Course #: HDP21300 LD   Section: B301
Interpersonal Communication

Session: Block 3   Credits: 4.00   Max Capacity: 14   Instructor(s): Farrow, Galeet

Class Schedule:
MTThF 9:00 am - 1:00 pm
Crossroads Center 204

PREREQUISITES:
None.

COREQUISITES:
None.

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

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

Course #: ENV22731 LD   Section: B301
Natural History & Ecology of the Southwest, Phase II

Session: Block 3   Credits: 4.00   Max Capacity: 14   Instructor(s): Johnson, Jeremy
Riegner, Mark

Class Schedule:
MTThF 9:00 am - 3:00 pm
Mogollon EARSCI

PREREQUISITES:
None.

COREQUISITES:
Course: ENV22730

SPECIAL NOTES: Student are required to take both Phase I in Block 2 and Phase II in Block 3. See Phase I for all required details in Block 2.

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-20 One College Course Schedule

Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc.
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral.

Undergraduate > Block 3

Course #: HDP21016 LD Section: B302
Painting from the Source
Session: Block 3 Credits: 4.00 Max Capacity: 14 Instructor(s): Greenblum, Ellen
Class Schedule: MTThF 1:00 pm - 5:00 pm Greenblum, Ellen
Marina 2 MTThF 1:00 pm - 5:00 pm Summit A

PREREQUISITES: None.

COREQUISITES: None.

SPECIAL NOTES: First day of class will meet in Summit A. $30.00 estimated student personal expense for art supplies.

COURSE DESCRIPTION: Painting and Drawing from the Source responds to the question, why bother to make art when there is enough stuff in the world? That said, purposeful visual, creative practice is a critical aspect of identity formation, community building and culture. The impulse to communicate visually dates back to our most ancient ancestors. Cave paintings as old as 40,000 years tell stories that express the life and values of early humans. Based on location and content, it is likely that the images were created in ceremony and endowed with sacred agency. In the modern world, art is no longer integral to living and exists in museums, and galleries. It is made by certain people and acquired by certain people. This separation of art from life has left a creative deficit and has cut off access to inner personal and collective visions and wisdom. Through painting and drawing, students will engage strategies to mine personal narratives and archetypes while working toward developing a shared class community narrative. This arts-based research course will demonstrate how this approach can apply to and enrich various disciplinary fields. Students pursuing competences and breadths in human development, the arts, holistic health & wellness, education or studies in leadership will be able to utilize the range of practices presented in this course.

Course #: AHU23350 LD Section: B301
Poetry Workshop
Session: Block 3 Credits: 4.00 Max Capacity: 10 Instructor(s): Sanderson, Sheila
Class Schedule: MTThF 9:00 am - 1:00 pm Sanderson, Sheila
Crossroads Center 203

PREREQUISITES: None.

COREQUISITES: None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: “The world is never the same once a poem has been added to it,” said Dylan Thomas….this “contribution to reality….helps to change the shape of the universe” by extending our understanding of ourselves and the world around us. In Poetry Workshop, student writers experiment with ways of translating their experience of the world into a language and form accessible to others. During the first few weeks of the course, students will engage in informal, in-class writing exercises and discussions of published poetry. After gaining some familiarity and facility with a variety of expressive techniques, students will begin drafting their own poems, and reading and responding to their classmates’ work. The workshop will not only provide students with the invaluable gift of an attentive audience for their works-in-progress, but also the gift of learning to give and receive thoughtful, constructive criticism. Students will also compile a manuscript of revisions and complete an individual project.
FA-20 One College Course Schedule

Key to Course IDs: ADV = Adventure Education, ENV = Environmental Studies etc. 
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

Undergraduate > Block 3

Course # : AHU43350 UD  Section: B301
Poetry Workshop
Session:  Block 3          Credits:  4.00          Max Capacity:  4
Instructor(s): Sanderson, Sheila
Class Schedule: MTThF 9:00 am - 1:00 pm
Crossroads Center 203

PREREQUISITES:
Course: WRW26000 - Writing Workshop  or
Permission of instructor: Sheila Sanderson

COREQUISITES:
None.

SPECIAL NOTES: Transfer basic writing course also meets prerequisite. Students should have successfully completed one additional writing or literature course.

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

Course # : ADV42015 UD  Section: B301
Rock Climbing, Intermediate
Session:  Block 3          Credits:  4.00          Max Capacity:  10
Instructor(s): Brown, Mathieu
Class Schedule: MTThF 8:00 am - 5:00 pm
San Juan 201-C

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

COREQUISITES:
None.

SPECIAL NOTES: Previous climbing experience required. This course takes place 8-5 in the field after initial classroom meeting; Meets the prereq for Adventure Education; some overnight field trips: $230.00 estimated student expense for climbing gear, supplies, food in the field, misc.

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.
Undergraduate > Block 3

Course #: ENV24006 LD  Section: B301
Special Topic in ES: Design Thinking - Visualizing & Building Change

Session: Block 3  Credits: 4.00  Max Capacity: 14  Instructor(s): Brown, Tony  Class Schedule: MTThF 9:00 am - 3:00 pm

FEE: $75.00

PREREQUISITES: None.

COREQUISITES: None.

SPECIAL NOTES: Drawing ability is not a prerequisite of this class, students will develop all the skills needed to complete the design exercises in the class. Estimated student expense of $85.00 for art supplies.

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

Course #: ADV22012 LD  Section: B301
Top-Rope Climbing, Introduction to

Session: Block 3  Credits: 1.00  Max Capacity: 12  Instructor(s): Brown, Mathieu  Class Schedule: Fri 11/6/20  8:00 am - 5:00 pm  San Juan 201-B  Sat 11/7/20  8:00 am - 5:00 pm  San Juan 201-B  Sun 11/8/20  8:00 am - 5:00 pm  San Juan 201-B

PREREQUISITES: None.

COREQUISITES: None.

SPECIAL NOTES: This is a 1 credit 3 day course will be held November 6-8, 2020

COURSE DESCRIPTION: This course offering is designed to introduce the basic elements of climbing in a condensed format within a supportive and inclusive environment. Students are introduced to the activity of rock climbing and the personal group development inherent to the sport. Three field days follow this introduction in which students learn the basic knots and equipment used in climbing, and then have a chance to explore movement on the vertical realm. The human experience is emphasized during this introduction with particular attention paid to emotional growth, group experience and the joy of being in an outdoor environment. The course emphasizes group debriefs and attentiveness to the emotional elements inspired by rock. Students’ progress through a series of lessons including basic safety protocols, equipment, belaying, movement and mental aspects. The course concludes with a reflective practice designed to transfer inter and intrapersonal learnings to other elements of life.
### Undergraduate > Block 3

#### Course #: CRS28060 LD  Section: B301
**Urban Environmental Justice**

<table>
<thead>
<tr>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 3</td>
<td>4.00</td>
<td>6</td>
<td>Medina, Oscar</td>
<td>MTThF 9:00 am - 3:00 pm</td>
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</tbody>
</table>

**FEE:** $305.00  *** NON-REFUNDABLE FEE ***

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

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

#### Course #: CRS48060 UD  Section: B301
**Urban Environmental Justice**

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<td>6</td>
<td>Medina, Oscar</td>
<td>MTThF 9:00 am - 3:00 pm</td>
</tr>
</tbody>
</table>

**FEE:** $305.00  *** NON-REFUNDABLE FEE ***

**PREREQUISITES:**
Permission of instructor: Anita Fernandez

**COREQUISITES:**
None.

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

**COURSE DESCRIPTION:** The course utilizes a critical analyses and social science research approach to deconstruct and help students develop an understanding of the contemporary issues related to Urbanization and the Environment. Students will develop their critical thinking skills and writing skills while learning more about the social science study and contemporary social issues of environmental justice, ecological legitimacy, environmental ethics, and environmental racism through the specific context of Urbanization in the United States. At the end of the course, students will be expected to articulately write, discuss and present comparisons between the varying environmental issues impacting urban populations throughout the United States. Student's grades will be based on weekly writing assignments, in class discussions/activities, a mid-term exam, and final research paper.
Undergraduate > Block 3

Course #: ADV21704 LD  Section: B301
Women's Topics in Wilderness Leadership

Session: Block 3  Credits: 4.00  Max Capacity: 14  Instructor(s): Goodman, Cecil  FEE: $186.00

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

COREQUISITES:
None.

SPECIAL NOTES: This course will include several required multi-day expeditions: 10/23-10/27; 11/6-11/9 Course fee included money for food in the field.

DESCRIPTION: In this course, students will explore women's unique psychology, learning styles, and group behaviors in the context of wilderness expeditioning. The ultimate intention will be to discuss and develop methods for effectively serving female adventure education participants. Building competence and confidence, students will practice technical skills, which may include rock climbing, backpacking, canyoneering, boating, mountaineering, navigation, and low-impact camping in a supportive, non-competitive environment. Students successfully completing this course will be more able to perform in single and mixed-gender adventure education settings as leaders and participants. This course is also intended to serve as additional preparation for upper division technical skills courses.

Course #: WRW26000 LD  Section: B301
Writing Workshop

Session: Block 3  Credits: 4.00  Max Capacity: 18  Instructor(s): Yost, Abby  Class Schedule:
MTThF 9:00 am - 1:00 pm  Ironwood A
W 2:00 pm - 5:00 pm  Ironwood A

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

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

Course #: HDP21155  LD  Section: B301
Yoga: Philosophy & Practice

| Session: Block 3 | Credits: 4.00 | Max Capacity: 10 | Instructor(s): Munro, Julie | Class Schedule: MTThF 9:00 am - 1:00 pm Manzanita Chapel |

PREREQUISITES: None.

COREQUISITES: None.

SPECIAL NOTES: $50.00 estimated student expense for yoga mat and block.

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

Course #: HDP41155  UD  Section: B301
Yoga: Philosophy & Practice

| Session: Block 3 | Credits: 4.00 | Max Capacity: 4 | Instructor(s): Munro, Julie | Class Schedule: MTThF 9:00 am - 1:00 pm Manzanita Chapel |

PREREQUISITES: None.

COREQUISITES: None.

SPECIAL NOTES: Students who want upper division credit should have successfully completed college-level coursework or have equivalent training. $50.00 estimated student expense for yoga mat and block.

DESCRIPTION: This course introduces the theory and practice of Hatha Yoga and Meditation. It is appropriate for any student who is seeking to expand his or her consciousness and self-awareness through a regular practice of yoga. It will be predominantly experiential, but will include relevant readings and discussions of theory. Students will keep learning journals to document their experiences and assist them with the integration of the material.
# FA-20 One College Course Schedule

**Key to Course IDs:** ADV=Adventure Education, ENV = Environmental Studies etc)
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral)

## Undergraduate > Semester

### Academic Writing Skills

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<td>Class Schedule:</td>
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</table>

**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.

### Adolescent Psychology

<table>
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<th>HDP42200</th>
<th>Section:</th>
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<tr>
<td>Instructor(s):</td>
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**PREREQUISITES:**
- Course: HDP22210 - Psychology, Introduction to or
- Permission of instructor: Ellen Abell

**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.
FA-20 One College Course Schedule

Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc)
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral)

Undergraduate > Semester

Course #: ENV47730 UD Section: MS01
Children and Nature

Session: Semester Credits: 4.00 Max Capacity: 22 Instructor(s): Shorb, Terril
Class Schedule: ONLINE

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.

Course #: COR40005 UD Section: S001
Core Curriculum 4: The Senior Project Cohort

Session: Semester Credits: 4.00 Max Capacity: 50 Instructor(s): Doss, Doss
Class Schedule:

FEE: $120.00

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Contact Gretchen Gano for day and meeting time.

Course #: COR40005 UD Section: S002
Core Curriculum 4: The Senior Project Cohort

Session: Semester Credits: 8.00 Max Capacity: 50 Instructor(s): Doss, Doss
Class Schedule:

FEE: $120.00

PREREQUISITES:
None.

COREQUISITES:
None.
### Undergraduate > Semester

**Course #**: HDP47000  
**Section**: MS01  
**Core Curriculum**: Human Development Professional Perspectives  
**Session**: Semester  
**Credits**: 4.00  
**Max Capacity**: 22  
**Instructor(s)**: Young, Vicky  
**Class Schedule**: ONLINE

**PREREQUISITES**: None.

**COREQUISITES**: None.

**SPECIAL NOTES**: N/A

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

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**Course #**: ENV47001  
**Section**: MS01  
**Core Curriculum**: Sustainability, Environmental Studies, and the Arts  
**Session**: Semester  
**Credits**: 4.00  
**Max Capacity**: 22  
**Instructor(s)**: Bigknife Antonio, Molly  
**Class Schedule**: ONLINE

**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.
Undergraduate > Semester

Course #: HDP47120  UD  Section: MS01
Ecopsychology

Session: Semester  Credits: 4.00  Max Capacity: 22  Instructor(s): Canty, Jeanine  Class Schedule: ONLINE

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.

Course #: ADV22016  LD  Section: S001
Introduction to Rock II: Ropework and Movement

Session: Semester  Credits: 1.00  Max Capacity: 10  Instructor(s): Brown, Mathieu  Class Schedule:
Fri 10/9/20  8:00 am - 5:00 pm
San Juan  101
Sat 10/10/20  8:00 am - 5:00 pm
San Juan  101
Mon 10/19/20  8:00 am - 5:00 pm
San Juan  101
Tue 10/20/20  8:00 am - 5:00 pm
San Juan  101

PREREQUISITES:
Course: ADV22010 - Rock Climbing, Introduction to

COREQUISITES:
None.

SPECIAL NOTES: This is a 1 credit course - This is a pop-up course that runs 10/9/2020-10/10/2020 and 10/19/2020 - 10/20/2020.

COURSE DESCRIPTION: Introduction to Rock II, is the second course in a sequence of classes focused on an introduction to the craft and pursuit of technical outdoor rock climbing. Where Introduction to Rock I takes a holistic approach, addressing climbing literacy, trends, mental perspectives, self-development and technical skills, Introduction to Rock II focuses in on the technical and applied aspects of climbing. This course can serve as a refresher for those wanting to sharpen their ropework and movement skills before enrolling in Intermediate Rock Climbing, (where lead climbing becomes the focus), or as an opportunity to practice top-rope set-up and single pitch skills, so that they may pursue a personal climbing practice utilizing the safest and most efficient techniques. The course begins by reviewing the movement and ropework techniques delivered in Introduction to Rock Climbing I, then allows students to practice these skills while being actively coached and mentored, and finally concludes by having students apply these skills independently, in accordance with institutional requirements. Movement and ropework skills are practiced in a variety of top-rope single-pitch environments, including crack-climbs, face climbs, top-approached sites, bottom-approached sites, and natural and fixed anchor sites. Finally, the course delivers, rescue, safety and teaching techniques common to Single Pitch Instructor curriculum.
### Undergraduate > Semester

**Course #**: ENV43310 UD  **Section**: S001  
**Marine Conservation I: Global Marine Issues**

<table>
<thead>
<tr>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
</table>
| Semester | 4.00 | 12 | Espinoza Gonzalez  
Garza, Irene  
Meltzer, Lorayne  
Hall, Zoe | See Special Notes |

**FEE**: $1,628.00

**PREREQUISITES**:
- Permission of instructor: Lorayne Meltzer

**COREQUISITES**:
- Course: ENV43311 - Marine Conservation II: Gulf of CA Conservation Case Studies
- Course: ENV43312 - Marine Conservation III: Applied Conservation Practicum

**SPECIAL NOTES**:
- THIS COURSE TAKES PLACE IN KINO BAY. This course meets 1st 2 weeks, 10:30-3:15 M-F and last 2 weeks of the semester in Ironwood A. The rest of the semester in the Field. Experience in the following areas: ecology, conservation biology or policy and/or marine studies; Spanish Intermediate II or equivalent is highly recommended. Writing Emphasis, Phase I only; STUDENTS MUST HAVE VALID PASSPORT TO CROSS BORDER! $450.00 estimated student expense for food, texts, supplies, misc.

**PREREQUISITES**:
- Instructor permission required (Lorayne Meltzer lmeltzer@prescott.edu). Previous experience desired in 2 or more of the following fields: ecology, Spanish, cultural studies, conservation biology, marine studies, global studies. $450 estimated student expenses for food, texts, tourist visa, misc.

**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.

### Course #**: ENV43311 UD  **Section**: S001  
**Marine Conservation II: Gulf of CA Conservation Case Studies**

<table>
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<tr>
<th>Session</th>
<th>Credits</th>
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<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
</table>
| Semester | 4.00 | 12 | Espinoza Gonzalez  
Garza, Irene  
Meltzer, Lorayne  
Hall, Zoe | See Special Notes |

**PREREQUISITES**:
- Permission of instructor: Lorayne Meltzer

**COREQUISITES**:
- Course: ENV43310 - Marine Conservation I: Global Marine Issues
- Course: ENV43312 - Marine Conservation III: Applied Conservation Practicum

**SPECIAL NOTES**: SEE PHASE I FOR ALL PREREQUISITES, COREQUISITES, SPECIAL NOTES, AND FEES.

**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. The focus of the class is community-based. 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. Case studies in traditional ecological knowledge provide students first-hand experience considering indigenous realities in conservation and territorial defense. Field observations are complimented by discussions with resource users, community members, researchers and managers.
Undergraduate Semester

Course #: ENV43312  UD  Section:  S001
Marine Conservation III: Applied Conservation Practicum

Session:  Semester  Credits:  4.00  Max Capacity:  12  Instructor(s):
Espinoza Gonzalez
Garza, Irene
Meltzer, Lorayne
Hall, Zoe

Class Schedule:

PREREQUISITES:
Permission of instructor: Lorayne Meltzer

COREQUISITES:
Course: ENV43310 - Marine Conservation I: Global Marine Issues
Course: ENV43311 - Marine Conservation II: Gulf of CA Conservation Case Studies

SPECIAL NOTES: SEE PHASE I FOR ALL PREREQUISITES, COREQUISITES, SPECIAL NOTES, AND FEES.

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 Conservation Fellows working at the Kino Bay Center 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.
Undergraduate > Semester

Course #: MTH47001  UD  Section: MS01
Mathematical Explorations

Session: Semester  Credits: 4.00  Max Capacity: 22  Instructor(s): Stogsdill, Gary  Class Schedule: ONLINE

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.

Course #: AHU47210  UD  Section: MS01
Photographic Tactics for the Environmental Thinker

Session: Semester  Credits: 4.00  Max Capacity: 22  Instructor(s): Caswell, Cole  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: A digital camera is required.

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

**Course #:** HDP47150  
**Section:** MS01  
**Credits:** 4.00  
**Max Capacity:** 22  
**Instructor(s):** Abell, Ellen  
**Class Schedule:** ONLINE

**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.

**Prior Learning Assessment**

**Course #:** PLA19700  
**Section:** MS01  
**Credits:** 4.00  
**Max Capacity:** 22  
**Instructor(s):** Bigknife Antonio, Molly  
**Class Schedule:** ONLINE

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES:** Instructor permission required. Please see application details and application deadline on the Prescott College website. Students must utilize the current, required writing style manual for their discipline (APA, MLA, or Chicago style manual).

**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) practicum. Within this course, the student will explore and synthesize college-level learning gained from professional or volunteer experiences into a final document for review by experts in the field. Students must be able to verify the learning gained through official documentation. The CP is used for transferring non-credited coursework and trainings into lower division (LD) credits. Fifteen clock hours may equate to 1 semester credit hour. The student must have at least five years of professional experience in the practicum or life experience portfolio subject(s). Strong academic writing skills are required, including proficiency in using the student's style guide for the field. Students are advised to read all PLA process details on the college website.
Undergraduate > Semester

Course #: SBM41000 UD  Section: MS01
Sustainable Business for Community Well-being

Session: Semester  Credits: 4.00  Max Capacity: 22  Instructor(s): Bigknife Antonio, Molly
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

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

Course #: ACS47400 UD  Section: MS01
The Pursuit of Wisdom

Session: Semester  Credits: 4.00  Max Capacity: 22  Instructor(s): Stogsdill, Gary
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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.
Key to Course IDs: ADV = Adventure Education, ENV = Environmental Studies etc.
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

Undergraduate > Semester

Course #: ADV21015 LD     Section: S001

Wilderness Exploration & Landscape Studies I: Expeditionary & Technical Skills for Coastal Exploration

Session: Semester     Credits: 4.00     Max Capacity: 12     Instructor(s): Craig, David

Class Schedule:
MTWTh 9:00 am - 3:00 pm
San Juan 201-B
Wed 9/30/20 8:00 am - 12:45 pm
San Juan 201-C
Fri 10/2/20 8:00 am - 12:45 pm
San Juan 201-C
Tue 10/6/20 8:00 am - 12:45 pm
San Juan 201-C
Thu 10/8/20 8:00 am - 12:45 pm
San Juan 201-C

FEE: $414.00      *** NON-REFUNDABLE FEE ***

PREREQUISITES:
Course: ORI26002 - Orientation: Desert, Mountain & Canyon Expedition  and
Course: HDP22050 - Counseling Skills  or
Course: ADV41100 - Group Process for Adventure Educators  or
Course: HDP21300 - Interpersonal Communication  or
Permission of instructor: David Craig

COREQUISITES:
Course: ADV21016 - Wilderness Exploration & Landscape Studies II: The Ocean Classroom
Course: ADV41017 - Wilderness Exploration & Landscape Studies III: Teaching & Facilitation Methods for Adventure Ed

SPECIAL NOTES: STUDENTS MUST HAVE A VALID PASSPORT TO CROSS THE BORDER!! Students should anticipate being actively involved with course activities between 4 and 8 hours per day M-F while the course is in town. We may depart for Mexico as early as Oct 5. Students should be prepared with all required texts and equipment before the beginning of BLOCK 2. $250.00 estimated student expense for personal gear, books, misc. Housing and a $300 food stipend while in Mexico are included in the course fee. More information will be available later this summer. Please contact Dave Craig at d craig@ prescott.edu with any questions.

Additional Prerequisites: Signature and pre-registration advising REQUIRED from Dave Craig; Sea Kayaking and Marine Natural History or significant experience in expeditionary sea kayaking.

Additional Prerequisites: Signature and pre-registration advising REQUIRED from Dave Craig

COURSE DESCRIPTION: This course introduces students to fundamental sea kayaking, freediving, and expedition skills and knowledge through presentations, readings, discussions, and practice. Topics include minimum impact camping techniques, navigation, equipment use and management, group living and decision making processes, ration planning, and other outdoor skills relevant to ocean expeditioning in the desert coastal environments of the Northern and Central Gulf of California. Students also investigate fundamental theories and current issues in expedition leadership. A significant portion of the course is spent on the water in sea kayaks. Sea and weather risk assessment and paddling and rescue skills are emphasized and practiced in a variety of conditions.
### Key to Course IDs:
ADV = Adventure Education, ENV = Environmental Studies etc.

Course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral.

## Undergraduate > Semester

### Course #: ADV41015 UD  Section: S001

**Wilderness Exploration & Landscape Studies I: Expeditionary & Technical Skills for Coastal Exploration**

<table>
<thead>
<tr>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>4.00</td>
<td>12</td>
<td>Craig, David</td>
<td>MTWTh 9:00 am - 3:00 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>San Juan 201-B</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
Course: ADV24110 - Sea Kayaking & Marine Natural History or Permission of instructor: David Craig

**COREQUISITES:**
None.

**SPECIAL NOTES:** STUDEENTS MUST HAVE A VALID PASSPORT TO CROSS THE BORDER!! Students should anticipate being actively involved with course activities between 4 and 8 hours per day M-F while the course is in town. We may depart for Mexico as early as Oct 5. Students should be prepared with all required texts and equipment before the beginning of BLOCK 2. $250.00 estimated student expense for personal gear, books, misc. Housing and a $300 food stipend while in Mexico are included in the course fee. More information will be available later this summer. Please contact Dave Craig at dcraig@prescott.edu with any questions.

Additional Prerequisites: Signature and pre-registration advising REQUIRED from Dave Craig; Sea Kayaking and Marine Natural History or significant experience in expeditionary sea kayaking.

**COURSE DESCRIPTION:** This course introduces students to fundamental sea kayaking, freediving, and expedition skills and knowledge through presentations, readings, discussions, and practice. Topics include minimum-impact camping techniques, navigation, equipment use and management, group living and decision-making processes, ration planning, and other outdoor skills relevant to ocean expeditining in the desert coastal environments of the Northern and Central Gulf of California. Students also investigate fundamental theories and current issues in expedition leadership. A significant portion of the course is spent on the water in sea kayaks. Sea and weather risk assessment and paddling and rescue skills are emphasized and practiced in a variety of conditions.

### Course #: ADV21016 LD  Section: S001

**Wilderness Exploration & Landscape Studies II: The Ocean Classroom**

<table>
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<tr>
<th>Session</th>
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<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
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</thead>
<tbody>
<tr>
<td>Semester</td>
<td>4.00</td>
<td>12</td>
<td>Craig, David</td>
<td></td>
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</table>

**PREREQUISITES:**
Permission of instructor: David Craig

**COREQUISITES:**
Course: ADV21015 - Wilderness Exploration & Landscape Studies I: Expeditionary & Technical Skills for Coastal Exploration
Course: ADV41017 - Wilderness Exploration & Landscape Studies III: Teaching & Facilitation Methods for Adventure Ed

**SPECIAL NOTES:** PLEASE SEE PHASE 1 FOR ALL FEE, SPECIAL NOTES AND REQUIREMENTS

**COURSE DESCRIPTION:** Many of the concepts and techniques associated with modern adventure education were first tested and refined at sea. Through participating in an extended coastal journey in sea kayaks, students will develop a first-hand understanding of the current potential that marine-based programming holds for reaching a wide range of outcomes associated with outdoor and adventure education, such as those related to environmental studies and human development. This course for potential marine educators will also focus on developing fundamental understandings of concepts from oceanography, marine meteorology, astronomy and navigation that serve as foundational knowledge for all practicing mariners. Readings from ocean literature, including first-hand adventure accounts, fiction, and poetry will be utilized to discover the common elements that make the ocean a uniquely challenging and inspiring teacher. As a means of documenting experience, the ship's log is a longstanding marine tradition that has adaptations relevant to adventure education. Using the historical model of the ship's log as a point of reference, students will engage in diverse journaling activities designed to meet the educational outcomes and current practices in adventure education settings. Students will practice writing reflective journals that will serve as tools for processing their own and the group's experience, as well as learning to craft professional documentation of a sea-based expedition and effectively sharing ocean adventure with a wider audience through social media.
Undergraduate > Semester

Course #: ADV41017 UD  Section: S001
Wilderness Exploration & Landscape Studies III: Teaching & Facilitation Methods for Adventure Ed
Session: Semester  Credits: 4.00  Max Capacity: 12  Instructor(s): Craig, David
Class Schedule:

PREREQUISITES: Permission of instructor: David Craig

COREQUISITES:
- Course: ADV21015 - Wilderness Exploration & Landscape Studies I: Expeditionary & Technical Skills for Coastal Exploration
- Course: ADV21016 - Wilderness Exploration & Landscape Studies II: The Ocean Classroom

SPECIAL NOTES: SEE PHASE ONE FOR ALL FEE, SPECIAL NOTES, AND REQUIREMENTS

COURSE DESCRIPTION: This course builds on students' knowledge of basic expedition and technical skills by allowing them to study and practice the implementation of adventure education activities. Topics include ethically responsible group management, risk management, and lesson planning, as well as facilitation skills such as framing, delivery and debriefing. Students are guided in implementing activities and lessons for their peers. Focus is placed on teaching expedition and technical skills, Leave No Trace, and natural history topics. Students take a major role in course planning and logistics, decision-making, and the establishment of an effective and mutually supportive community of traveling scholars.

Course #: HDP47500 UD  Section: MS01
Women's Psychology and Sexuality
Session: Semester  Credits: 4.00  Max Capacity: 22  Instructor(s): Young, Vicky
Class Schedule: ONLINE

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.
Undergraduate > Block 4

Course #: AHU42860  UD  Section: B401
Advance Photoshop

Session: Block 4  Credits: 4.00  Max Capacity: 6  Instructor(s): Sweets, Carl

Class Schedule:
MTThF 9:00 am - 1:00 pm
Ponderosa ITV
W 2:00 pm - 5:00 pm
Ponderosa ITV

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: A digital camera (DSLR, point and shoot, or cell phone) is required. An external hard drive or flash drive is recommended. Learning Technologies has DSLR cameras to check out on a first come first served basis.

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

Course #: ENV42020  UD  Section: B401
Conservation Biology

Session: Block 4  Credits: 4.00  Max Capacity: 12  Instructor(s): Altrichter, Mariana

Class Schedule:
MTThF 9:00 am - 1:00 pm
Crossroads Center 203

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

COREQUISITES:
None.

SPECIAL NOTES: NONE

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.
# Undergraduate > Block 4

## Core Curriculum 3: Inquiry & Analysis in the Liberal Arts

<table>
<thead>
<tr>
<th>Course #</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
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<tbody>
<tr>
<td>COR40000</td>
<td>4.00</td>
<td>25</td>
<td>Dailey, Mark</td>
<td>MTThF 9:00 am - 1:00 pm Cottonwood A W 2:00 pm - 5:00 pm Manzanita Chapel</td>
</tr>
</tbody>
</table>

**Session:** Block 4  
**Credits:** 4.00  
**Max Capacity:** 25  
**Instructor(s):** Dailey, Mark  
**Class Schedule:** MTThF 9:00 am - 1:00 pm Cottonwood A W 2:00 pm - 5:00 pm Manzanita Chapel

**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.

## Creative Nonfiction

<table>
<thead>
<tr>
<th>Course #</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
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</thead>
<tbody>
<tr>
<td>AHU23425</td>
<td>4.00</td>
<td>7</td>
<td>Sanderson, Sheila</td>
<td>MTThF 9:00 am - 1:00 pm Crossroads Center 202</td>
</tr>
</tbody>
</table>

**Session:** Block 4  
**Credits:** 4.00  
**Max Capacity:** 7  
**Instructor(s):** Sanderson, Sheila  
**Class Schedule:** MTThF 9:00 am - 1:00 pm Crossroads Center 202

**PREREQUISITES:**  
Course: WRW26000 - Writing Workshop or Permission of instructor: Sheila Sanderson

**COREQUISITES:**  
None.

**SPECIAL NOTES:** Writing Emphasis. Transfer basic writing course also meets prerequisite.

**COURSE DESCRIPTION:** In this creative writing workshop, students learn to convey true stories in vivid, compelling prose, combining personal voice and strong storytelling skills. Students in this workshop will practice the necessary skills for the genre: identifying and selecting a topic, engaging in supplementary research, establishing a voice, a structure, a style, and a narrative strategy, and finally doing close and careful revision. Discussion of published models and a variety of writing exercises will guide students as they progress from generating drafts for formal in-class critiques to creating polished pieces.
FA-20 One College Course Schedule

Key to Course IDs: ADV = Adventure Education, ENV = Environmental Studies etc.
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral.

Undergraduate > Block 4

Course # : AHU43425 UD  Section : B401
Creative Nonfiction
Session : Block 4  Credits : 4.00  Max Capacity : 7  Instructor(s) : Sanderson, Sheila
Class Schedule : Sanderson, Sheila  MTThF 9:00 am - 1:00 pm
Crossroads Center 202

PREREQUISITES:
Course: WRW26000 - Writing Workshop or
Permission of instructor: Sheila Sanderson

COREQUISITES:
None.

SPECIAL NOTES: Writing Emphasis. Transfer basic writing course also meets prerequisite.

COURSE DESCRIPTION: In this creative writing workshop, students learn to convey true stories in vivid, compelling prose, combining personal voice and strong storytelling skills. Students in this workshop will practice the necessary skills for the genre: identifying and selecting a topic, engaging in supplementary research, establishing a voice, a structure, a style, and a narrative strategy, and finally doing close and careful revision. Discussion of published models and a variety of writing exercises will guide students as they progress from generating drafts for formal in-class critiques to creating polished pieces.

Course # : EDU227707 LD  Section : B401
Critical Literacy for Social Justice
Session : Block 4  Credits : 4.00  Max Capacity : 6  Instructor(s) : Davolt, Kye
Class Schedule : Davolt, Kye  MTThF 9:00 am - 1:00 pm
Crossroads Center 202

FEE: $305.00  *** NON-REFUNDABLE FEE ***

PREREQUISITES:
Permission of instructor: Anita Fernandez

COREQUISITES:
None.

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

COURSE DESCRIPTION: This course will apply a critical literacy lens to analyze literature and how it is situated in a much larger political context that impacts educational access for Latinx youth. Freire and Macedo’s theories on "reading the world before reading the word" will be applied to the critical analysis of this literature. Students will have an opportunity to hear firsthand from several of the authors of the Tucson “banned books” as they share their insights on this historical removal of acclaimed literature from the classroom. Teachers from the former Mexican-American Studies program will also offer insights into how this literature was formerly used in the classroom and the results of its removal.
Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc) 
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral)

Undergraduate > Block 4

Course #: EDU42707 UD  Section: B401
Critical Literacy for Social Justice

Session: Block 4  Credits: 4.00  Max Capacity: 6  Instructor(s): Davolt, Kye

Class Schedule:
MTWThF 8:00 am - 5:00 pm
Field - See Notes

FEE: $305.00

PREREQUISITES:
Course: WRW26000 - Writing Workshop and
Permission of instructor: Anita Fernandez

COREQUISITES:
None.

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

COURSE DESCRIPTION: This course will apply a critical literacy lens to analyze literature and how it is situated in a much larger political context that impacts educational access for Latinx youth. Freire and Macedo's theories on "reading the world before reading the word" will be applied to the critical analysis of this literature. Students will have an opportunity to hear firsthand from several of the authors of the Tucson "banned books" as they share their insights on this historical removal of acclaimed literature from the classroom. Teachers from the former Mexican-American Studies program will also offer insights into how this literature was formerly used in the classroom and the results of its removal.

Course #: ENV24752 LD  Section: B401
Earth Science: An Introduction to the Home Planet

Session: Block 4  Credits: 4.00  Max Capacity: 14  Instructor(s): Johnson, Jeremy

Class Schedule:
MTThF 9:00 am - 1:00 pm
Mogollon EARSCI
W 2:00 pm - 5:00 pm
Mogollon EARSCI

FEE: $94.00

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: There will be a multiday field trip TBA. $70 estimate for lab equipment purchase and $50 estimated for student expense for camping.

COURSE DESCRIPTION: This is a course about the earth, especially the earth’s surface and near surface. Geoscience is the discipline that explores the features on the earth’s surface—its climates, terrain, and ecosystems. Geoscientists seek to answer why these features exist, and why they differ from place to place. We will explore questions that pertain to conditions of the lithosphere, atmosphere and biosphere. In this course, we will investigate the interconnected processes that operate, using a systems perspective, to bring about the features on the earth’s surface.

Learning Outcomes: Students will be able to (1) interpret the arrangement of climates, landforms, and living things over the earth’s surface; (2) predict patterns that emerge from the interplay of multiple earth system processes and human actions; (3) explain the manner in which knowledge of the earth’s surface has been gained; and (4) analyze some types of data and maps that geoscientists commonly use to study the earth.
FA-20 One College Course Schedule

Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc.
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

Undergraduate > Block 4

Course #: ENV21500 LD          Section: B401
Energy & the Environment

Session: Block 4          Credits: 4.00          Max Capacity: 14          Instructor(s): Sherman, Peter
                                                  Class Schedule: MTThF 1:00 pm - 5:00 pm
                                                  Mogollon BioLab

FEE: $75.00

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: All day field trips some Friday’s. $50 estimated student expense for food in the field.

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

Course #: EDU47001 UD          Section: B401
Foundations of Education

Session: Block 4          Credits: 3.00          Max Capacity: 14          Instructor(s): Yost, Abby
                                                  Class Schedule: MTThF 1:00 pm - 5:00 pm
                                                  Sinagua B

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.
Undergraduate > Block 4

Course #: CRS42310 UD  Section: B401

**History of Gender & Sexuality**

Session: Block 4  Credits: 4.00  Max Capacity: 15  Instructor(s): Poole, Mary  Class Schedule: Poole, Mary  MTThF 1:00 pm - 5:00 pm  Ironwood D

**PREREQUISITES:**
- Course: WRW26000 - Writing Workshop  
- Permission of instructor: Mary Poole

**COREQUISITES:**
None.

**SPECIAL NOTES:** NONE

**DESCRIPTION:** This class traces the history of gender and sexuality in America, from the three-part gender system of many Native American tribes, the not-so-pure Puritans, Victorian America's reliance on both the belief that the nature of "True Woman" was sexless and on commercial prostitution, sexuality and slavery - to the medicalization of sexuality in the early 20th century, the invention of "homosexual" and "heterosexual", the sexual revolution, and the AIDS crisis. We will explore gender theory, the historically changing meanings of 'man' and 'woman', the ways that gender and sexuality are understood in different American subcultures, and the relationship of gender and sexuality to power as expressed through race and class hierarchies.

Course #: ADV41050 UD  Section: B401

**Origins & Directions in Adventure Education**

Session: Block 4  Credits: 4.00  Max Capacity: 16  Instructor(s): Schwartz, Forrest  Class Schedule: Schwartz, Forrest  MTThF 1:00 pm - 5:00 pm  San Juan 201-B  W 2:00 pm - 5:00 pm  San Juan 201-B

**PREREQUISITES:**
- Course: ADV21024  
- Permission of instructor: Forrest Schwartz  
- Permission of instructor: Aimee Walker

**COREQUISITES:**
None.

**SPECIAL NOTES:** NONE

**COURSE DESCRIPTION:** This course provides students with academic literacy in the field of adventure education. Through lecture, discussion, research, and experiential projects, this course explores the many facets comprising this unique discipline. Through examining historical influences relative to exploration and industrialization, as well as the changing views of the concepts of both leisure and nature, students see how and why adventure education emerged as a field. Similarities and differences to related fields, such as outdoor education, recreation, environmental sciences and experiential education are investigated. Students practice several modes of research and writing while critically examining current trends in adventure education. Upon course completion the successful student will have developed the ability to converse intelligently and with depth regarding the past, current and future significance of adventure education as a field of study and career.
FA-20 One College Course Schedule

Key to Course IDs: ADV = Adventure Education, ENV = Environmental Studies etc

course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

Undergraduate > Block 4

Course #: AHU22860 LD  Section: B401
Photoshop I

Session: Block 4  Credits: 4.00  Max Capacity: 6  Instructor(s): Sweets, Carl

Class Schedule:
MTThF 9:00 am - 1:00 pm
Ponderosa ITV
W 2:00 pm - 5:00 pm
Ponderosa ITV

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: A digital camera (DSLR, point and shoot, or cell phone) is required. An external hard drive or flash drive is recommended. Learning Technologies has DSLR camera’s to check out on a first come first served basis.

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

Course #: HDP22210 LD  Section: B401
Psychology, Introduction to

Session: Block 4  Credits: 4.00  Max Capacity: 14  Instructor(s): Grant, Sebastienne

Class Schedule:
MTThF 9:00 am - 1:00 pm
Summit A
W 2:00 pm - 5:00 pm
Summit A

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course will provide an overview of the major areas of study in psychology. Topics will include the biological basis of behavior, sensation and perception, consciousness, personality, motivation and emotion, learning and memory, cognition, psychopathology, and social psychology. Although the course is essentially an introduction to psychology, we will extend traditional conceptions of psychology by continually asking how our knowledge of human behavior -our own and others’- and human nature is relevant to the contemporary world. More specifically, the course is concerned with how basic psychological principles can inform our environmental and social change efforts. Students will also develop their skills of generative and critical thinking about human behavior. Throughout the course, we will consider the influences of genetics, culture, and society; our personal histories; and how brain functions interact to influence our own and others’ behavior.
**Undergraduate > Block 4**

<table>
<thead>
<tr>
<th>Course #</th>
<th>ADV21215 LD</th>
<th>Section</th>
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<tr>
<td><strong>Whole Athlete, The</strong></td>
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<tr>
<td><strong>Session:</strong> Block 4</td>
<td><strong>Credits:</strong> 4.00</td>
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<td><strong>Instructor(s):</strong> Brown, Mathieu</td>
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<td><strong>Class Schedule:</strong></td>
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<td>MTThF 1:00 pm - 5:00 pm</td>
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<td>San Juan 201-A</td>
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<td>San Juan 201-A</td>
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</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** This primarily classroom based course is complimented by an independent field based experiential component. Writing Emphasis; $50.00 estimated student expense for miscellaneous expenses.

**COURSE DESCRIPTION:** This course takes a wholistic approach to physical training and coaching. Modern and traditional principles of exercise physiology will be studied from eastern and western medical traditions. "Alternative" training methods are also considered. This foundation will then be applied in rigorous student-designed exercise programs; these programs are integral academic components of the course. Students will learn techniques for increasing body and mental strength and their connection to the health of the whole person. An emphasis will be placed on the study of awareness as an athlete. The goal of the course is to raise levels of overall fitness and bodily awareness. Students are encouraged to look beyond issues pertaining to their own health and discover how methods acquired in this course can be transferred to others while working in a facilitator role such as coach, outdoor instructor, or classroom teacher.

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<table>
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<tr>
<th>Course #</th>
<th>ADV41215 UD</th>
<th>Section</th>
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<tr>
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<td><strong>Session:</strong> Block 4</td>
<td><strong>Credits:</strong> 4.00</td>
<td><strong>Max Capacity:</strong> 4</td>
<td><strong>Instructor(s):</strong> Brown, Mathieu</td>
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<td>San Juan 201-A</td>
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**PREREQUISITES:**
Permission of instructor: Mathieu Brown

**COREQUISITES:**
None.

**SPECIAL NOTES:** This primarily classroom-based course is complimented by an independent field-based experiential component. Writing Emphasis; $50.00 estimated student expense for miscellaneous expenses.

**COURSE DESCRIPTION:** This course takes a wholistic approach to physical training and coaching. Modern and traditional principles of exercise physiology will be studied from eastern and western medical traditions. "Alternative" training methods are also considered. This foundation will then be applied in rigorous student-designed exercise programs; these programs are integral academic components of the course. Students will learn techniques for increasing body and mental strength and their connection to the health of the whole person. An emphasis will be placed on the study of awareness as an athlete. The goal of the course is to raise levels of overall fitness and bodily awareness. Students are encouraged to look beyond issues pertaining to their own health and discover how methods acquired in this course can be transferred to others while working in a facilitator role such as coach, outdoor instructor, or classroom teacher.
Undergraduate > Block B

Course #: HDP42212 UD Section: MBB1
Concepts in Critical Psychology
Session: Block B Credits: 4.00 Max Capacity: 10 Instructor(s): Abell, Ellen Class Schedule: ONLINE

PREREQUISITES:
- Course: HDP22050 - Counseling Skills
- Course: HDP22210 - Psychology, Introduction to
- Permission of instructor: Ellen Abell

COREQUISITES:
None.

SPECIAL NOTES: This course is designed for Jr or Sr who have received credit for most of their psychology requirements. This course is cross listed with Graduate Students.

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.

Course #: COR47101 UD Section: BB01
Graduate Seminar
Session: Block B Credits: 1.00 Max Capacity: 50 Instructor(s): Hammer-Tomizuka, Zoë Class Schedule: W 2:30 pm - 5:00 pm Cottonwood A

FEE: $25.00

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: NONE

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

Course #: EDU47033   UD   Section: MBB1
Place-based Education Theory

Session: Block B   Credits: 4.00   Max Capacity: 11   Instructor(s): Gano, Gretchen
Class Schedule: ONLINE

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.
### Undergraduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
<th>EDU47029</th>
<th>Section</th>
<th>MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Arts and Place-Based Methods Integration: Language Arts &amp; Social Studies</td>
<td></td>
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</tr>
<tr>
<td>Session</td>
<td>Full Term</td>
<td>Credits</td>
<td>4.00</td>
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<tr>
<td>Max Capacity</td>
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<tr>
<td>SPECIAL NOTES:</td>
<td>N/A</td>
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**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.

<table>
<thead>
<tr>
<th>Course #</th>
<th>EDU47315</th>
<th>Section</th>
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<tbody>
<tr>
<td>Title</td>
<td>Classroom Management for Special Education Classrooms</td>
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<tr>
<td>Session</td>
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<tr>
<td>Max Capacity</td>
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<tr>
<td>SPECIAL NOTES:</td>
<td>N/A</td>
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**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.
## Undergraduate > Full Term

### Collaborative Special Education Communities

<table>
<thead>
<tr>
<th>Course #</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDU47880</td>
<td>4.00</td>
<td>22</td>
<td>TBA</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**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.

### Creating & Managing Learning Communities

<table>
<thead>
<tr>
<th>Course #</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
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<tr>
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<td>3.00</td>
<td>22</td>
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</tr>
</tbody>
</table>

**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.
### Undergraduate > Full Term

**Course #:** EDU47010 UD  **Section:** MT01  
**Curriculum Design: Assessment and Evaluation**

<table>
<thead>
<tr>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Term</td>
<td>4.00</td>
<td>22</td>
<td>TBA</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**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.

**Course #:** EDU47898 UD  **Section:** MT01  
**Early Childhood Education Practicum**

<table>
<thead>
<tr>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Term</td>
<td>4.00</td>
<td>11</td>
<td>Foglesong, Sarah</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**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.]
## Undergraduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Credits</th>
<th>Max Capacity</th>
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<tr>
<td>EDU47001</td>
<td>MT01</td>
<td>3.00</td>
<td>22</td>
<td>Sallu, Adama</td>
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</table>

**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. Writing Emphasis.

**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.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
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<tbody>
<tr>
<td>LRU20000</td>
<td>MT01</td>
<td>0.00</td>
<td>30</td>
<td>Stogsdill, Gary</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:** None.

**COREQUISITES:** None.

**SPECIAL NOTES:** N/A

**Course Description:** The Individualized Studies course serves as a homeroom to provide students with regular and substantive faculty oversight for any LRU studies that fall outside of a regular class offering. Such studies may include independent learning, mentored learning, internship learning, structured noncredit learning, and any creative combination of these options. The Individualized Studies course guides students through the entire process of creating individualized studies, writing study contracts, engaging in the individualized study, receiving weekly support and feedback on assignments, and the final evaluation of work. Students enroll for the total number of credits that will be individualized during one complete term.
Undergraduate > Full Term

Course #: LRU20002 LD  Section: MT01

Individualized Studies with Vicky Young

Session: Full Term  Credits: 0.00  Max Capacity: 30  Instructor(s): Young, Vicky  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: None

Course Description: The Individualized Studies course serves as a homeroom to provide students with regular and substantive faculty oversight for any LRU studies that fall outside of a regular class offering. Such studies may include independent learning, mentored learning, internship learning, structured noncredit learning, and any creative combination of these options. The Individualized Studies course guides students through the entire process of creating individualized studies, writing study contracts, engaging in the individualized study, receiving weekly support and feedback on assignments, and the final evaluation of work. Students enroll for the total number of credits that will be individualized during one complete term.

Course #: EDU47035 UD  Section: MT01

Introduction to Special Education

Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s):  Class Schedule: ONLINE

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.
Undergraduate > Full Term

**Course #**: EDU47820 UD  **Section**: MT01

**Positive Child Guidance and Inclusive Classroom Management**

<table>
<thead>
<tr>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
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<tr>
<td>Full Term</td>
<td>3.00</td>
<td>22</td>
<td>Houtz, Allie</td>
<td>ONLINE</td>
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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.

**Course #**: EDU47020 UD  **Section**: MT01

**Reading: Methods and Practice**

<table>
<thead>
<tr>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
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<th>Class Schedule</th>
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<tr>
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<td>22</td>
<td>Romano, Victoria</td>
<td>ONLINE</td>
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</table>

**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.
Undergraduate > Full Term

Course #: ADV0070 UD  Section: 0700

SP: Outdoor Education and Sustainable Community

Session: Full Term  Credits: 4.00  Max Capacity: 1  Instructor(s):  Class Schedule:
Brown, Mathieu

FEE: $120.00

PREREQUISITES:
None.

COREQUISITES:
None.

This is a research project examining the role of Outdoor Education and its applications for the future of sustainable community practices. A core focus of this research will be directed towards the efficacy of transference. This will be a research of the available literature and theory and will propose potential field research if it is applicable to the outcomes of the project.

Course #: EDU47698 UD  Section: 0700

Student Teaching Special Education

Session: Full Term  Credits: 4.00  Max Capacity: 1  Instructor(s):
Brown, Jennifer
Cross, Tessa
Alexander, Carolyn

PREREQUISITES:
None.

COREQUISITES:
None.

The student teaching 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.
Undergraduate > Full Term

Course #: EDU47385 UD   Section: MT01
Survey of the Exceptional Learners and Characteristics of the Specific Exceptionalities

Session: Full Term   Credits: 3.00   Max Capacity: 22   Instructor(s): Smith, Andy
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Writing Emphasis

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.

Course #: EDU47050 UD   Section: MT01
Working in Schools: Orientation

Session: Full Term   Credits: 1.00   Max Capacity: 22   Instructor(s): Sallu, Adama
Class Schedule: ONLINE

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.
MA.PHD Mentored Course List

<table>
<thead>
<tr>
<th>Undecided/ still developing courses?</th>
<th>Credits</th>
<th>Section</th>
</tr>
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<tbody>
<tr>
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<td>MA.PHD Mentored Placeholder Course</td>
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<td>8</td>
</tr>
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<td></td>
<td>9</td>
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</tbody>
</table>

SPECIAL NOTES

Used for all graduate programs – Master of Arts, Master of Science, Master of Education, PHD
For additional courses that will require Mentored Course Contracts, use the Mentored Placeholder Course to enroll for remaining credits so that we can get your billing started. Do not include in the count the credits for the Moodle/classroom based courses you enrolled for, only remaining credits for which additional Mentored Course Contracts are required.
(EXAMPLE for AE, ED, HU, ES students: If you are doing 1 cr QP, 2 cr TP and 2 cr of Research Methods, you would then use the Placeholder course for 5 credits- XX05. You would not be able to use the same “course” multiple times. As in this example, XX02 is a “course” so you would not be able to add it multiple times.)

Counseling Student for Practicum/Internship Placeholders:

There was a change to how you will enroll on-line for EAT Practicum and EAT or General Internship. You will still enroll for the MyClassroom/Moodle component for (MACP51021 Internship for gen counseling or MAAT51020/51021 EAT Practicum/Internship) and then be required to enroll for the “placeholder” course/section that indicates how many credits you would do for the term.
The “placeholder” courses will establish billing for the credits you will be doing for Counseling or Internship and/or EAT Practicum or Internship.

General Counseling

COU INTERN - Placeholder for Counseling Internship (XX01 for 1 credit, XX02 for 2 credits, XX03 for 3 credits)
Submission of the Application Packet is required. Once the approved application is received, the Registrar will increase your credits on the MyClassroom/Moodle course and drop the COU INTERN “placeholder” credits.
For MACP51020/51021 - You will then be able select your meeting time within Moodle itself.
If you have any issues with this process, please let us know so that we can get the problem fixed!

Courses listed below for SJHR, Masters and PHD programs are self-designed and contracted individually with a Mentor, using the Mentored Course Contract. They will NOT appear on the published course schedule that follows nor be available on-line.

All are courses required for the various degree programs and are listed for your reference when developing your courses. You would use the PLACEHOLDER course/credits above to enroll in the credits. The Section number will be unique for your Mentored Course Contract and assigned by Registrar’s Office once your Mentored Course Contract is approved.

Resident MA Social Justice and Community Organizing

Courses required for degree and only for students in the Campus Based Master’s in Social Justice and Community Organizing (prefix MASJ) or Limited Residency Master’s in Social Justice and Community Organizing (prefix MASJC).

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Section</th>
<th>Mentor</th>
<th>Enrollment Cap</th>
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<tr>
<td>MASJ59000</td>
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<tr>
<td>MASJC59000</td>
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Mentored course - requires submission of Mentored Course Plan by first day of term.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Section</th>
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Mentored course - requires submission of Mentored Course Plan by first day of term.

<table>
<thead>
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<th>Section</th>
<th>Mentor</th>
<th>Enrollment Cap</th>
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<tr>
<td>MASJC59001</td>
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</table>

Mentored course - requires submission of Mentored Course Plan by first day of term.
### Graduate Placeholders for Mentored Courses

Limited Residency MA Enrollment

**Adventures Education, Education (not MEd), Environmental Studies, and Arts and Humanities Students Mentored**

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

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

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

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

Course #: MAEPINTENSIVE  Section: INT1
MAEPINTENSIVE - Wilderness Intensive

<table>
<thead>
<tr>
<th>Session: Block 1</th>
<th>Credits: 0.00</th>
<th>Max Capacity: 12</th>
<th>Instructor(s): Mitten, Denise</th>
<th>Class Schedule:</th>
</tr>
</thead>
</table>

FEE: $625.00

PREREQUISITES:
None.

COREQUISITES:
None.

** NON-REFUNDABLE COURSE FEE** $625.00

SPECIAL NOTES: Students will participate in a backpacking experience for this Intensive. It is helpful to have previously taken MAEP51030 or MAEP51040.

Dates of intensive are tentatively set for 8/13-8/18/2020. Date may change by a day or two depending on permits. For additional information contact Maurie Lung at mlung@prescott.edu. Students should have $50-$75 cash in case they wish to purchase anything while traveling.

Course #: COR57113 UD  Section: MB01
Successful Interdisciplinary Learning Strategies

<table>
<thead>
<tr>
<th>Session: Block 1</th>
<th>Credits: 1.00</th>
<th>Max Capacity: 22</th>
<th>Instructor(s): Ramsey, Scott</th>
<th>Class Schedule: ONLINE</th>
</tr>
</thead>
</table>

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: One of the distinctive opportunities for students in the Master of Arts in Interdisciplinary Studies (MAIS) program is the ability to create interest-driven courses. This one-credit course, Successful Interdisciplinary Learning Strategies, offers strategies to successfully develop individualized courses (mentored or independent study) that align with each student’s varied interests and passions. In addition, this foundational course provides students with an overview of the MAIS program as well as helps them to develop a degree plan that is unique to each student.
Graduate > Block 1

Course #: MASJ50000  Section: B001
Urban Field Orientation: Justice, Home & Community

Session: Block 1  Credits: 3.00  Max Capacity: 15  Instructor(s): Belt, Michael

Class Schedule:
Tue 8/25/20  9:00 am - 1:00 pm  Sinagua A

FEE: $1,120.00

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: This course takes place in Los Angeles after an initial meeting on campus. The course fee includes all housing while in the field.

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

Graduate > Block 2

Course #: MASJ50002  Section: B201
Radical Pedagogy as Praxis

Session: Block 2  Credits: 3.00  Max Capacity: 15  Instructor(s): Fernandez, Anita

Class Schedule:
MTWThF 8:00 am - 5:00 pm  Field - See Notes

FEE: $578.00

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: This course takes place in Tucson, AZ. Course fee includes all housing for the first 4 weeks of the term.

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

Course #: SBM52001 UD  Section: MBA1  
Accounting Practices in the Ethical Organization

Session: Block A  Credits: 3.00  Max Capacity: 22  
Instructor(s): Eisenberg, Daniel  
Class Schedule: ONLINE

PREREQUISITES: 
None.

COREQUISITES: 
None.

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

Course #: AHU57000 UD  Section: MBA1  
Art as Social and Environmental Practice

Session: Block A  Credits: 3.00  Max Capacity: 22  
Instructor(s): Cullors, Patrisse  
Class Schedule: ONLINE

PREREQUISITES: 
None.

COREQUISITES: 
None.

SPECIAL NOTES: NONE

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

**Course #:** MASJC50050  
**Section:** MBA1  
**Comparative Political and Social Theory**

- **Session:** Block A  
- **Credits:** 3.00  
- **Max Capacity:** 22  
- **Instructor(s):** Alhassen, Maytha

**Class Schedule:** ONLINE

**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?

**Course #:** HDP52220 UD  
**Section:** MBA1  
**Critical Theoretical and Historical Foundations of Psychology**

- **Session:** Block A  
- **Credits:** 3.00  
- **Max Capacity:** 22  
- **Instructor(s):** Kurtis, Tugce

**Class Schedule:** ONLINE

**PREREQUISITES:** None.

**COREQUISITES:** None.

**SPECIAL NOTES:** N/A

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

Course #: ENV57100 UD  Section: MBA1
Ecology, Culture, and Community

Session: Block A  Credits: 3.00  Max Capacity: 22  Instructor(s): Christensen, Laird  Class Schedule: ONLINE

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.

Course #: SBM52225 UD  Section: MBA1
Energy and the Environment

Session: Block A  Credits: 3.00  Max Capacity: 22  Instructor(s): Sesser, Amanda  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

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<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
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</thead>
<tbody>
<tr>
<td>ENV54505 UD</td>
<td>MBA1</td>
<td>Andrews, Alisa</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**Environmental Administrative Law**

**Session:** Block A  
**Credits:** 3.00  
**Max Capacity:** 22  
**PREREQUISITES:** None.

**SPECIAL NOTES:** Prerequisite: Environmental Law and Policy.

**COURSE DESCRIPTION:** This class examines how administrative agencies at the federal and state levels make environmental policy decisions, and how other agencies, corporations, nonprofits, and private individuals can influence those decisions. The class analyzes the administrative process, rule-making and adjudicative procedures, official notice-and-comment standards, and judicial review of agency decisions. Students will also study how legislative directives are translated into regulations, and the limitations on agency action.

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<tr>
<th>Course #</th>
<th>Section</th>
<th>Instructor(s)</th>
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<tbody>
<tr>
<td>ENV57135 UD</td>
<td>MBA1</td>
<td>Michels, Kristin</td>
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</table>

**Field Botany**

**Session:** Block A  
**Credits:** 3.00  
**Max Capacity:** 22  
**PREREQUISITES:** None.

**SPECIAL NOTES:** Prerequisite: Ecology.

**COURSE DESCRIPTION:** A review of topics in plant anatomy, morphology, physiology, evolution, systematics, and field methods to provide students with the botanical knowledge and skills they need to support work in ecological research, plant conservation, forestry, range management, sustainable agriculture, ecological landscape design, land use planning, education, and related fields. Prerequisite: Ecology.
Graduate > Block A

Course #: ENV58910 UD  Section: MBA1
Food Systems Biodiversity: Ecosystem Services

Session: Block A  Credits: 3.00  Max Capacity: 22  Instructor(s): Gemmill Herren, Barbara  Class Schedule: ONLINE

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.

Course #: ENV57900 UD  Section: MBA1
Food Systems

Session: Block A  Credits: 3.00  Max Capacity: 22  Instructor(s): Trochia-Balkits, Lisa  Class Schedule: ONLINE

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.
Graduate > Block A

Course #: MEDL50000  Section: MBA1
Foundations of Educational Leadership

Session: Block A  Credits: 3.00  Max Capacity: 22  Instructor(s): Hennings, Ron  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This is the first required course in the M.Ed. in Leadership program. The focus is on merging theory and practice in educational leadership. The course is part of the Principal certification program. Students will begin to develop their own leadership platform based on the literature, field experiences and class discussions.
Graduate > Block A

Course #: MASJC50003    Section: MBA1

Globalization and Urban Politics

Session: Block A    Credits: 3.00    Max Capacity: 22    Instructor(s): TBA    Class Schedule: ONLINE

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.

Course #: COR57114 UD    Section: MBA1

Graduate Scholarship for Interdisciplinary Studies

Session: Block A    Credits: 3.00    Max Capacity: 22    Instructor(s): Greeson, Kimberley    Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: This course provides an overview of scholarly thinking, research, and writing necessary for graduate students to critically disseminate, design, and conduct sound research in interdisciplinary studies. In this course, students will develop an understanding on how to: 1) select a research problem; 2) conduct a literature review; 3) design a research question or statement; 4) go about thorough and appropriate research design; 5) incorporate theory and epistemology; and 6) decide on the appropriate research methodology(ies) and method(s). Through readings, discussions, and assignments students will consider how ethics and knowledge are situated. It focuses on the interdisciplinary conceptual and methodological approaches necessary to understand complex social and natural systems, and will include creative and emergent approaches to conducting and presenting research.
FA-20 One College Course Schedule

Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc.
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

Graduate > Block A

Course #: HDP58500 UD        Section: MBA1
Helping Skills

Session: Block A      Credits: 3.00      Max Capacity: 22      Instructor(s): Abell, Ellen
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

Course #: MASJC50060        Section: MBA1
Leadership Development

Session: Block A      Credits: 3.00      Max Capacity: 22      Instructor(s): TBA
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

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

*Course #:* SBM57501 UD  
*Section: MBA1*  
**Organization Transformation and Sustainable Leadership**

**Session:** Block A  
**Credits:** 3.00  
**Max Capacity:** 22  
**Instructor(s):** Colman, Chad  
**Class Schedule:** ONLINE

**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.

*Course #:* MASJC50001A  
*Section: MBA1*  
**Organizing 1**

**Session:** Block A  
**Credits:** 1.00  
**Max Capacity:** 22  
**Instructor(s):** TBA  
**Class Schedule:** ONLINE

**PREREQUISITES:** 
None.

**COREQUISITES:** 
None.

**SPECIAL NOTES:** N/A

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

Course #: MASJC50001C  Section: MBA1

Organizing 3

Session: Block A  Credits: 1.00  Max Capacity: 22  Instructor(s): TBA  Class Schedule: ONLINE

PREREQUISITES: Course: MASJC50001B - Organizing 2

COREQUISITES: None.

SPECIAL NOTES: N/A

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

Course #: EDU57514 UD  Section: MBA1

Philosophies and Trends of Environmental Education

Session: Block A  Credits: 3.00  Max Capacity: 22  Instructor(s): Matlock, Deb  Class Schedule: ONLINE

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.
Graduate > Block A

Course #: ADV57050 UD  Section: MBA1
Philosophy and Methods of Experiential and Adventure Education

Session: Block A  Credits: 3.00  Max Capacity: 22  Instructor(s): TBA  Class Schedule: ONLINE

PREREQUISITES: None.

COREQUISITES: None.

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

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

Course #: MASJC52000  Section: MBA1
Race, Class, and Housing Justice

Session: Block A  Credits: 3.00  Max Capacity: 22  Instructor(s): TBA  Class Schedule: ONLINE

PREREQUISITES: None.

COREQUISITES: None.

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

### Radical Pedagogy as Praxis
- **Course #:** MASJC50002  
- **Section:** MBA1

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<td>Block A</td>
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<td>22</td>
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<td>ONLINE</td>
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</table>

**PREREQUISITES:** None.

**COREQUISITES:** None.

**SPECIAL NOTES:** N/A

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

### Risk and Reward: Managing Risk in Outdoor Programming
- **Course #:** ADV57075 UD  
- **Section:** MBA1

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<tbody>
<tr>
<td>Block A</td>
<td>3.00</td>
<td>22</td>
<td>Jackson, Mary</td>
<td>ONLINE</td>
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</tbody>
</table>

**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.
FA-20 One College Course Schedule

Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc

course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

Graduate > Block A

Course #: SBM59000 UD  Section: MBA1
Strategic Sustainable Management Capstone

Session: Block A  Credits: 3.00  Max Capacity: 22  Instructor(s): Villaverde, Hava
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

Course #: COR57550 UD  Section: MBA1
Sustainable Food Systems Solutions: Capstone Project

Session: Block A  Credits: 3.00  Max Capacity: 22  Instructor(s): Currey, Robin
Class Schedule: ONLINE

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.

Course #: AHU53000 UD  Section: MBA1
The Rise of Performance Art in the Fine Arts World

Session: Block A  Credits: 3.00  Max Capacity: 22  Instructor(s): Cullors, Patrisse
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: In this course students study performance as a competing practice in the traditional art market. Students take a close look at queer, trans, women, and artists of color who have used -and currently use performance art to challenge the art canon.
Graduate > Block 3

Course #: MASJ50001
Section: B301

Community Organizing 1

Session: Block 3
Credits: 3.00
Max Capacity: 15
Instructor(s): Belt, Michael

Class Schedule:
MTThF 8:00 am - 5:00 pm
Cottonwood A

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

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

Graduate > Semester

Course #: HDP52200 UD
Section: MS01

Adolescent Psychology

Session: Semester
Credits: 4.00
Max Capacity: 22
Instructor(s): Williams, Peggy

Class Schedule:
ONLINE

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.
## Graduate > Block B

### Course #: MASJC51111  Section: MBB1
**Advocacy Research**

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<tr>
<th>Session: Block B</th>
<th>Credits: 3.00</th>
<th>Max Capacity: 22</th>
<th>Instructor(s): Banks, Michelle</th>
<th>Class Schedule: ONLINE</th>
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</table>

**PREREQUISITES:** None.

**COREQUISITES:** None.

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

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

### Course #: HDP59800 UD  Section: MBB1
**Capstone: Practicum : Critical Psychology**

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<th>Session: Block B</th>
<th>Credits: 6.00</th>
<th>Max Capacity: 22</th>
<th>Instructor(s): Grant, Sebastienne</th>
<th>Class Schedule: ONLINE</th>
</tr>
</thead>
</table>

**PREREQUISITES:** None.

**COREQUISITES:** None.

**SPECIAL NOTES:** NONE

**COURSE DESCRIPTION:** Students are required to design and complete a capstone project to be completed in their final semester. Working with their advisor, students on the professional track design a practicum-based project that best meets their learning and career goals in a manner that demonstrates mastery in critical psychology and human services. Approval of project proposal is necessary before any work on the project begins. Mastery is defined as meeting the program objectives of the MA Critical Psychology and Human Services program. Every capstone proposal and final product will be evaluated and approved by the student's adviser and an additional faculty member, who together, will serve as the student's MA Committee. Practicum projects should include a minimum of 40 documented hours of some type of internship and/or volunteer experience with non-profit or other human-services based organizations. Additionally, all students will produce a critical written work which describes their experience (the type of organization they worked with, their role/duties, etc.) and which incorporates theory to dialogue with their experience in some way. This could include the application of critical theory to the programs students work with, ideas for program development/evaluation or research relevant to the programs students work with, etc. The student and committee agree on a time period in which the student will complete the requirements of their project. The faculty will then review the completed materials. If the faculty committee determines that the student has completed the necessary requirements in a manner that demonstrates competence, the student will have completed their capstone.
Graduate > Block B

Course #: MASJC59001  Section: MBB1
Capstone: Social Justice and Community Organizing

Session: Block B  Credits: 5.00  Max Capacity: 22  Instructor(s): TBA  Class Schedule: ONLINE

PREREQUISITES: Course: MASJC51111 - Advocacy Research

COREQUISITES:

SPECIAL NOTES: N/A

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

1. Organizing Research Project: Working collaboratively with a social justice organization and their MA Committee, the student will co-design and complete a research project that fulfills a research need of that organization.

2. Comprehensive Examination: Working with their MA Committee, the student will develop three reading lists (literature reviews), each containing scholarly and applied articles and books addressing a specific question or debate in the fields of community organizing and/or social movements theory. Once the two faculty committee members approve the reading lists, the students read and take notes on all of the readings. The faculty committee then gives the student an essay question for each list. The student and committee agree on a time period in which the student will write essays responding to the questions. The student and faculty will then schedule the oral part of the exam in which the faculty will ask the student to discuss their essays. If the faculty committee determines that the student has completed the essays and discussion in manner that demonstrates competence, the student will have completed their capstone.

3. Independent Movement-Based Research Project: Working with their MA Committee, the student will design a research project that offers significant analysis of a movement-based issue. The research may be presented in written or video form (to be agreed on by the student and their adviser and committee member.)

4. Organizing Practice Project: Working collaboratively with a social justice organization and their MA Committee, the student will produce something that the organization requests, for example, a campaign or program assessment, a strategic plan, a social media campaign, a fund-raising video, etc.

Course #: HDP52212 UD  Section: MBB1
Concepts in Critical Psychology

Session: Block B  Credits: 3.00  Max Capacity: 12  Instructor(s): Abell, Ellen  Class Schedule: ONLINE

PREREQUISITES:

COREQUISITES:

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Critical psychology is committed to promulgating social justice, the welfare of communities (particularly oppressed communities), and the eradication of injustices and inequities proffered by current social, economic and political systems. Toward this end, students in this course will critique the foundational underpinnings on which the field of psychology is based, using critical theory as our primary lens. Students will be asked to question valued assumptions embedded in western psychological discourse, and apply the concepts of critical psychology to situate psychological inquiry, research methods, and clinical practice within a broader social context.
FA-20 One College Course Schedule

Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc)
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral)

Graduate > Block B

Course #: ENV54400 UD Section: MBB1
Conservation Biology
Session: Block B Credits: 3.00 Max Capacity: 22 Instructor(s): Altrichter, Mariana
Class Schedule: ONLINE

PREREQUISITES:
Course: ENV57101 - Ecology or Permission of instructor: Mariana Altrichter

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.

Course #: MAED52000 Section: MBB1
Designing & Facilitating Age-Appropriate Environmental Education
Session: Block B Credits: 3.00 Max Capacity: 22 Instructor(s): TBA
Class Schedule: ONLINE

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.
Graduate > Block B

**Course #**: ENV58800 UD  **Section**: MBB1
**Emergency Management and Communication**

- **Session**: Block B  **Credits**: 3.00  **Max Capacity**: 22  **Instructor(s)**: Steffens, Ronald  **Class Schedule**: ONLINE

**PREREQUISITES**: None.

**COREQUISITES**: None.

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

**Course #**: ENV54505 UD  **Section**: MBB1
**Environmental Administrative Law**

- **Session**: Block B  **Credits**: 3.00  **Max Capacity**: 22  **Instructor(s)**: TBA  **Class Schedule**: ONLINE

**PREREQUISITES**: None.

**COREQUISITES**: None.

**SPECIAL NOTES**: Prerequisite: Environmental Law and Policy.

COURSE DESCRIPTION: This class examines how administrative agencies at the federal and state levels make environmental policy decisions, and how other agencies, corporations, nonprofits, and private individuals can influence those decisions. The class analyzes the administrative process, rule-making and adjudicative procedures, official notice-and-comment standards, and judicial review of agency decisions. Students will also study how legislative directives are translated into regulations, and the limitations on agency action.

**Course #**: ENV50505 UD  **Section**: MBB1
**Environmental History & Philosophy**

- **Session**: Block B  **Credits**: 3.00  **Max Capacity**: 22  **Instructor(s)**: TBA  **Class Schedule**: ONLINE

**PREREQUISITES**: None.

**COREQUISITES**: None.

COURSE DESCRIPTION: This course provides a systematic historical and philosophical analysis of prevailing Western perspectives of the environment. Drawing on the work of historians such as Max Oelschlaeger, Carolyn Merchant, and Donald Worster, students will begin by exploring the Classical and Judeo-Christian roots of Western thought, after which they will consider how attitudes toward the nonhuman world have evolved since the collapse of the hierarchically structured Medieval world and in the wake of modern science. Students will trace current debates in environmental ethics and history through journals of record in these fields, honing their skills in research and argumentation before defending their own solutions to environmental problems in their local bioregions.
## FA-20 One College Course Schedule

Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc.

### Graduate > Block B

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Credits</th>
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<th>Instructor(s)</th>
<th>Class Schedule</th>
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**Course: Food Justice and Sustainable Food Systems**

**Session:** Block B  
**Credits:** 3.00  
**Max Capacity:** 22  
**Instructor(s):** Greeson, Kimberley  
**Class Schedule:** ONLINE

**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.

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<tr>
<th>Course #</th>
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<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
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<tr>
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<td>Hoffman, April Ruth</td>
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**Course: Funding Change: Grant Writing & Nonprofit Essentials**

**Session:** Block B  
**Credits:** 4.00  
**Max Capacity:** 11  
**Instructor(s):** Hoffman, April Ruth  
**Class Schedule:** ONLINE

**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.
Graduate > Block B

Course #: ENV51250 UD  Section: MBB1  
Land Use Planning and Policy

Session: Block B  Credits: 3.00  Max Capacity: 22  Instructor(s): Andrews, Alisa  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

Course #: MASJC50020  Section: MBB1  
Landscapes of Neoliberalism

Session: Block B  Credits: 3.00  Max Capacity: 22  Instructor(s): TBA  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

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

Course #: ADV57100 UD  Section: MBB1  
Leadership & Administration of Outdoor Programs

Session: Block B  Credits: 3.00  Max Capacity: 22  Instructor(s): Powers, Deborah  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: This course provides students with an overview of the essential administrative realms program managers and supervisors need to be familiar with and have knowledge and understanding of, in order to provide professional and ethical services in outdoor education. Through discussion, reading, weekly activities, research, site visits, and interviews with professionals, this course explores the many facets comprising this unique discipline.
FA-20 One College Course Schedule

Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc

course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

Graduate > Block B

Course #: HDP57000 UD Section: MBB1
Liberation Psychology

Session: Block B Credits: 3.00 Max Capacity: 22 Instructor(s): Kurtis, Tugce
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: Liberation psychology involves the application of psychology in a participatory manner for the purposes of facilitating transformative action and advancing social justice. This course explores experiences of oppression, resistance to oppression, and the link between individual's unique psychological experiences and broader societal structures. Students will examine oppression’s (i.e. racism, sexism, classism, heterosexism, and other systems) impact on psychological consciousness, as well as how communities develop tools for social and psychological liberation. Finally, this course utilizes a praxis model of education. Therefore, students will critically examine their own action in the world, how it contributes to oppression and/or liberation (others as well as their own), and what actions they could take to facilitate greater liberation.

Course #: AHU55001 UD Section: MBB1
Methods in Identity, Archive and Documentary Photography

Session: Block B Credits: 3.00 Max Capacity: 22 Instructor(s): Olivas, Noe
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: In this course students examine the critical processes in the archiving of ancestral and geographical histories through post-colonial lenses. Methodologies include documentary photography, oral interviews and research. There is a strong emphasis in a course-long research project to be in dialogue with students’ studio practice.
**Graduate > Block B**

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<tr>
<th>Course #</th>
<th>Section</th>
<th>Credits</th>
<th>Max Capacity</th>
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**Course: Mobilizing Change**

**Session:** Block B  
**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.

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<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
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<tr>
<td>SBM57501 UD</td>
<td>MBB1</td>
<td>3.00</td>
<td>22</td>
<td>Colman, Chad</td>
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</table>

**Course: Organization Transformation and Sustainable Leadership**

**Session:** Block B  
**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.
FA-20 One College Course Schedule

Key to Course IDs: ADV = Adventure Education, ENV = Environmental Studies etc.
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

Graduate > Block B

Course #: MASJC50001B  Section: MBB1
Organizing 2
Session: Block B  Credits: 1.00  Max Capacity: 22  Instructor(s): TBA  Class Schedule: ONLINE

PREREQUISITES:
Course: MASJC50001A - Organizing 1

COREQUISITES:
None.

SPECIAL NOTES: N/A

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

Course #: MASJC50001D  Section: MBB1
Organizing 4
Session: Block B  Credits: 1.00  Max Capacity: 22  Instructor(s): TBA  Class Schedule: ONLINE

PREREQUISITES:
Course: MASJC50001C - Organizing 3

COREQUISITES:
None.

SPECIAL NOTES: N/A

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

**Course #:** MAED57033  
**Section:** MBB1  
**Place-based Education Theory**

- **Session:** Block B  
- **Credits:** 3.00  
- **Max Capacity:** 11  
- **Instructor(s):** Gano, Gretchen  
- **Class Schedule:** ONLINE

**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.

**Course #:** MEDL50030  
**Section:** MBB1  
**School Law**

- **Session:** Block B  
- **Credits:** 3.00  
- **Max Capacity:** 22  
- **Instructor(s):** Haggerty, Brendan  
- **Class Schedule:** ONLINE

**PREREQUISITES:** None.

**COREQUISITES:** None.

**SPECIAL NOTES:** N/A

**COURSE DESCRIPTION:** This course in School Law gives major attention to the issues of the constitutional and other legal bases of public education in the United States and the State of Arizona. The course is designed to provide all participants with a thorough grounding in the legal basics for teachers and administrators. Priority emphasis will be given to landmark decisions of the United States Supreme Court in the areas of finance, religion, collective bargaining, student rights, rights of the disabled, employee rights, and desegregation and discrimination. The course also addresses the major current and critical legal issues in education. The course meets or exceeds Arizona State Board of Education requirements for administrative certification, and covers educational law assessment items measured by both the Arizona Professional Administrator Standards and the Arizona Administrator Proficiency Assessment (AAPA).
# FA-20 One College Course Schedule

**Key to Course IDs:** ADV = Adventure Education, ENV = Environmental Studies etc

course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

## Graduate > Block B

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<tr>
<th>Course #</th>
<th>Section</th>
<th>Special Topics in Education: Data Analysis &amp; Decision Making</th>
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<td>MEDL50010</td>
<td>MBB1</td>
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<tr>
<td>Credits:</td>
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<tr>
<td>Instructor(s):</td>
<td>Mcdonald, Sakenya</td>
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<td>Class Schedule:</td>
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</table>

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Special Topics: Digital Storytelling: The Art of Collecting Stories in Film</th>
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</thead>
<tbody>
<tr>
<td>GRA52000 UD</td>
<td>MBB1</td>
<td>Special Topi</td>
</tr>
<tr>
<td>Credits:</td>
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<tr>
<td>Instructor(s):</td>
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<tr>
<td>Class Schedule:</td>
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</table>

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** NONE

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

Course #: SBM59000  UD  Section: MBB1
Strategic Sustainable Management Capstone

Session: Block B  Credits: 3.00  Max Capacity: 22  Instructor(s): Villaverde, Hava
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

Course #: AHU59900  UD  Section: MBB1
Studio Practice I

Session: Block B  Credits: 3.00  Max Capacity: 22  Instructor(s): Doniz, Alexandre
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

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

Course #: AHU59903  UD  Section: MBB1
Studio Practice: IV

Session: Block B  Credits: 3.00  Max Capacity: 22  Instructor(s): Dorriz, Alexandre  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

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

Course #: AHU59902  UD  Section: MBB1
Studio Practice: III

Session: Block B  Credits: 3.00  Max Capacity: 22  Instructor(s): Dorriz, Alexandre  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

COURSE DESCRIPTION: Students work with distinguished faculty and artist mentors through a series of private studio visits and/ or practice-building experiences locally, where the student lives, or through travel to Los Angeles or elsewhere. In the case of visits, these typically occur weekly, but may occur more or less frequently, as determined by individual student needs and artist mentors. In addition, students create the work that will be presented during the MFA capstone course.
Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc) course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral)

**Graduate > Block B**

**Course #:** AHU59901 UD  **Section:** MBB1

**Studio Practice: II**

Session: Block B  Credits: 3.00  Max Capacity: 22  Instructor(s): Dorriz, Alexandre  Class Schedule: ONLINE

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

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

**Course #:** COR57550 UD  **Section:** MBB1

**Sustainable Food Systems Solutions: Capstone Project**

Session: Block B  Credits: 3.00  Max Capacity: 22  Instructor(s): Currey, Robin  Class Schedule: ONLINE

**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.

**Course #:** SBM53000 UD  **Section:** MBB1

**The Economics of Sustainable Organizations & Communities**

Session: Block B  Credits: 3.00  Max Capacity: 22  Instructor(s): Dube, Benjamin  Class Schedule: ONLINE

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** N/A

**COURSE DESCRIPTION:** This course examines the principles and tools of economics for management decision-making in sustainable organizations, communities, and projects. Beginning with an introduction to theories of economic and community development, students will evaluate classic and alternative economic models and become familiar with existing policies that may facilitate or hinder sustainable economic development and effective management of sustainable organizations.
**FA-20 One College Course Schedule**

**Key to Course IDs:** ADV = Adventure Education, ENV = Environmental Studies etc

course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

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### Graduate > Block B

**Course #:** AHU57500 UD  **Section:** MBB1  
**The History of Art in Social Change**

<table>
<thead>
<tr>
<th>Session: Block B</th>
<th>Credits: 3.00</th>
<th>Max Capacity: 22</th>
<th>Instructor(s): Freilich, Jake</th>
<th>Class Schedule: ONLINE</th>
</tr>
</thead>
</table>

**PREREQUISITES:** None.

**COREQUISITES:** None.

**SPECIAL NOTES:** NONE

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

**Course #:** MASJC50004  
**Theories of Change**

<table>
<thead>
<tr>
<th>Session: Block B</th>
<th>Credits: 3.00</th>
<th>Max Capacity: 22</th>
<th>Instructor(s): TBA</th>
<th>Class Schedule: ONLINE</th>
</tr>
</thead>
</table>

**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-20 One College Course Schedule

Key to Course IDs: ADV = Adventure Education, ENV = Environmental Studies etc)
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

Graduate > Block B

Course #: ENV57950 UD  Section: MBB1  
Theory and Practice in Agroecological Systems

Session: Block B  Credits: 3.00  Max Capacity: 22  Instructor(s): Harper, Wendy  
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

Course #: SBM52000 UD  Section: MBB1  
Triple Bottom Line Measurement, Reporting, & Data Analytics

Session: Block B  Credits: 3.00  Max Capacity: 22  Instructor(s): Grieco, Christian  
Class Schedule: ONLINE

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.

Course #: ENV57876 UD  Section: MBB1  
Understanding Climate Change

Session: Block B  Credits: 3.00  Max Capacity: 22  Instructor(s): Sesser, Amanda  
Class Schedule: ONLINE

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-20 One College Course Schedule

Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc)
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral)

Graduate > Block B

Course #: AHU56601 UD Section: MBB1
Writing the Environment

Session: Block B Credits: 3.00 Max Capacity: 22 Instructor(s): Gilcrest, David Class Schedule: ONLINE

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.
### Graduate > Full Term

#### Addiction Counseling

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACP51170</td>
<td>MT01</td>
<td>3.00</td>
<td>22</td>
<td>Murphy Rising, Janys</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
- Course: MACP50000 - Professional Orientation to Mental Health Counseling or Permission of instructor: Stacey Carrillo

**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.

#### Advanced Contemporary and Postmodern Theories

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
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<tr>
<td>MACP55140</td>
<td>MT01</td>
<td>3.00</td>
<td>22</td>
<td>Surmitis, Kendra</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
- Course: MACP50000 - Professional Orientation to Mental Health Counseling

**COREQUISITES:**
None.

**SPECIAL NOTES:** Students are encouraged to take MACP51000 Social Justice in Counseling prior to taking this course. This elective is one of the approved courses for the Social Justice in Counseling Emphasis.

**COURSE DESCRIPTION:** This course is designed to provide students with a greater understanding of contemporary and postmodern counseling theories. The class will focus on postmodern, feminist, queer, and cultural/relational counseling models and their relevance when working with issues of social justice. Students will further develop their counseling skills and understanding of how power, rank, and status impact counseling diverse clients. The theoretical perspectives presented in this course are grounded in the various ACA cross cultural, multicultural, and social justice competencies for counseling.
FA-20 One College Course Schedule

Key to Course IDs: ADV = Adventure Education, ENV = Environmental Studies etc)
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral)

Graduate > Full Term

Course #: MACP55151  Section: MT01
Advanced Theories in Marriage, Couple and Family Counseling
Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): Johnson, Sherrina
Class Schedule: ONLINE

PREREQUISITES:
Course: MACP50000 - Professional Orientation to Mental Health Counseling

COREQUISITES:
None.

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

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

Course #: MAED57029  Section: MT01
Arts and Place-Based Methods Integration: Language Arts & Social Studies
Session: Full Term  Credits: 4.00  Max Capacity: 22  Instructor(s): TBA
Class Schedule: ONLINE

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.
FA-20 One College Course Schedule

Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc.
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral)

Graduate > Full Term

Course #: MAEP51042 Section: MT01
Assessment and Interventions in Adventure Based Psychotherapy

Session: Full Term Credits: 3.00 Max Capacity: 22 Instructor(s): Wynn, Tiffany
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: None

COURSE DESCRIPTION: Assessment and Intervention planning in mental health counseling is essential in quality and ethical practice. This course is designed to support students in understanding how to utilize adventure-based psychotherapy interventions as methods of assessment. Further, this course is also designed to help the student identify and become competent in utilizing ABP interventions in their area of excitement (initiatives, ropes, high adventure, natural environment). Topics that will be covered are: The Adventure Wave, Therapeutic Alliance, Matching, Treatment Skills, Processing and some, not all of the following: Cooperative, initiative, trust, high constructed, service learning, solo, high adventure, expedition.

Course #: MAEP51032 Section: MT01
Assessment and Interventions in Ecotherapy

Session: Full Term Credits: 3.00 Max Capacity: 12 Instructor(s): Wynn, Tiffany
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: Assessment and Intervention planning in mental health counseling is essential in quality and ethical practice. This course is designed to support students in understanding how to utilize Ecotherapy interventions as methods of assessment. Further, this course is also designed to help the student identify and become competent in utilizing Ecotherapy interventions in their area of excitement (deep ecology, Biophilia, environmental science). Topics that will be covered are: The Adventure Wave, Therapeutic Alliance, Matching, Treatment Skills, Processing while using Ecotherapy concepts.
### Graduate > Full Term

#### Assessment: Psychological Testing and Appraisal in Counseling

<table>
<thead>
<tr>
<th>Course #: MACP50090</th>
<th>Section: MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session:</strong> Full Term</td>
<td><strong>Credits:</strong> 3.00</td>
</tr>
<tr>
<td><strong>Instructor(s):</strong> Pardee, Deborah</td>
<td><strong>Class Schedule:</strong> ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
Course: MACP50000 - Professional Orientation to Mental Health Counseling

**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.

#### Career and Lifestyle Development: Challenges of Adulthood

<table>
<thead>
<tr>
<th>Course #: MACP50070</th>
<th>Section: MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session:</strong> Full Term</td>
<td><strong>Credits:</strong> 3.00</td>
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<tr>
<td><strong>Instructor(s):</strong> Chambers, LaToya</td>
<td><strong>Class Schedule:</strong> ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
Course: MACP50000 - Professional Orientation to Mental Health Counseling

**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.

#### Child and Adolescent Counseling

<table>
<thead>
<tr>
<th>Course #: MACP51235</th>
<th>Section: MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session:</strong> Full Term</td>
<td><strong>Credits:</strong> 3.00</td>
</tr>
<tr>
<td><strong>Instructor(s):</strong> Murphy Rising, Janys</td>
<td><strong>Class Schedule:</strong> ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
Course: MACP50000 - Professional Orientation to Mental Health Counseling or Permission of instructor: Janys Murphy Rising

**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.
Graduate > Full Term

Course #: MAED57315  Section: MT01
Classroom Management for Special Education

<table>
<thead>
<tr>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
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<tbody>
<tr>
<td>Full Term</td>
<td>3.00</td>
<td>22</td>
<td>TBA</td>
<td>ONLINE</td>
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</tbody>
</table>

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course explores the theoretical and practical aspects of classroom and behavior management for individuals with exceptional learning needs, with emphasis on creating learning environments that foster safety, emotional well-being, positive social interactions.

Course #: MAED57880  Section: MT01
Collaborative Special Education Communities

<table>
<thead>
<tr>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
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<tbody>
<tr>
<td>Full Term</td>
<td>4.00</td>
<td>22</td>
<td>TBA</td>
<td>ONLINE</td>
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</tbody>
</table>

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.
## Graduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Session</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
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<td>MACP51010</td>
<td>MT01</td>
<td>3.00</td>
<td>22</td>
<td>Surmitis, Kendra</td>
<td>Full Term</td>
<td>ONLINE</td>
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<tr>
<td>MASG51010</td>
<td>MT01</td>
<td>3.00</td>
<td>22</td>
<td>Munigle, Sarah</td>
<td>Full Term</td>
<td>ONLINE</td>
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<tr>
<td>MAED57040</td>
<td>MT01</td>
<td>3.00</td>
<td>22</td>
<td>TBA</td>
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<td>ONLINE</td>
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</table>

**PREREQUISITES:**
- Course: MACP50000 - Professional Orientation to Mental Health Counseling

**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.

**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.

**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.
### Graduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Course Name</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASG50090</td>
<td>MT01</td>
<td>Current Issues in School Counseling: Meeting the Needs of the Whole Child in a Collaborative Team Ap</td>
<td>3.00</td>
<td>22</td>
<td>Zanot, Melissa</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:** None.

**COREQUISITES:** None.

**SPECIAL NOTES:** N/A

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Course Name</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED57010</td>
<td>MT01</td>
<td>Curriculum Design: Assessment &amp; Evaluation</td>
<td>4.00</td>
<td>22</td>
<td>TBA</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**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.
Graduate > Full Term

Course #: MAED57898  Section: MT01

Early Childhood Practicum

Session: Full Term  Credits: 4.00  Max Capacity: 22  Instructor(s): Foglesong, Sarah

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: 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.

Course #: MAAT51301  Section: MT01

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

Session: Full Term  Credits: 3.00  Max Capacity: 12  Instructor(s): Carlock-Russo, Margaret

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Required for students doing an Expressive Arts Therapy concentration. Not open to students not approved for the concentration

COURSE DESCRIPTION: This foundational course examines the history and the development of expressive art therapy as a distinct therapeutic practice. This course identifies anthropological precursors, the major events and founding practitioners that have shaped the development of the modality and profession of expressive art therapy. An overview of the theories of psychotherapy relevant to art therapy and expressive arts therapies, as well as theories of creativity and the creative process are included in this course.
Graduate > Full Term

Course #: MAAT51021   Section: MT01
EAT Internship

Session: Full Term   Credits: 2.00   Max Capacity: 12   Instructor(s): Randick, Nicole
Class Schedule: ONLINE

PREREQUISITES:
Course: MAAT51301 - EAT I: Foundation in Expressive Art Therapy: History and Theory of Expressive Art Therapy
Course: MAAT51020 - EAT Practicum

COREQUISITES:
None.

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

COURSE DESCRIPTION: Students gain professional experience in supervised clinical settings and engage in ongoing 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.

Course #: MAAT51020   Section: MT01
EAT Practicum

Session: Full Term   Credits: 1.00   Max Capacity: 12   Instructor(s): Carlock-Russo, Margaret
Class Schedule: ONLINE

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

COREQUISITES:
None.

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

PREREQUISITES: MAAT51301 Foundations in Expressive Art Therapy: History and Theory of Expressive Art Therapy

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

Course #: MAEA51032  Section: MT01
Equines in the Therapeutic and Learning

Session: Full Term  Credits: 3.00  Max Capacity: 15  Instructor(s): Knapp, Shannon
Class Schedule: ONLINE

FEE: $150.00

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Attendance at the one day Intensive is required to successfully complete course. Intensive takes place August 23 from 8:30am - 5:00pm. Meet in the Crossroads Community Center to travel to a nearby ranch to work with horses.

COURSE DESCRIPTION: This course explores perspectives on equine interaction, selection, maintenance, and training appropriate within the practice of Equine-assisted Mental Health (EAMH). Students build on their existing equine competence through the study and practice of reciprocal and learning theory based training models that foster an ethical and responsible approach to partnering with horses. Safety within the human-horse relationship will be emphasized. Equine welfare considerations and relevant categories of equine behaviors will be reviewed within the context of EAMH and the work role of the therapy horse. In addition, considerations for facilities and other aspects of the therapeutic environment, as well as business models for EAMH will be discussed. Students will continue practicing facilitation skills and developing an understanding of the dynamics between facilitator, client, and horse.

Course #: MAEQ51032  Section: MT01
Equines in the Therapeutic and Learning Environment

Session: Full Term  Credits: 3.00  Max Capacity: 15  Instructor(s): Knapp, Shannon
Class Schedule: ONLINE

FEE: $150.00

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Attendance at the one day Intensive is required to successfully complete course. Intensive takes place August 23 from 8:30am - 5:00pm. Meet in the Crossroads Community Center to travel to a nearby ranch to work with horses. This course is for students enrolled in the Masters in Counseling or Post Master's Certificate program.

COURSE DESCRIPTION: This course explores perspectives on equine interaction, selection, maintenance, and training appropriate within the practice of Equine-assisted Mental Health (EAMH). Students build on their existing equine competence through the study and practice of reciprocal and learning theory based training models that foster an ethical and responsible approach to partnering with horses. Safety within the human-horse relationship will be emphasized. Equine welfare considerations and relevant categories of equine behaviors will be reviewed within the context of EAMH and the work role of the therapy horse. In addition, considerations for facilities and other aspects of the therapeutic environment, as well as business models for EAMH will be discussed. Students will continue practicing facilitation skills and developing an understanding of the dynamics between facilitator, client, and horse.
Graduate > Full Term

Course #: MAEA51031  Section: MT01
Explorations in Equine-Assisted Mental Health and Learning

Session: Full Term  Credits: 3.00  Max Capacity: 15  Instructor(s): Denison, Starr
Class Schedule: ONLINE

FEE: $150.00

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Attendance at the one day Intensive is required to successfully complete course. Intensive takes place August 23 from 8:30am - 5:00pm. Meet in the Crossroads Community Center to travel to a nearby ranch to work with horses.

PREREQUISITES: This course is designed for participants to gain a comprehensive understanding of the Equine-assisted Mental Health (EAMH) field and its application within counseling and psychotherapy. The course will address theories that helped inform and develop the practice of EAMH, the history and development of the field, as well as considerations of elements of safe, effective, ethical practice. Students will become familiar with current research, supporting professional organizations, practitioners and programs relevant to their area of focus, as well as issues facing the field.

Course #: MAAT51302  Section: MT01
Expressive Art Therapies II: Materials and Techniques of Practice in Expressive Art Therapy

Session: Full Term  Credits: 3.00  Max Capacity: 12  Instructor(s): Carlock-Russo, Margaret
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

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

Course #: MAAT51303  Section: MT01
Expressive Art Therapies III: Applications of Exp Art Therapy w/People in Different Treatment Setting
Session: Full Term  Credits: 3.00  Max Capacity: 12  Instructor(s): Epstein, Cheri  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

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

Course #: MAAT51304  Section: MT01
Expressive Art Therapies IV: Group Work and Dynamics in Expressive Art Therapy
Session: Full Term  Credits: 3.00  Max Capacity: 12  Instructor(s): Haley, Carmen  Class Schedule: 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 expressive art 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 expressive art therapy processes appropriate for different diagnostic issues, developmental levels and presenting problems in a variety of settings with diverse clients.
Graduate > Full Term

Course #: MAAT51305   Section: MT01
Expressive Art Therapies V: Assessment in Expressive Art Therapy

Session: Full Term  Credits: 3.00  Max Capacity: 12  Instructor(s): Epstein, Cheri  Class Schedule: ONLINE

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.

Course #: MAAT51306   Section: 0700
Expressive Art Therapies VI: Ethical & Legal Issues-Standards of Good Practice in Expressive Art Therapy

Session: Full Term  Credits: 3.00  Max Capacity: 12  Instructor(s): Thurman, Patrick  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

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

Course #: MAAT51308 Section: MT01
Expressive Art Therapies VII: Cultural Diversity in Expressive Art Therapy

Session: Full Term Credits: 3.00 Max Capacity: 12 Instructor(s): Carlock-Russo, Margaret
Class Schedule: 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.

Course #: MAAT59301 Section: MT01
Expressive Arts Therapy Capstone Project

Session: Full Term Credits: 3.00 Max Capacity: 12 Instructor(s): Carlock-Russo, Margaret
Class Schedule: ONLINE

PREREQUISITES:
Course: MAAT51301 - EAT I: Foundation in Expressive Art Therapy: History and Theory of Expressive Art Therapy and
Course: MAAT51302 - Expressive Art Therapies II: Materials and Techniques of Practice in Expressive Art Therapy and
Course: MAAT51303 - Expressive Art Therapies III: Applications of Exp Art Therapy w/People in Different Treatmnt Setting and
Course: MAAT51304 - Expressive Art Therapies IV: Group Work and Dynamics in Expressive Art Therapy and
Course: MAAT51305 - Expressive Art Therapies V: Assessment in Expressive Art Therapy and
Course: MAAT51306 - Expressive Art Therapies VI: Ethical & Legal Issues- Standards of Good Practice in Expres Art Therapy and
Permission of instructor: Margaret Carlock-Russo

COREQUISITES:
None.

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

COURSE DESCRIPTION: The Expressive Arts Therapy (EAT) Capstone Project is designed as a culminating scholarly project. The Capstone course provides students with knowledge and skills related to understanding and evaluating research and understanding research methodology, including qualitative and quantitative designs. The importance of research in the mental health professions, ethical, practical, and legal considerations, and the use of research to assess effectiveness of mental health services will be addressed. Students will develop a research based project that addresses an area of need within expressive arts and/or art therapy practice.
FA-20 One College Course Schedule

Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc)
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral)

Graduate > Full Term

Course #: MAEP51040  Section: MT01
Foundations of Adventure-based Psychotherapy

Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): Lung, Maurie  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Students approved for concentration in Ecotherapy or Adventure Based Psychotherapy must also complete 4 intensives during program, and in conjunction with concentration courses enrolled. Refer to courses *MAEPIntensive (August), *MAEPIntensive 2 (January) and *MAEPIntensive 3 (April)
This course is open to any students in the Graduate program. To continue in the concentration would require admission into the Counseling program and concentration.

COURSE DESCRIPTION: In the Foundations of Adventure Based Psychotherapy (ABP) course, the student will investigate the fundamental influences and principles on which the fields of Adventure Therapy (AT) and Wilderness Therapy (WT) were established. The intention of the Foundations course is to review and discuss the development and creation of the practice of ABP. The scope of the historical review encompasses influential developments related to ABP in the United States. This course also explores the varying definitions found in the literature and provides a definition. Key concepts will include foundational principles that are central to ABP. Examples include challenge by choice, negotiating risk and stress, using natural-logical consequences, and experiential learning, as well as their influence on current practice. The historical evolution will also be connected to the current evolution taking place in the fields of both AT and WT, specifically the investigation into the transformation of ABP into a structured clinical practice including the creation of professional and national organizations that support and certify programs.

Course #: MAEP51030  Section: MT01
Foundations of Ecotherapy

Session: Full Term  Credits: 3.00  Max Capacity: 12  Instructor(s): Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Students approved for concentration in Ecotherapy or Adventure Based Psychotherapy must also complete 4 intensives during program, and in conjunction with concentration courses enrolled. Refer to courses *MAEPIntensive (August), *MAEPIntensive 2 (January) and *MAEPIntensive 3 (April)
This course is open to any students in the Graduate program. To continue in the concentration would require admission into the Counseling program and concentration.

COURSE DESCRIPTION: In the Foundations of Ecotherapy course, the student will investigate the fundamental influences and principles on which the field of Ecotherapy was established. The intention of the Foundations course is to review and discuss the development and creation of the practice of ecotherapy. The scope of the historical review encompasses influential developments related to ecotherapy in the United States. This course also explores the varying definitions of practice found in the literature. Key concepts will include foundational principles that are central to ecotherapy. Examples include, but are not limited to: Ecopsychology, Deep Ecology, Ecofeminism, Ecology, Nature-based experiential learning, Historical and current perspectives on indigenous people’s world views, Earth-based traditional healing practices, Eastern philosophy, Horticulture, Anthropological study of ritual and rites of passage, Transpersonal psychology, Consciousness theory, Biophilia Hypothesis, Mindfulness in Nature.
### Graduate > Full Term

#### Foundations of Education

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Credits</th>
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<tr>
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<td>MT01</td>
<td>3.00</td>
<td>22</td>
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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.

#### Foundations of School Counseling

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Credits</th>
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</table>

**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.
Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc) 
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral)

Graduate > Full Term

Course #: MASF50080  Section: MT01
Group Dynamics Processing and Counseling

Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): Brown, Heather
Class Schedule: ONLINE

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.

Course #: MACP50080  Section: MT01
Group Work: Clinical Theory and Practice

Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): TBA
Class Schedule: ONLINE

PREREQUISITES:
Course: MACP50000 - Professional Orientation to Mental Health Counseling

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.
Graduate > Full Term

Course #: MACP50060  Section: MT01
Helping Relationships: Basic Counseling Skills

Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): Cooper, Garry  Class Schedule: ONLINE

PREREQUISITES:
Course: MACP50000 - Professional Orientation to Mental Health Counseling

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.

Course #: MACP50020  Section: MT01
Human Growth and Development

Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): TBA  Class Schedule: ONLINE

PREREQUISITES:
Course: MACP50000 - Professional Orientation to Mental Health Counseling

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.

Course #: MASM50020  Section: MT01
Human Growth and Development

Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): TBA  Class Schedule: ONLINE

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.
Graduate > Full Term

Course #: MAED57035  Section: MT01
Introduction to Special Education

Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): TBA  Class Schedule: ONLINE

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.

Course #: MACP51150  Section: MT01
Marriage, Couple & Family Counseling

Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): TBA  Class Schedule: ONLINE

PREREQUISITES:
Course: MACP50000 - Professional Orientation to Mental Health Counseling

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-20 One College Course Schedule

Key to Course IDs: ADV = Adventure Education, ENV = Environmental Studies etc.
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral)

Graduate > Full Term

Course #: MAED57820  Section: MT01
Positive Guidance and Inclusive Classroom Management

Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): Houtz, Allie  Class Schedule: ONLINE

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.

Course #: MASJ51020  Section: 0700
Practicum: Organizing and Journalism of Color

Session: Full Term  Credits: 6.00  Max Capacity: 1  Instructor(s): Hammer-Tomizuka, Zoë  Saadeh, Cirien  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

For their Practicum, the student will work with Cirien Saadeh to support her organizing and journalism work in a variety of capacities. This work will be founded in the four counter-hegemonic principles of Journalism of Color: 1 - racial is ideological, systemic, structural, and individual. Its real and lived impacts on historically-marginalized communities cannot be dismissed; 2 - white hegemony is real. Its impacts are real. It is our responsibility to deconstruct that reality, recognizing that this hegemony exists at every level and in every DNA strand of this nation; 3 - journalism is a necessary tool for resistance and one way in which we deconstruct the strands of white hegemony, but it is only effective when practiced in concert with other tools of resistance; and 4 - solidarity is an intentional act and oppression ties together historically marginalized communities.
Graduate > Full Term

Course #: MACP51190  Section: MT01
Professional Counseling Ethics

Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): TBA
Class Schedule: ONLINE

PREREQUISITES:
Course: MACP50000 - Professional Orientation to Mental Health Counseling

COREQUISITES:
None.

SPECIAL NOTES: N/A

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

Course #: MAEQ51020  Section: MT01
Professional Field Experience in Equine-Assisted Learning

Session: Full Term  Credits: 3.00  Max Capacity: 1  Instructor(s): Pfeffer, Anja
Class Schedule: ONLINE

PREREQUISITES:
Course: MAEQ51031 - Explorations in Equine-Assisted Mental Health and Learning  and  
Course: MAEQ51032 - Equines in the Therapeutic and Learning Environment

COREQUISITES:
None.

SPECIAL NOTES: Students are required to contact the instructor prior to the beginning of the course in order to get their PFE site and supervisor approved and to discuss their PFE plan. Students can only enroll in this course if they know they will be able to complete all requirements for the PFE (200 hours) by the end of the semester.

The Professional Field Experience (PFE) in Equine-Assisted Mental Health is the fifth and last course in the Equine Concentration at Prescott College. This 3-credit course offers students the opportunity to explore the possibilities connected to a wide variety of equine-assisted work and to find their own path. They first spend 100 hours of exploration during which they attend a wide variety of equine-related workshops, seminars, and presentations. As they broaden their horizons and acquire a breadth of new skills and knowledge, they narrow their focus in order to synthesize their knowledge and deepen their expertise. This is done through 100 hours of client/student-related work in the field under the supervision of an equine-assisted mental health professional. Most importantly, this course is designed for students to customize their experiences to meet their individualized learning goals and to become an equine-assisted professional who knows and follows her or his calling.
### Graduate > Full Term

**Course #:** MAEA51020  
**Section:** MT01  
**Course:** Professional Field Experience in Equine-Assisted Mental Health

<table>
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<th>Session</th>
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**PREREQUISITES:**
- Course: MAEA51031 - Explorations in Equine-Assisted Mental Health and Learning
- Course: MAEA51032 - Equines in the Therapeutic and Learning

**COREQUISITES:**
None.

**SPECIAL NOTES:** Students are required to contact the instructor prior to the beginning of the course in order to get their PFE site and supervisor approved and to discuss their PFE plan. Students can only enroll in this course if they know they will be able to complete all requirements for the PFE (200 hours) by the end of the semester.

The Professional Field Experience (PFE) in Equine-Assisted Mental Health is the fifth and last course in the Equine Concentration at Prescott College. This 3-credit course offers students the opportunity to explore the possibilities connected to a wide variety of equine-assisted work and to find their own path. They first spend 100 hours of exploration during which they attend a wide variety of equine-related workshops, seminars, and presentations. As they broaden their horizons and acquire a breadth of new skills and knowledge, they narrow their focus in order to synthesize their knowledge and deepen their expertise. This is done through 100 hours of client/student-related work in the field under the supervision of an equine-assisted mental health professional. Most importantly, this course is designed for students to customize their experiences to meet their individualized learning goals and to become an equine-assisted professional who knows and follows her or his calling.

**Course #:** MACP50000  
**Section:** MT01  
**Course:** Professional Orientation to Mental Health Counseling

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<th>Session</th>
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<td>31</td>
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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.
FA-20 One College Course Schedule

Key to Course IDs: ADV = Adventure Education, ENV = Environmental Studies etc.
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

Graduate > Full Term

Course #: MACP50010        Section: MT01
Psychopathology: Diagnosis and Treatment Planning

Session: Full Term         Credits: 3.00         Max Capacity: 22
Instructor(s): Pardée, Deborah
Class Schedule: ONLINE

PREREQUISITES:
Course: MACP50000 - Professional Orientation to Mental Health Counseling

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.

Course #: MAED57020        Section: MT01
Reading: Methods and Practice

Session: Full Term         Credits: 3.00         Max Capacity: 22
Instructor(s): Romano, Victoria
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Taught with EDU47020.
This course is part of the required curriculum for Elementary Education Teacher Preparation students. Additionally, this course may be added to a group of courses to meet the requirements for a “Reading Endorsement” for Arizona teachers. The required courses are: Decoding Strategies and Techniques for Beginning and Remedial Readers; Reading Instruction for Diverse Learners from Assessment and Balanced Literacy Programs; Diagnosis and Remediation of Reading Difficulties

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

**Course #:** MACP50040  **Section:** MT01  
**Research and Program Evaluation in Mental Health Counseling**

<table>
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<tr>
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<th>Class Schedule: ONLINE</th>
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</table>

**PREREQUISITES:**  
Course: MACP50000 - Professional Orientation to Mental Health Counseling

**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.

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**Course #:** MAEP51044  **Section:** MT01  
**Research in Adventure Based Psychotherapy**

<table>
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<th>Session: Full Term</th>
<th>Credits: 3.00</th>
<th>Max Capacity: 12</th>
<th>Instructor(s): TBA</th>
<th>Class Schedule: ONLINE</th>
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**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES:**

**PREREQUISITES:** This course is helpful to be taken after students have taken their CP research course and understand the IRB process.

**COURSE DESCRIPTION:** In this course students will have the option to design and participate in a research project through the NATSAP database at UNH or with an Outdoor Behavioral Healthcare Industry Council Research Consortium (OBHRC) researcher, or another research approved by the concentration director.
### Graduate > Full Term

<table>
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<th>MAEP51034</th>
<th>Section</th>
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<tr>
<td>Session: Full Term</td>
<td>Credits: 3.00</td>
<td>Max Capacity: 12</td>
<td>Instructor(s): TBA</td>
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<tr>
<td>Class Schedule: ONLINE</td>
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</table>

| PREREQUISITES: None. |

| COREQUISITES: None. |

| SPECIAL NOTES: NONE |

**COURSE DESCRIPTION:** In this course students will have the option to design and participate in a research project through the NATSAP database at UNH or with an Outdoor Behavioral Healthcare Industry Council Research Consortium (OBHRC) researcher, or another research approved by the concentration director.

**PREREQUISITE:** This course can only be taken after students have taken their CP research course and understand the IRB process.

<table>
<thead>
<tr>
<th>Course #</th>
<th>M ASG50111</th>
<th>Section</th>
<th>MT01</th>
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<tbody>
<tr>
<td>Research Practices for School Counselors</td>
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<tr>
<td>Session: Full Term</td>
<td>Credits: 3.00</td>
<td>Max Capacity: 22</td>
<td>Instructor(s): Gray, Tara</td>
</tr>
<tr>
<td>Class Schedule: ONLINE</td>
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</table>

| PREREQUISITES: None. |

| COREQUISITES: None. |

| SPECIAL NOTES: N/A |

**COURSE DESCRIPTION:** This course will provide students with fundamental knowledge about the area of research method and design in the field of school counseling. After demonstrating competency in research methodologies students should be versed well enough in research methods to 1) read and critically review current research in the field of school guidance counseling, and 2) design, implement, and confidently articulate the underlying theoretical principles used in the required scholarly research project and in the field.
### Graduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Course Name</th>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
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<th>Class Schedule</th>
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</thead>
<tbody>
<tr>
<td>MASG50112</td>
<td>MT01</td>
<td>School Counseling: Program Development, Implementation, &amp; Evaluation</td>
<td>Full Term</td>
<td>3.00</td>
<td>22</td>
<td>Talamante-Montoya, Dayna</td>
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</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** N/A

**COURSE DESCRIPTION:** This course introduces counseling theories for the field of Counseling Psychology and School Counseling. The developmental needs of individuals at all levels will be examined. It includes the study of major counseling theories, principles and their application.

<table>
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<tr>
<th>Course #</th>
<th>Section</th>
<th>Course Name</th>
<th>Session</th>
<th>Credits</th>
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<th>Instructor(s)</th>
<th>Class Schedule</th>
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<tr>
<td>MACP50030</td>
<td>MT01</td>
<td>Social and Cultural Diversity in Counseling</td>
<td>Full Term</td>
<td>3.00</td>
<td>22</td>
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**PREREQUISITES:**
Course: MACP50000 - Professional Orientation to Mental Health Counseling

**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.
Graduate > Full Term

Course #: MMSG50030  Section: MT01
Social and Ecological Perspectives
Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): Callender, Rachaun
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

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

Course #: MACP51000  Section: MT01
Social Justice in Counseling
Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): Elliott, Tonya
Class Schedule: ONLINE

PREREQUISITES:
Course: MACP50000 - Professional Orientation to Mental Health Counseling

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-20 One College Course Schedule

### Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc
- course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

### Graduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>PREREQUISITES</th>
<th>COREQUISITES</th>
<th>SPECIAL NOTES</th>
<th>COURSE DESCRIPTION</th>
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</thead>
<tbody>
<tr>
<td>MAED52050</td>
<td>MT01</td>
<td>Full Term</td>
<td>3.00</td>
<td>22</td>
<td>Ostrov, Jessica</td>
<td>None</td>
<td>None</td>
<td>NONE</td>
<td>This course provides a broad understanding of the cultural, ethical, economic, legal and political issues surrounding diversity, equity and excellence in terms of student learning through understanding the ways in which environmental educational policies, programs, and practices can be developed, adapted and modified to be culturally congruent with the needs of students and their families. Ecological issues are reviewed through the social categories of difference, such as race, class, ethnicity, gender, sexuality, age, ability, and citizenship. Included will be the critical skills for reviewing power dynamics along the spectrum of anthropocentric and ecocentric ideologies, correlating personal ethics and implicit bias, speciesism, and anthropocentrism.</td>
</tr>
<tr>
<td>MAAT51310</td>
<td>MT01</td>
<td>Full Term</td>
<td>1.00</td>
<td>12</td>
<td>Epstein, Cheri</td>
<td>None</td>
<td>None</td>
<td>N/A</td>
<td>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.</td>
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</table>
Graduate > Full Term

Course #: MAAT51310  Section: MT02
Studio Art-Expressive Arts Studio
Session: Full Term  Credits: 3.00  Max Capacity: 12  Instructor(s): Haley, Carmen  Class Schedule: ONLINE

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.

Course #: MASM51020  Section: MT01
Supervised School Counseling Internship
Session: Full Term  Credits: 8.00  Max Capacity: 10  Instructor(s): Gray, Tara  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: The school counseling practicum is designed to provide the opportunity for graduate students to participate in all forms of the School Counseling Program setting under the supervision of a certified school guidance counselor and Prescott College core faculty. The 600 supervised clock hours (with a minimum of 240 direct service clock hours) of graduate practicum builds upon the student’s graduate studies in school counseling. Students will work in a school setting under the supervision of an experienced school counselor.
### Graduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
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<tr>
<td>MASG51020</td>
<td>MT02</td>
<td>Full Term</td>
<td>8.00</td>
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</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** N/A

**COURSE DESCRIPTION:** The school counseling practicum is designed to provide the opportunity for graduate students to participate in all forms of the School Counseling Program setting under the supervision of a certified school guidance counselor and Prescott College core faculty. The 600 supervised clock hours (with a minimum of 240 direct service clock hours) of graduate practicum builds upon the student’s graduate studies in school counseling. Students will work in a school setting under the supervision of an experienced school counselor.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
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<th>Credits</th>
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<tr>
<td>MAED57385</td>
<td>MT01</td>
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<td>3.00</td>
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<td>Smith, Andy</td>
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</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** 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.
Graduate > Full Term

Course #: MACP55032  Section: MT01
The Neurobiology of Relationships: Applications in Clinical Practice

Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): Taurek, Davida  Class Schedule: ONLINE

PREREQUISITES:
Course: MACP50000 - Professional Orientation to Mental Health Counseling

COREQUISITES:
None.

SPECIAL NOTES: This elective is open to all Counseling students, and is also one of the approved courses for the Somatic Counseling Emphasis.

DESCRIPTION: The burgeoning and exciting field of neuroscience and interpersonal neurobiology has provided an amazing array of potent and fascinating inroads to understanding human behavior and the impact of attachment in relationships. This course introduces key anatomical and neurological substrates of human experience and bases of behavior, and locates them in the field of clinical and somatic counseling and the therapeutic relationship. Some of the concepts to be explored include how early experiences shape the brain, the development of self, the difference between subjective experience and objective knowledge, and healthy development and relational functioning. The application of research and theory in neuroscience to clinical practice, somatic counseling, and therapeutic interventions will be explored.

Course #: MASG50081  Section: MT01
The Transformed School Counselor: 21st Century Ready

Session: Full Term  Credits: 1.00  Max Capacity: 22  Instructor(s): TBA  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course will provide students with the final preparation needed to transition into their supervised school practicum and beyond, to their role as a 21st century school counselor. They will review their prior learning from course work and field experience application through the lens of technology and the tools needed to effectively maximize their roles in leadership, advocacy, consultancy, coordination, collaboration, and resource management, as well as effectively maximizing legal and ethical behavior while meeting their program vision of supporting a safe and equitable school environment and educational system to meet the needs of all students.
FA-20 One College Course Schedule

Key to Course IDs: ADV=Adventure Education, ENV = Environmental Studies etc) course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

Graduate > Full Term

Course #: MACP55120  Section: MT01
Treatment in Addiction Counseling

Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): TBA  Class Schedule: ONLINE

PREREQUISITES:
Course: MACP50000 - Professional Orientation to Mental Health Counseling

COREQUISITES:
None.

SPECIAL NOTES: Students are encouraged to take MACP51170 Addiction Counseling prior to taking this course. This elective is open to all counseling students, and is also one of the approved courses for the Addiction Counseling Emphasis.

COURSE DESCRIPTION: This course provides an advanced study of the etiology and treatment of addictive behaviors (e.g. substance use disorders, dual diagnosis, and process addictions). Attention will be given to professional, legal and ethical considerations specific to addiction counseling.

Course #: MASM50070  Section: MT01
Vocational Counseling and Career Develop

Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): Morris, Michael  Class Schedule: ONLINE

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.
Graduate > Full Term

Course #: MAED57050  Section: MT01

Working in Schools: Orientation

Session: Full Term  Credits: 1.00  Max Capacity: 22  Instructor(s): Sallu, Adama  Class Schedule: ONLINE

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.
Doctoral Registration & Placeholders for Mentored Courses
Limited Residency PhD Enrollment

Mentored Study Courses
Use these course numbers when creating your Mentored Course Contracts for the term.
- Indicate the number of credits you will be doing for each course. Credits listed are minimum required for degree.

<table>
<thead>
<tr>
<th>Course Id</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>PHD77000</td>
<td>Qualifying Paper course</td>
<td>1</td>
<td>TBD</td>
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<tr>
<td>PHD73001</td>
<td>Dissertation Project/Proposal</td>
<td>4</td>
<td>TBD</td>
<td>N/A</td>
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<tr>
<td>PHD73002</td>
<td>Practicum</td>
<td>Varying</td>
<td>TBD</td>
<td>N/A</td>
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<tr>
<td>PHD73111</td>
<td>Advanced Research Methodologies</td>
<td>4</td>
<td>TBD</td>
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<tr>
<td>PHD79000</td>
<td>Independent Study</td>
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<tr>
<td>PHD79001</td>
<td>Dissertation</td>
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<tr>
<td>PHD79003</td>
<td>Dissertation Completion</td>
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**Optional requirements as of SP17, with maximum of 6 credits**

**SPECIAL NOTES:** Title must be general enough to allow specialization within the course but not to then need a change to the title at the end of the course

**Enrollment is split over at least 2 terms**

**Undecided/still developing courses?**

**MA. PhD Mentored Placeholder Course**

<table>
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<tr>
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<td>MA. PhD Mentored Placeholder Course</td>
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<td>MA. PhD Mentored Placeholder Course</td>
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</table>
Doctorate > Block A

Course #: EDU71003  Section: MBA1
Modes of Inquiry I: Interdisciplinary Graduate Research Design

| Session: Block A | Credits: 3.00 | Max Capacity: 22 | Instructor(s): Greeson, Kimberley | Class Schedule: ONLINE |

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course is the first of two courses designed to provide an overview of scholarly thinking, research, and writing. The first semester addresses the following areas within graduate scholarship: who we are as scholars; what motivates us to seek answers/change; what it means to do scholarship and inquiry; and what we are looking for in [choose your adjective: superior, essential, objective, informed, etc.] research. The first semester course introduces the practical elements of planning, implementing, and documenting a research project. The class focuses on specific skills, including how to select a research project; how to conduct a literature review; how to design/refine a research question or statement and limit research parameters; how to formulate an appropriate/meaninful research design; how to incorporate existing theory and methodologies; and finally (because it must be the final step before embarking on the project) how to decide on the appropriate research method(s). We focus explorations on the interdisciplinary conceptual and methodological approaches necessary to understand sustainability as it relates to complex social and natural systems. We consider the notion that before it is possible to design effective research projects with appropriate methods in the context of sustainability, we must first consider our own ontological perspectives (who we are and what we bring), epistemology (how we know what we know), and methodological lenses that address the role of power and social reproduction in knowledge production, problem solving, and action directed at change.

Course #: EDU71001  Section: MBA1
Sustainability Theory and Practice in Education

| Session: Block A | Credits: 3.00 | Max Capacity: 22 | Instructor(s): Ramsey, Scott | Class Schedule: ONLINE |

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: As one of the core foundational doctoral seminars, readings and discussion will reveal how the various themes in economy and ecology have evolved and in most cases the relation between them has been uneasy and even conflicting. Despite the fact that both economy and ecology originate from the same root oikos (or the household), the two disciplines developed without the necessary recognition of or integration with each other. While economists ignored nature, ecological scientists in turn pretended as if humans did not exist in their calculations of energy flow or population dynamic. Many attribute the potential decline of techno-industrial economy due to this basic caveat. As Herman Daly and Joshua Farley (2004) urge us, the emergent discipline of ecological economics does not simply bring the light of ecology into the darkness of economics. Along with them and others, we will examine how both disciplines need fundamental reform if the marriage between ecology and economy is to come to fruition. In order to bring the earth household (ecology) and the human household (economy) in harmony, we will examine several ways to go about such integration. Authors and texts examine various options: the concept of natural capitalism, valuing of biomass and ecosystem services, calculating ecological footprint, investing in eco-economy, developing cradle-to-cradle ecological design, transitioning to post-carbon economy, using appropriate technologies, pursuing sustainable harvest regimes, and respecting indigenous ecological knowledge.
Doctorate > Block A

Course #: EDU72000  Section: MBA1
Understanding & Eliminating Everyday Inequity in Education

Session: Block A  Credits: 3.00  Max Capacity: 22  Instructor(s): Gorski, Paul
Class Schedule: ONLINE

PREREQUISITES: None.

COREQUISITES: None.

COURSE DESCRIPTION: This course is designed to strengthen our understandings of educational inequity and injustice and our abilities to cultivate educational equity and justice by studying specific examples of how racism, transphobia, heterosexism, ableism, and other forms of oppression operate in policies, practices, ideologies, and institutional cultures. Using real-life case scenarios from educational institutions and contexts, we will practice identifying layers of bias and inequity in everyday educational situations and how they're tied to bigger, structural conditions. This will allow us to practice the "five abilities of equity literacy": recognizing inequity even in its subtlest forms, responding to inequity in the immediate term (by addressing situations as they arise), redressing inequity in the longer term (by connecting situations that arise to their core institutional causes), actively cultivating equity (by developing actively anti-oppressive policies, practices, institutional cultures, and ideologies), and sustaining equity (by moving equity commitments forward even in the face of inevitable resistance).

Doctorate > Block B

Course #: EDU71122  Section: MBB1
Culturally Responsive and Sustaining Pedagogy

Session: Block B  Credits: 3.00  Max Capacity: 22  Instructor(s): Affolter, Emily
Class Schedule: ONLINE

PREREQUISITES: None.

COREQUISITES: None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Students taking this 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.
Doctorate > Full Term

Course #: PHD79001    Section: 0700
Dis: Lo que recuerda el cuerpo: Maya-

Session: Full Term    Credits: 6.00    Max Capacity: 1    Instructor(s):
Class Schedule:
Poole, Mary
Batz, Giovanni
Cadaval, Olivia
PHD, Reader

PREREQUISITES:
Course: PHD73001 - Dissertation/Project Proposal - Research Design and Conceptualization 2

COREQUISITES:
None.

Maya-Poqomchi'es identify as hoq rak’un ak’al, sons/daughters of the earth, and their culture and cosmology are linked to the yuq’ kikkab’ (spirits of the hills-valleys) that delineate where they live. The result is a profound land ethic based on a reverence for K’een Ak’al (Grandmother Earth) and humankind’s relationship to her. According to some Poqomchi’es, that bond between humans and the earth has unraveled — many point to violence as one of the causes. Drawing on Mayan and Indigenous epistemologies, critical place inquiry, biocultural diversity, ethnogeography, and landscape phenomenology my proposed research attempts to parse out how violence during Guatemala’s thirty-six year armed internal conflict (1960-1996) is reflected in the relationship contemporary Maya-Poqomchi’es have to their sacred landscape. Some of the questions I will explore include: How is the Maya-Poqomchi’ cultural identity constructed by the landscape? How has violence disrupted the ways Poqomchi’es make and conceptualize place? What happens to the human relationship to land when we are violently displaced/uprooted? How are discourses of violence and fear interpreted geographically and culturally?
### Doctorate > Block A

<table>
<thead>
<tr>
<th>Course #</th>
<th>EDU71003</th>
<th>Section</th>
<th>MBA1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modes of Inquiry I: Interdisciplinary Graduate Research Design</strong></td>
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<tr>
<td><strong>Session:</strong> Block A</td>
<td><strong>Credits:</strong> 4.00</td>
<td><strong>Max Capacity:</strong> 22</td>
<td><strong>Instructor(s):</strong> Affolter, Emily</td>
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<td><strong>Class Schedule:</strong> ONLINE</td>
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**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** N/A

**COURSE DESCRIPTION:** This course is the first of two courses designed to provide an overview of scholarly thinking, research, and writing. The first semester addresses the following areas within graduate scholarship: who we are as scholars; what motivates us to seek answers/change; what it means to do scholarship and inquiry; and what we are looking for in [choose your adjective: superior, essential, objective, informed, etc.] research. The first semester course introduces the practical elements of planning, implementing, and documenting a research project. The class focuses on specific skills, including how to select a research project; how to conduct a literature review; how to design/refine a research question or statement and limit research parameters; how to formulate an appropriate/meaningful research design; how to incorporate existing theory and methodologies; and finally (because it must be the final step before embarking on the project) how to decide on the appropriate research method(s). We focus explorations on the interdisciplinary conceptual and methodological approaches necessary to understand sustainability as it relates to complex social and natural systems. We consider the notion that before it is possible to design effective research projects with appropriate methods in the context of sustainability, we must first consider our own ontological perspectives (who we are and what we bring), epistemology (how we know what we know), and methodological lenses that address the role of power and social reproduction in knowledge production, problem solving, and action directed at change.

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<thead>
<tr>
<th>Course #</th>
<th>EDU71001</th>
<th>Section</th>
<th>MBA1</th>
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<tbody>
<tr>
<td><strong>Sustainability Theory and Practice in Education</strong></td>
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<tr>
<td><strong>Session:</strong> Block A</td>
<td><strong>Credits:</strong> 4.00</td>
<td><strong>Max Capacity:</strong> 22</td>
<td><strong>Instructor(s):</strong> Ramsey, Scott</td>
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<td><strong>Class Schedule:</strong> ONLINE</td>
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**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** N/A

**COURSE DESCRIPTION:** As one of the core foundational doctoral seminars, readings and discussion will reveal how the various themes in economy and ecology have evolved and in most cases the relation between them has been uneasy and even conflicting. Despite the fact that both economy and ecology originate from the same root oikos (or the household), the two disciplines developed without the necessary recognition of or integration with each other. While economists ignored nature, ecological scientists in turn pretended as if humans did not exist in their calculations of energy flow or population dynamic. Many attribute the potential decline of techno-industrial economy due to this basic caveat. As Herman Daly and Joshua Farley (2004) urge us, the emergent discipline of ecological economics does not simply bring the light of ecology into the darkness of economics. Along with them and others, we will examine how both disciplines need fundamental reform if the marriage between ecology and economy is to come to fruition. In order to bring the earth household (ecology) and the human household (economy) in harmony, we will examine several ways to go about such integration. Authors and texts examine various options: the concept of natural capitalism, valuing of biomass and ecosystem services, calculating ecological footprint, investing in eco-economy, developing cradle-to-cradle ecological design, transitioning to post-carbon economy, using appropriate technologies, pursuing sustainable harvest regimes, and respecting indigenous ecological knowledge.
FA-20 One College Course Schedule

Key to Course IDs: ADV = Adventure Education, ENV = Environmental Studies etc.
course numbers: 20000 = undergrad lower division, 40000 = undergrad upper division, 50000 = graduate, 70000 = doctoral

Doctorate > Block B

Course #: EDU71002  Section: MBB1
Sustainability Education and Transformational Change

Session: Block B  Credits: 4.00  Max Capacity: 22  Instructor(s): Greeson, Kimberley  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Education as Sustainability explores the theories, processes, and conditions through which individuals, groups, and organizations learn and transform in ways that support a sustainable future. This entails an examination of current educational approaches and strategies as well as innovations that challenge traditional assumptions and practices. This investigation may take place in such arenas as public and private education, community development endeavors, business and economic ventures, government training programs, and through all the social and ecological networks critical for human survival. Sustainable Education is the process by which individuals and organizations engage in new learning that challenges existing norms and draws upon the resources and initiative of those involved in this learning. This approach to education is designed to contrast the predominant managerial and mechanistic paradigm of learning, such as exists in most public education settings and in much of higher education, with a more holistic and ecological model that emphasizes the realization of human potential and interdependence of social, economic, and ecological wellbeing. Such learning is more engaged, experiential, and addresses the social, spiritual, physical, emotional, and mental components of our roles in the world and in human society. Such learning is based on core values of lifelong learning, recognition of diversity, cooperation and collaboration, personal reflection and values, integrative understanding, responsibility and faith in others, and developing learning communities with a commitment to the good of the whole. Education as Sustainability is the means through which we educate our citizenry to the values, opportunities, and choices each person has to develop one’s self as an aware, independent, responsible, and active agent of one’s own fate and hence contribute to the future of our society and ecological systems.