Spring 2023

Prescott College

Registration Instructions

Spring Term begins **January 17th, 2023**
REGISTRATION DEADLINE is **January 1st, 2023**
TUITION DEADLINE is **December 2nd, 2022**

Please check MyAcademicServices for the most current course listing.

**Date Last Updated:** 10/14/22
Spring 2023 Term Dates

Term Dates:
- Session C: Tuesday, January 17 – Sunday, March 12, 2023
- Spring Block 1: Tuesday, January 17 – Thursday, February 9, 2023
- Spring Block 2: Tuesday, February 14 – Thursday, March 9, 2023
- Session D: Tuesday, March 21 – Friday, May 12, 2023
- Spring Block 3: Tuesday, March 21 – Thursday, April 13, 2023
- Spring Block 4: Tuesday, April 18 – Thursday, May 11, 2023

TERM
- 16 weeks---SB

SESSION C/D
- 8 weeks-------------------

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

Online Orientation
<table>
<thead>
<tr>
<th>Online Undergraduate</th>
<th>January 11, 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Graduate</td>
<td>January 11, 2023</td>
</tr>
</tbody>
</table>

Grading Deadlines

<table>
<thead>
<tr>
<th></th>
<th>Term</th>
<th>Wednesday, May 17, 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session C</td>
<td>Monday, March 20, 2023</td>
<td></td>
</tr>
<tr>
<td>Session D</td>
<td>Wednesday, May 17, 2023</td>
<td></td>
</tr>
<tr>
<td>Block 1</td>
<td>Tuesday, February 14, 2023</td>
<td></td>
</tr>
<tr>
<td>Block 2</td>
<td>Monday, March 20, 2023</td>
<td></td>
</tr>
<tr>
<td>Block 3</td>
<td>Tuesday, April 18, 2023</td>
<td></td>
</tr>
<tr>
<td>Block 4</td>
<td>Wednesday, May 17, 2023</td>
<td></td>
</tr>
</tbody>
</table>

**Grades are typically due no later than 5 days after the end of each session.**

Deadlines (by Course Session):

<table>
<thead>
<tr>
<th>Registration Begins</th>
<th>October 24, 2022: Online Registration closes on Sunday, January 1, at 11:59 PM. Add/drop can still be done via the Add/Drop form after that point.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Deadline</td>
<td>Friday, December 2, 2022: $75 Late Registration Fee begins starting 5pm.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Session/ Start Date</th>
<th>Last Day for Add/Drop</th>
<th>Tuition Refund</th>
<th>Last Day for student to request a W</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term Course 01-17-2023</td>
<td>01-30-2023</td>
<td>100% through 11:59 pm MST starting 01-31-23</td>
<td>04-28-2023</td>
</tr>
<tr>
<td>Session C Course 01-17-2023</td>
<td>01-24-2023</td>
<td>100% through 11:59 pm MST starting 01-24-23</td>
<td>02-24-2023</td>
</tr>
<tr>
<td>Block 1 Course 01-17-2023</td>
<td>01-19-2023</td>
<td>100% through 11:59 pm MST starting 01-19-23</td>
<td>01-31-2023</td>
</tr>
<tr>
<td>Block 2 Course 02-14-2023</td>
<td>02-16-2023</td>
<td>100% through 11:59 pm MST starting 02-16-23</td>
<td>02-28-2023</td>
</tr>
<tr>
<td>Session D Course 03-21-2023</td>
<td>03-28-2023</td>
<td>100% through 11:59 pm MST starting 03-28-23</td>
<td>04-28-2023</td>
</tr>
<tr>
<td>Block 3 Course 03-21-2023</td>
<td>03-23-2023</td>
<td>100% through 11:59 pm MST starting 03-23-23</td>
<td>04-04-2023</td>
</tr>
<tr>
<td>Block 4 Course 04-18-2023</td>
<td>04-20-2023</td>
<td>100% through 11:59 pm MST starting 04-20-23</td>
<td>05-02-2023</td>
</tr>
</tbody>
</table>
General Information

Registration Timeline
Registration opens October 24, 2022 for priority registration. See your email for your priority day and time.

New students starting in Spring 2023 that have confirmed with Admissions that they will be attending, will be able to register beginning October 28, 2022 and will receive an email with registration instructions.

The last day to add/drop online is January 1st at 11:59 PM for continuing students. Add/drop forms (found on the website) need to be submitted after this date for updates or changes to registration. Please review all add/drop deadlines as outlined in the Fall 2022 Term Dates.

Tuition Due Date and Late Registration
Tuition is due Friday, December 2, 2022. A late registration fee ($75) will be charged after 5 pm on December 2, 2022. Late payment fees will be charged monthly after this date.

New students beginning in Spring 2023 will not be charged a late registration fee in their first term.

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

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

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

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

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

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

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

Go to MyAcademicServices and log in

From Registration menu drop down, choose Courses

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

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

**Tips to successfully complete enrollment for the term:**
- Enroll online by the deadline. Refer to the calendar dates at the beginning of this document for dates.
- Talk to your Faculty Advisor about the best courses to take.
- Refer to your Degree Plan to stay on track.
- Read the course descriptions.
- Undergraduate courses starting with a 2 are lower division.
- Undergraduate courses starting with a 4 are upper division.
- Master’s level course numbers begin with a 5.
- PhD level course numbers being with a 7.
- Variable credit courses - student will need to email the registrar for the credits the students wish to take for the course.

**What to look for as you Search for courses:**

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

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

If it indicates Lecture here and has XXX’s in Section Number, this indicates that the course is mentored and you will need to submit Mentored Course contracts.

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

**Video instructions on how to register/unregister:** [https://www.loom.com/share/e5501a74a6784ba4b0fe059d5e85fbfe](https://www.loom.com/share/e5501a74a6784ba4b0fe059d5e85fbfe)
Tuition and Fee Schedule - FY 2022-23

All Programs
Fees - Per Semester
  Sustainability Fee $ 50
  Technology Fee $ 115
Fees - One Time
  Graduation Fee $ 120
Other Charges
  Late Registration - per occurrence $ 75
  Late Payment Fee - monthly $ 25

On Campus Undergraduate
Tuition
  Per credit hour $ 1,415
  Semester Full-time 12+ credit hours $ 16,980
  Annual Full-time $ 33,960
Housing - Campus Village - includes laundry fee
  Single Occupancy Private Bath $ 4,745
  Single Occupancy Shared Bath $ 4,295
  Double Occupancy $ 3,495
  Triple Occupancy $ 2,945
  Quad Occupancy $ 2,445
Cottages
  Tsegi A - shared room/shared bath $ 3,795
  Tsegi B - 101 - private room/shared bath $ 3,995
  Tsegi B - 102 - shared room/shared bath $ 3,625
  Tsegi C - Deluxe Private (studio) $ 4,975
  Tsegi D - 101 - private room/shared bath $ 4,195
  Tsegi D - 102 - private room/shared bath $ 4,395
  Tsegi D - 201 - private room/private bath (full)** $ 4,825
  Cholla A - 101 - private room/ shared bath $ 3,995
  Cholla A - 102 - shared room/ shared bath $ 3,625
  Cholla B - 101 - Deluxe Private (studio)** $ 4,975
  Cholla C - 101 - Deluxe Private (studio) $ 4,975
  Cholla D - 101 - one bedroom apartment (staff) $ 5,400 INTERNAL USE ONLY ** reconfigured spaces
Meal Plan
Fees - Fall and spring semesters
  Activity Fee $ 100
  Freedom Education Fund Fee $ 30
Fees - One Time
  Orientation Fee $ 1,075
Other Charges
Housing Deposit - required $ 250
Laundry Fee - per term $ 45
Fall Insurance $ 1,796.66
Spring Insurance $ 2,789.69

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

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

Fees - One Time
Orientation Fee - Counseling $ 260
Counseling Program Fee $ 195
Orientation Fee - PhD program $ 260

Teach Out Programs
Tuition
MA (MAP Limited-Residency) $ 935
On-campus MA Social Justice & Community Organizing $ 617
Annual Notification to Students of FERPA (Family Educational Rights and Privacy Act)

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

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

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

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

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

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

**Directory Information**

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

- Student name
- Home and local addresses
- Email and web site addresses
- All phone numbers
- Date and place of birth
- Photographs
- Fields of study, including competence, breadth, and primary degree/program area
- Dates of attendance and full-time/part-time status
- All degrees earned and award received
- Anticipated graduation/completion date
- Advisor(s) name(s)
- Recently attended previous educational institution(s)
- Participation in officially recognized activities
Section 485.
(k) NOTICE TO STUDENTS CONCERNING PENALTIES FOR DRUG VIOLATIONS.—
(1) NOTICE UPON ENROLLMENT.—Each institution of higher education shall provide to each student, upon enrollment, a separate, clear, and conspicuous written notice that advises the student of the penalties under section 484(r).
(2) NOTICE AFTER LOSS OF ELIGIBILITY.—An institution of higher education shall provide in a timely manner to each student who has lost eligibility for any grant, loan, or work-study assistance under this title as a result of the penalties listed under 484(r)(1) a separate, clear, and conspicuous written notice that notifies the student of the loss of eligibility and advises the student of the ways in which the student can regain eligibility under section 484(r)(2).

Section 484(r)

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

<table>
<thead>
<tr>
<th>Offense</th>
<th>Ineligibility period</th>
</tr>
</thead>
<tbody>
<tr>
<td>First offense</td>
<td>1 year</td>
</tr>
<tr>
<td>Second offense</td>
<td>2 years</td>
</tr>
<tr>
<td>Third offense</td>
<td>Indefinite</td>
</tr>
</tbody>
</table>

The sale of a controlled substance: Ineligibility period is:

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

(2) REHABILITATION.—A student whose eligibility has been suspended under paragraph (1) may resume eligibility before the end of the ineligibility period determined under such paragraph if—
(A) the student satisfactorily completes a drug rehabilitation program that—
(i) complies with such criteria as the Secretary shall prescribe in regulations for purposes of this paragraph; and
(ii) includes two unannounced drug tests;
(B) the student successfully passes two unannounced drug tests conducted by a drug rehabilitation program that complies with such criteria as the Secretary shall prescribe in regulations for purposes of subparagraph (A)(i); or
(C) the conviction is reversed, set aside, or otherwise rendered nugatory.

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

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

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

<table>
<thead>
<tr>
<th>Block</th>
<th>Course ID</th>
<th>Section</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OCU10000</td>
<td>BX04</td>
<td>IS: No Contract</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full Term</th>
<th>Course ID</th>
<th>Section</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OCU10000</td>
<td>MX04</td>
<td>IS: No Contract</td>
</tr>
<tr>
<td></td>
<td>LRU37000</td>
<td>XX01</td>
<td>Online Mentored course</td>
</tr>
<tr>
<td></td>
<td>LRU37000</td>
<td>XX02</td>
<td>Online Mentored course</td>
</tr>
<tr>
<td></td>
<td>LRU37000</td>
<td>XX03</td>
<td>Online Mentored course</td>
</tr>
<tr>
<td></td>
<td>LRU37000</td>
<td>XX04</td>
<td>Online Mentored course</td>
</tr>
<tr>
<td></td>
<td>LRU37000</td>
<td>XX05</td>
<td>Online Mentored course</td>
</tr>
<tr>
<td></td>
<td>LRU37000</td>
<td>XX06</td>
<td>Online Mentored course</td>
</tr>
<tr>
<td></td>
<td>LRU37000</td>
<td>XX07</td>
<td>Online Mentored course</td>
</tr>
<tr>
<td></td>
<td>LRU37000</td>
<td>XX08</td>
<td>Online Mentored course</td>
</tr>
<tr>
<td></td>
<td>LRU37000</td>
<td>XX09</td>
<td>Online Mentored course</td>
</tr>
<tr>
<td></td>
<td>LRU37000</td>
<td>XX10</td>
<td>Online Mentored course</td>
</tr>
<tr>
<td></td>
<td>LRU37000</td>
<td>XX11</td>
<td>Online Mentored course</td>
</tr>
<tr>
<td></td>
<td>LRU37000</td>
<td>XX12</td>
<td>Online Mentored course</td>
</tr>
<tr>
<td></td>
<td>LRU37000</td>
<td>XX13</td>
<td>Online Mentored course</td>
</tr>
<tr>
<td></td>
<td>LRU37000</td>
<td>XX14</td>
<td>Online Mentored course</td>
</tr>
<tr>
<td></td>
<td>LRU37000</td>
<td>XX15</td>
<td>Online Mentored course</td>
</tr>
<tr>
<td></td>
<td>LRU37000</td>
<td>XX16</td>
<td>Online Mentored course</td>
</tr>
</tbody>
</table>
Graduate Mentored Study Placeholder Courses

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

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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Section</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLACEHOLDER</td>
<td>XX01</td>
<td>MA PHD Mentored Placeholder Course</td>
</tr>
<tr>
<td>PLACEHOLDER</td>
<td>XX02</td>
<td>MA PHD Mentored Placeholder Course</td>
</tr>
<tr>
<td>PLACEHOLDER</td>
<td>XX03</td>
<td>MA PHD Mentored Placeholder Course</td>
</tr>
<tr>
<td>PLACEHOLDER</td>
<td>XX04</td>
<td>MA PHD Mentored Placeholder Course</td>
</tr>
<tr>
<td>PLACEHOLDER</td>
<td>XX05</td>
<td>MA PHD Mentored Placeholder Course</td>
</tr>
<tr>
<td>PLACEHOLDER</td>
<td>XX06</td>
<td>MA PHD Mentored Placeholder Course</td>
</tr>
<tr>
<td>PLACEHOLDER</td>
<td>XX07</td>
<td>MA PHD Mentored Placeholder Course</td>
</tr>
<tr>
<td>PLACEHOLDER</td>
<td>XX08</td>
<td>MA PHD Mentored Placeholder Course</td>
</tr>
<tr>
<td>PLACEHOLDER</td>
<td>XX09</td>
<td>MA PHD Mentored Placeholder Course</td>
</tr>
<tr>
<td>PLACEHOLDER</td>
<td>XX10</td>
<td>MA PHD Mentored Placeholder Course</td>
</tr>
<tr>
<td>PLACEHOLDER</td>
<td>XX11</td>
<td>MA PHD Mentored Placeholder Course</td>
</tr>
<tr>
<td>PLACEHOLDER</td>
<td>XX12</td>
<td>MA PHD Mentored Placeholder Course</td>
</tr>
</tbody>
</table>
Undergraduate > Block 1

**Course #:** ADV44201 UD  **Section:** B101  
**Expeditionary Rivers: Canoeing the Rio Grande**

**Session:** Block 1  **Credits:** 4.00  **Max Capacity:** 12  **Instructor(s):** TBA  
**Class Schedule:**  
MTWThFSSu  8:00 am - 5:00 pm  
Crossroads Center 100

**FEE:** $227.78

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

**COREQUISITES:**  
None.

**COURSE DESCRIPTION:** This intensive, field-based course is appropriate for intermediate and advanced students with solid backgrounds in extended backcountry travel. The expectation is that participants are committed to building on existing skills and knowledge in remote and challenging environments. The focus is on the planning and implementation of a self-contained river expedition in that context. The course will include the exploration of regional cultures, geography, and descents of appropriate rivers. Topics to be covered include: paddle strokes and maneuvers, river reading and running, expedition planning and logistics, area specific technical skills, safety and hazard evaluation, place-based natural history, cultural studies and leadership.

**SPECIAL NOTES:** This course will meet for the first 3 to 4 days on campus and then leave for the field for the duration of the block. The student fee collected will include $150 to be used for buying food in small groups.

---

**Course #:** AHU21045 LD  **Section:** B101  
**Just Art: Art & Social Change**

**Session:** Block 1  **Credits:** 4.00  **Max Capacity:** 7  **Instructor(s):** Greenblum, Ellen  
**Class Schedule:**  
MTThF  1:00 pm - 5:30 pm  
Cottonwood A

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

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

**SPECIAL NOTES:** There is a $40.00 estimated student expense for art supplies and other materials.
Undergraduate > Block 1

**Course #:** AHU41045  UD  **Section:** B101  
**Just Art: Art & Social Change**

**Session:** Block 1  **Credits:** 4.00  **Max Capacity:** 7  **Instructor(s):** Greenblum, Ellen  
**Class Schedule:** MTThF 1:00 pm - 5:30 pm  
Cottonwood A

**PREREQUISITES:**
Permission of instructor: Ellen Greenblum

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** There is a $40.00 estimated student expense for art supplies and other materials.

---

**Course #:** AHU23323  LD  **Section:** B101  
**Sense of Place**

**Session:** Block 1  **Credits:** 4.00  **Max Capacity:** 6  **Instructor(s):** Sanderson, Sheila  
**Class Schedule:** MTWThFSSu 8:00 am - 5:00 pm  
Crossroads Center 205

**FEE:** $674.58  *** NON-REFUNDABLE FEE ***

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

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** Instructor Permission required. Students who would like upper division credit must meet prerequisite requirement plus successful completion of 2 college-level writing and/or literature classes. This course takes place at Prescott College's Kino Bay Field Station. Students must have a VALID PASSPORT and purchase their own airline ticket. Food is not covered by the course fee.
Undergraduate > Block 1

Course #: AHU43323 UD  Section: B101
Sense of Place

Session: Block 1  Credits: 4.00  Max Capacity: 6  Instructor(s): Sanderson, Sheila

Class Schedule: MTWThFSSu  8:00 am - 5:00 pm
Crossroads Center 205

FEE: $674.58  *** NON-REFUNDABLE FEE ***

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

COREQUISITES:
None.

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

SPECIAL NOTES: Instructor Permission required. Students who would like upper division credit must meet prerequisite requirement plus successful completion of 2 college-level writing and/or literature classes. This course takes place at Prescott College's Kino Bay Field Station. Students must have a VALID PASSPORT and purchase their own airline ticket. Food is not covered by the course fee.

Course #: COR40000 UD  Section: B101
Core Curriculum 3: Inquiry & Analysis in the Liberal Arts

Session: Block 1  Credits: 4.00  Max Capacity: 25  Instructor(s): Dailey, Mark

Class Schedule: MTThF  8:00 am - 12:00 pm
Cottonwood A

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

COREQUISITES:
None.

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.

SPECIAL NOTES: Writing Emphasis.
Undergraduate > Block 1

Course #: COR47001 UD  Section: B101
PASS- Liberal Arts

Session: Block 1  Credits: 1.00  Max Capacity: 16  Instructor(s): Bigknife Antonio, Molly  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: Reflective writing and forum posts and discussions are required in this course.

Course #: COR47002 UD  Section: B101
PASS- Education

Session: Block 1  Credits: 1.00  Max Capacity: 16  Instructor(s): Brown, Jennifer  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A
Spain Intensive in Kino Bay

MTWThFSSu 8:00 am - 5:00 pm
Sinagua B

Instructor(s): Espinosa Gonzalez
Garza, Irene

Max Capacity: 6

Session: Block 1
Credits: 4.00

Course ID: CRS21016
Section: B101
Course Title: Spanish Intensive in Kino Bay

FEE: $686.94 *** NON-REFUNDABLE FEE ***

PREREQUISITES:
Permission of instructor: Irene Espinosa Gonzalez Garza

Corequisites:
None.

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

Special Notes:
Instructor Permission required. Class meets for 2-3 day on campus. Aside from the initial and final classroom meetings, the course takes place in Kino Bay, Mexico. STUDENTS MUST HAVE A VALID PASSPORT TO CROSS THE BORDER with at least six months before the expiration date. Published fee includes $170. stipend for group food. Be prepared to fully immerse yourself in a community living scenario where teamwork and collaboration are crucial to success. Can be taken as lower or upper division. Experience living or traveling extensively in a Spanish-speaking country is a plus.

Spanish Intensive in Kino Bay

MTWThFSSu 8:00 am - 5:00 pm
Sinagua B

Instructor(s): Espinosa Gonzalez
Garza, Irene

Max Capacity: 6

Session: Block 1
Credits: 4.00

Course ID: CRS41016
Section: B101
Course Title: Spanish Intensive in Kino Bay

FEE: $686.94 *** NON-REFUNDABLE FEE ***

PREREQUISITES:
Permission of instructor: Irene Espinosa Gonzalez Garza

Corequisites:
None.

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

Special Notes:
Instructor Permission required. Class meets for 2-3 day on campus. Aside from the initial and final classroom meetings, the course takes place in Kino Bay, Mexico. STUDENTS MUST HAVE A VALID PASSPORT TO CROSS THE BORDER with at least six months before the expiration date. Published fee includes $170. stipend for group food. Be prepared to fully immerse yourself in a community living scenario where teamwork and collaboration are crucial to success. Can be taken as lower or upper division. Experience living or traveling extensively in a Spanish-speaking country is a plus.
Undergraduate > Block 1

**Course #**: CRS22150 LD  **Section**: B101
**The Middle East: History, Culture and Current Events**

<table>
<thead>
<tr>
<th>Session: Block 1</th>
<th>Credits: 4.00</th>
<th>Max Capacity: 14</th>
<th>Instructor(s):</th>
<th>Class Schedule:</th>
</tr>
</thead>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**COURSE DESCRIPTION:** In this course we will study the history that has shaped the Middle East from ancient times to the present. Then we will study in detail the social, political, religious, and economic forces driving events today, including how we might deal with our own issues related to the Middle East. Finally, we will examine all options we have to help bring peace and stability to the Middle East.

**SPECIAL NOTES:** N/A

---

**Course #**: EDU22707 LD  **Section**: B101
**Banned Books: Critical Literacy for Social Justice**

<table>
<thead>
<tr>
<th>Session: Block 1</th>
<th>Credits: 4.00</th>
<th>Max Capacity: 8</th>
<th>Instructor(s):</th>
<th>Class Schedule:</th>
</tr>
</thead>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**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.

**SPECIAL NOTES:** N/A
### Undergraduate > Block 1

#### Banned Books: Critical Literacy for Social Justice

<table>
<thead>
<tr>
<th>Course #</th>
<th>EDU42707</th>
<th>UD</th>
<th>Section: B101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits:</td>
<td>4.00</td>
<td></td>
<td>Instructor(s): Mireles, Todd</td>
</tr>
<tr>
<td>Max Capacity:</td>
<td>8</td>
<td></td>
<td>Class Schedule: MTThF 1:00 pm - 5:00 pm Sinagua A</td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>None.</td>
<td></td>
<td>COREQUISITES: None.</td>
</tr>
</tbody>
</table>

**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.

**SPECIAL NOTES:** The UD section is appropriate for students with junior or senior status and previous Social Justice Studies and/or Education coursework. Students must confirm the appropriate course level (LD/UD) with the instructor during the drop/add period.

#### Water in the West

<table>
<thead>
<tr>
<th>Course #</th>
<th>ENV21550</th>
<th>LD</th>
<th>Section: B101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits:</td>
<td>4.00</td>
<td></td>
<td>Instructor(s): Barnes, Joel</td>
</tr>
<tr>
<td>Max Capacity:</td>
<td>7</td>
<td></td>
<td>Class Schedule: MTWThF 9:00 am - 1:30 pm Crossroads Center 204</td>
</tr>
<tr>
<td>FEE:</td>
<td>$192.98</td>
<td></td>
<td>COREQUISITES: None.</td>
</tr>
</tbody>
</table>

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

**SPECIAL NOTES:** For upper division credit, students must have completed college-level coursework in environmental policy, ecology, and/or earth science (or have acquired the equivalent knowledge, skills and abilities through life experience). This course has a required 5-day field trip on 1/24- 1/28 with $60 estimated for student expenses; there may be additional required field trips scheduled as opportunities arise.
### Undergraduate > Block 1

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section:</th>
<th>Course Name: Water in the West</th>
<th>Credits:</th>
<th>Max Capacity:</th>
<th>Instructor(s):</th>
<th>Class Schedule:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV41550</td>
<td>B101</td>
<td></td>
<td>4.00</td>
<td>7</td>
<td>Barnes, Joel</td>
<td>MTWThF 9:00 am - 1:30 pm Crossroads Center 204</td>
</tr>
</tbody>
</table>

**FEE:** $192.98

**PREREQUISITES:** None.

**COREQUISITES:** None.

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

**SPECIAL NOTES:** For upper division credit, students must have completed college-level coursework in environmental policy, ecology, and/or earth science (or have acquired the equivalent knowledge, skills and abilities through life experience). This course has a required 5-day field trip on 1/24-1/28 with $60 estimated for student expenses; there may be additional required field trips scheduled as opportunities arise.

<table>
<thead>
<tr>
<th>Course #: ENV22725</th>
<th>Section:</th>
<th>Course Name: Ecology, Concepts of</th>
<th>Credits:</th>
<th>Max Capacity:</th>
<th>Instructor(s):</th>
<th>Class Schedule:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A101</td>
<td></td>
<td></td>
<td>4.00</td>
<td>14</td>
<td>Sherman, Peter</td>
<td>MTWF 1:00 pm - 5:00 pm Crossroads Center 201</td>
</tr>
</tbody>
</table>

**PREREQUISITES:** None.

**COREQUISITES:** None.

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

**SPECIAL NOTES:** Some daytime field trips will take place during course hours.
### Undergraduate > Block 1

<table>
<thead>
<tr>
<th>Course #</th>
<th>ENV24004 LD</th>
<th>Section: B101</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Shape Of The City: Ecology, Psychology and Visioning The Future</td>
<td>Course #: ENV24004 LD</td>
<td>Section: B101</td>
</tr>
<tr>
<td>Session: Block 1</td>
<td>Credits: 4.00</td>
<td>Max Capacity: 8</td>
</tr>
<tr>
<td>Instructor(s): Brown, Tony</td>
<td>Class Schedule: MTThF 1:00 pm - 5:00 pm Ironwood D</td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

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

---

<table>
<thead>
<tr>
<th>Course #</th>
<th>ENV44004 UD</th>
<th>Section: B101</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Shape Of The City: Ecology, Psychology and Visioning The Future?</td>
<td>Course #: ENV44004 UD</td>
<td>Section: B101</td>
</tr>
<tr>
<td>Session: Block 1</td>
<td>Credits: 4.00</td>
<td>Max Capacity: 8</td>
</tr>
<tr>
<td>Instructor(s):</td>
<td>Class Schedule: MTThF 1:00 pm - 5:00 pm Ironwood D</td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** This class contributes to an ECOSA certificate in regenerative ecological design. Students must confirm the appropriate course level (LD/UD) with the instructor during the drop/add period.
### Undergraduate > Block 1

<table>
<thead>
<tr>
<th>Course #</th>
<th>HDP21050 LD</th>
<th>Section:</th>
<th>B101</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Therapeutic Use of Nature and Outdoors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session:</td>
<td>Block 1</td>
<td>Credits:</td>
<td>4.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Max Capacity:</td>
<td>14</td>
</tr>
<tr>
<td>Instructor(s):</td>
<td></td>
<td></td>
<td>TBA</td>
</tr>
<tr>
<td>Class Schedule:</td>
<td></td>
<td>MTWThF 9:00 am - 1:30 pm</td>
<td>Crossroads Center 203</td>
</tr>
<tr>
<td>FEE:</td>
<td>$277.62</td>
<td><strong>NON-REFUNDABLE FEE</strong></td>
<td></td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>Course: ORI26002 - Orientation: Desert, Mountain &amp; Canyon Expedition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COREQUISITES:</td>
<td>None.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION: This is an entry-level course drawing on knowledge and skills from the fields of Adventure Education and Psychology to explore the therapeutic uses of experiences and adventure in nature and the outdoors. In this course, students develop a strong theoretical foundation as well as practical skills through highly experiential field work. Students begin the course by exploring adventure and nature-based therapy models and theories, then move into the field to more directly and deeply explore therapeutic potentials of working within nature settings. Students will consider how these nature-based experiences and their benefits can be made accessible to broad and varied populations. Finally, students will examine nature-based programming as a unique intervention approach which can stand alone or be used to support and expand more traditional treatment approaches.

SPECIAL NOTES: This course will meet for the first week on campus and then leave for the field for an 8 to 10 day field component. The student fee collected will include $120 to be used for buying food for the field trip.

<table>
<thead>
<tr>
<th>Course #</th>
<th>HDP25115 LD</th>
<th>Section:</th>
<th>B101</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Astropsychology</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session:</td>
<td>Block 1</td>
<td>Credits:</td>
<td>4.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Max Capacity:</td>
<td>16</td>
</tr>
<tr>
<td>Instructor(s):</td>
<td>Farrow, Galeet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>MTThF 1:00 pm - 5:00 pm</td>
<td>Ironwood A</td>
<td></td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>None.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COREQUISITES:</td>
<td>None.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

SPECIAL NOTES: N/A
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 #: ORI26002 LD   Section: B101
Orientation: Desert, Mountain & Canyon Expedition

| Session: | Block 1 | Credits: | 4.00 | Max Capacity: | 12 | Instructor(s): | Goodman, Cecil | Class Schedule: | MTWThFSSu 8:00 am - 5:00 pm
|-----------|---------|----------|------|--------------|----|---------------|---------------|----------------|-----------------|

PREREQUISITES:
None.

COREQUISITES:
None.

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.

SPECIAL NOTES: Students enrolled in this course are REQUIRED to attend pre-orientation, academic orientation, and move-in sessions prior to this course's start date of 1/17. Please refer to the Orientation "Schedule" for On-Campus Students found on the Accepted Students page of www.prescott.edu

Course #: ORI26004 LD   Section: B101
Orientation: Community Based - Explorations

| Session: | Block 1 | Credits: | 4.00 | Max Capacity: | 14 | Instructor(s): | Goodman, Cecil | Class Schedule: | MTWThF 8:00 am -12:30 pm
|-----------|---------|----------|------|--------------|----|---------------|---------------|----------------|-----------------|

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: Students enrolled in this course are REQUIRED to attend pre-orientation, academic orientation, and move-in sessions prior to this course's start date of 1/17. Please refer to the Orientation "Schedule" for On-Campus Students found on the Accepted Students page of www.prescott.edu
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 #: ORI26005 LD  Section: B101
Orientation: Community-Based - Connections

Session: Block 1  Credits: 4.00  Max Capacity: 14  Instructor(s): Goodman, Cecil

Class Schedule:
MTWThF 8:00 am - 12:30 pm
Crossroads Center 202

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: Students enrolled in this course are REQUIRED to attend pre-orientation, academic orientation, and move-in sessions prior to this course’s start date of 1/17. Please refer to the Orientation “Schedule” for On-Campus Students found on the Accepted Students page of www.prescott.edu. This course is based in Prescott, but includes several off-campus day field trips, and required multiple-day learning expeditions in Tucson. The course fee covers all dinners and breakfasts within the field trip/class contexts as well as designated group meals while on campus. Students will receive money back to purchase food for field trips and class activities. Group gear is provided. Please see the Orientation webpage for additional gear information. Physician-signed Medical History Form required. Contact Cecil Goodman, Orientation Director, with questions.
Undergraduate > Block 2

Course #: ADV23151 LD  Section: B201
Backcountry Skiing & Avalanche Training
Session: Block 2  Credits: 4.00  Max Capacity: 12  Instructor(s): Keane, Harrison
Class Schedule: MTWThFSSu 8:00 am - 5:00 pm
Crossroads Center 205

FEE: $1,270.83  *** NON-REFUNDABLE FEE ***

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

COREQUISITES:
None.

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

SPECIAL NOTES: This course will meet for the first 3 to 4 days on campus and then leave for the field for the duration of the block. The student fee collected will include $150 to be used for buying food for group dinners. Some specialized personal gear for winter conditions will be required. There will be an informational meeting and sizing for skis/split boards for all registered students in mid-November.

Course #: ADV41000 UD  Section: B201
Adventure Education I: Expeditionary & Technical Skills
Session: Block 2  Credits: 4.00  Max Capacity: 12  Instructor(s): Riley, Michael
Class Schedule: Su 8:00 am - 5:00 pm
East Academic Warehouse EAW
MTWThF 8:00 am - 5:30 pm
East Academic Warehouse EAW

FEE: $555.00

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

COREQUISITES:
None.

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

SPECIAL NOTES: This course (ADV41000) is part of a three-course suite. Students are encouraged to take ADV41000 Adventure Education I: Expeditionary & Technical Skills in SP23 Block 2, ADV41002 Adventure Education II: Teaching Methods for Adventure Educators in SP23 Block 3 and ADV41004 Adventure Education III: Teaching Practicum for Adventure Educators in SP23 Block 4. Students who have previously taken ADV41000 and ADV41002 may register for the Teaching Practicum (ADV41004) only. Course meets on campus for the first week, but is then field-based. Course fee includes $150 for group food. Rafting and climbing group equipment provided by Prescott College warehouse. For information please see Michael Riley or Julie Munro.
Undergraduate > Block 2

Course #: ADV41500 UD  Section: B201
Adventure Therapy Program Models and Modalities

Session: Block 2  Credits: 4.00  Max Capacity: 14  Instructor(s): TBA  Class Schedule: MTWThF 8:00 am -12:30 pm Ironwood A

FEE: $225.71

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: This course introduces students to a variety of program models and modalities 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. A tentative field experience is planned for Week 3 of the block (pending a risk management assessment) to provide students an opportunity to apply course principles in a field setting.

SPECIAL NOTES: This course will meet for the first 3 to 4 days on campus and then leave for the field for approximately 2 weeks of the block. The student fee collected will include $200 to be used for buying food in small groups.

Course #: AHU23425 LD  Section: B201
Creative Nonfiction

Session: Block 2  Credits: 4.00  Max Capacity: 7  Instructor(s): Sanderson, Sheila  Class Schedule: MTThF 8:00 am -12:00 pm Crossroads Center 202

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

COREQUISITES:
None.

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.

SPECIAL NOTES: N/A
SP-23 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

<table>
<thead>
<tr>
<th>Course #</th>
<th>AHU43425 UD</th>
<th>Section: B201</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Creative Nonfiction</td>
<td></td>
</tr>
<tr>
<td>Session</td>
<td>Block 2</td>
<td>Credits: 4.00</td>
</tr>
<tr>
<td>Instructor(s):</td>
<td>Sanderson, Sheila</td>
<td></td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>MTThF 8:00 am -12:00 pm Crossroads Center 202</td>
<td></td>
</tr>
</tbody>
</table>

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

COREQUISITES:
None.

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.

SPECIAL NOTES: Students registering for upper-division credit must have successfully completed a previous college-level creative writing course.

<table>
<thead>
<tr>
<th>Course #</th>
<th>COR20005 LD</th>
<th>Section: B201</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Core Curriculum 2: Ways of Knowing</td>
<td></td>
</tr>
<tr>
<td>Session</td>
<td>Block 2</td>
<td>Credits: 4.00</td>
</tr>
<tr>
<td>Instructor(s):</td>
<td>Altrichter, Mariana</td>
<td></td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>MTThF 9:00 am - 1:00 pm Cottonwood A</td>
<td></td>
</tr>
</tbody>
</table>

FEE: $15.00

PREREQUISITES:
Course: COR20000 - Core Curriculum 1: Explorations of Self, Ways to Welcome and
Course: WRW26000 - Writing Workshop or
Course: WRW27001 - Academic Writing Skills

COREQUISITES:
None.

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.

SPECIAL NOTES: This course is listed as Writing Emphasis. Prerequisites include COR20000, WRW26000 OR WRW270001 and or 30 or more transfer credits.
SP-23 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 #: CRS23015  LD  
Critical Human Rights

Session: Block 2  
Credits: 4.00  
Max Capacity: 8  
Instructor(s): Mireles, Todd

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

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

COREQUISITES:
None.

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

Students will explore the possibilities and pitfalls of drawing on ‘human rights’ as an organizing strategy in part by developing a human rights campaign around a current issue.

SPECIAL NOTES: Writing Emphasis.

Critical Human Rights

MTThF 1:00 pm - 5:00 pm  
Crossroads Center 202

Course #: CRS43015  UD  
Critical Human Rights

Session: Block 2  
Credits: 4.00  
Max Capacity: 8  
Instructor(s): Mireles, Todd

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

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

COREQUISITES:
None.

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

Students will explore the possibilities and pitfalls of drawing on ‘human rights’ as an organizing strategy in part by developing a human rights campaign around a current issue.

SPECIAL NOTES: Writing Emphasis. Students must confirm the appropriate course level (LD/UD) with the instructor during the drop/add period.
### Undergraduate > Block 2

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRS24300</td>
<td>B201</td>
<td>Poole, Mary</td>
<td>MTWThFSSu 8:00 am - 5:00 pm Crossroads Center 204</td>
</tr>
</tbody>
</table>

**Maasailand I: Maasai Lands & Colonial Legacies**

**Session:** Block 2  **Credits:** 4.00  **Max Capacity:** 6  
**Instructor(s):** Poole, Mary  
Yost, Abby

**PREREQUISITES:** 
Permission of instructor: Mary Poole

**COREQUISITES:** 
None.

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

**SPECIAL NOTES:** This cross-listed course (CRS244300 <> CRS44300 Maasailand I) takes place as part of a suite that begins in SP23 Block 2 in Prescott, and then continues at the Prescott College Dopoi Center in Kenya, East Africa for Session D for sequential courses: CRS24301 <> CRS444301 Maasailand II and ENV22013 East African Wildlife. International travel requires a VALID PASSPORT. The fee for the full suite of courses includes a food stipend. Estimated student expense of $1600.00 for misc expenses and airline tickets. Participation in this course may require covid testing. Registration requires approval by the faculty; if interested, please contact Mary Poole.

---

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRS44300</td>
<td>B201</td>
<td>Poole, Mary</td>
<td>MTWThFSSu 8:00 am - 5:00 pm Crossroads Center 204</td>
</tr>
</tbody>
</table>

**Maasailand II: Maasai Lands and Colonial Legacies**

**Session:** Block 2  **Credits:** 4.00  **Max Capacity:** 6  
**Instructor(s):** Poole, Mary  
Yost, Abby

**PREREQUISITES:** 
Permission of instructor: Mary Poole

**COREQUISITES:** 
None.

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

**SPECIAL NOTES:** This cross-listed course (CRS24300 <> CRS44300 Maasailand I) takes place as part of a suite that begins in SP23 Block 2 in Prescott, and then continues at the Prescott College Dopoi Center in Kenya, East Africa for Session D for sequential courses: CRS24301 <> CRS444301 Maasailand II and ENV22013 East African Wildlife. International travel requires a VALID PASSPORT. The fee for the full suite of courses includes a food stipend. Estimated student expense of $1600.00 for misc expenses and airline tickets. Participation in this course may require covid testing. Registration requires approval by the faculty; if interested, please contact Mary Poole.
SP-23 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

<table>
<thead>
<tr>
<th>Course #</th>
<th>部</th>
<th>Section</th>
<th>Course Title</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU47010</td>
<td>UD</td>
<td>B201</td>
<td>Curriculum Design</td>
<td>4.00</td>
<td>16</td>
<td>Cooper, Emma</td>
<td>ONLINE</td>
</tr>
<tr>
<td>ENV21601</td>
<td>LD</td>
<td>B201</td>
<td>Foundations of General Chemistry</td>
<td>4.00</td>
<td>16</td>
<td>Murray, James</td>
<td>MTThF 9:00 am - 3:00 pm Mogollon EARSCI</td>
</tr>
</tbody>
</table>

PREREQUISITES:
None.

COREQUISITES:
None.

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.

SPECIAL NOTES: N/A

FEE: $75.00
*** NON-REFUNDABLE FEE ***

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

SPECIAL NOTES: Due to the number of mathematical calculations being done in this class successful completion college-level algebra is highly recommended.
### Undergraduate > Block 2

<table>
<thead>
<tr>
<th>Course #</th>
<th>ENV22700</th>
<th>Section</th>
<th>B201</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human Ecology, Introduction to</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session:</td>
<td>Block 2</td>
<td>Credits:</td>
<td>4.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Max Capacity:</td>
<td>8</td>
</tr>
<tr>
<td>Instructor(s):</td>
<td>Dailey, Mark</td>
<td>Class Schedule:</td>
<td>MTThF 1:00 pm - 5:00 pm, Crossroads Center 203</td>
</tr>
</tbody>
</table>

**PREREQUISITES:** None.

**COREQUISITES:** 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.

**SPECIAL NOTES:** N/A

<table>
<thead>
<tr>
<th>Course #</th>
<th>ENV42700</th>
<th>Section</th>
<th>B201</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human Ecology, Introduction to</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session:</td>
<td>Block 2</td>
<td>Credits:</td>
<td>4.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Max Capacity:</td>
<td>8</td>
</tr>
<tr>
<td>Instructor(s):</td>
<td>Dailey, Mark</td>
<td>Class Schedule:</td>
<td>TThF 1:00 pm - 1:00 pm, Crossroads Center 203, M 1:00 pm - 5:00 pm, Crossroads Center 203</td>
</tr>
</tbody>
</table>

**PREREQUISITES:** None.

**COREQUISITES:** None.

**COURSE DESCRIPTION:** This course introduces students to the exciting and rigorous work of interdisciplinary learning through the study of human ecology, which draws heavily from environmental studies, ecology, anthropology, and human physiology. Students learn how humans have adapted to all of the major biomes of the earth through hunting and gathering, pastoralism, agriculture, and modern industry. After mastering the basic concepts of human ecology, students explore human adaptations to local regions from prehistoric times to the present. Field trips will help students comprehend Arizona’s fragile environment and the impact people have on it. Students will be required to think about the future of Arizona - where do we go from here?

**SPECIAL NOTES:** Students must confirm the appropriate course level (LD/UD) with the instructor during the drop/add period.
Undergraduate > Block 2

Course #:  ENV24005 LD  Section:  B201
Creating A Sustainable World: Strategies For A Positive Future
Session:  Block 2  Credits:  4.00  Max Capacity:  8  Instructor(s):  Brown, Tony  Class Schedule:  MTThF  1:00 pm - 5:00 pm Ironwood D

PREREQUISITES:
None.

COREQUISITES:
None.

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

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

Course #:  ENV44005 UD  Section:  B201
Creating A Sustainable World: Strategies For A Positive Future
Session:  Block 2  Credits:  4.00  Max Capacity:  8  Instructor(s):  Brown, Tony  Class Schedule:  MTThF  1:00 pm - 5:00 pm Ironwood D

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: This class contributes to an ECOSA certificate in regenerative ecological design. Students must confirm the appropriate course level (LD/UD) with the instructor during the drop/add period.
### Undergraduate > Block 2

<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>ENV25020 LD</td>
<td>B201</td>
<td>4.00</td>
<td>7</td>
<td>Field, Derek</td>
<td>MTThF 9:00 am - 3:00 pm</td>
</tr>
</tbody>
</table>

**Course: Geology of Arizona**

**FEE:** $131.67  
*** NON-REFUNDABLE FEE ***

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

**COREQUISITES:**
None.

**COURSE DESCRIPTION:** Geology provides insights into the origins and continuing evolution of the landscape in which we live, work, and play. This course will utilize the remarkable variety of the Arizona landscape to illustrate geologic principles in the context of regional geological while exploring the geology of the Colorado Plateau, Transition Zone, and Basin and Range physiographic provinces. The course includes rock identification, the rock cycle, the geologic time scale, plate tectonic theory, and the origin and evolution of Arizona landforms and structures through time while focusing on interpreting the rock record in the field. Students seeking upper division credit will build upon prior geology experience to demonstrate an advanced ability to interpret aspects of Arizona geology.

**SPECIAL NOTES:** The location of this course varies. The first and last weeks will take place on-campus in Prescott, whereas the second and third weeks will take place in the field. Field trips will run Monday through Friday the second and third weeks. Field trips include hiking but all camping will be van-based. Students must have reasonable hiking fitness. $100.00 estimated student for equipment, materials, and food in the field.

---

<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>ENV45020 UD</td>
<td>B201</td>
<td>4.00</td>
<td>7</td>
<td>Field, Derek</td>
<td>MTThF 9:00 am - 3:00 pm</td>
</tr>
</tbody>
</table>

**Course: Geology of Arizona**

**FEE:** $79.00  
*** NON-REFUNDABLE FEE ***

**PREREQUISITES:**
- Course: ORI26002 - Orientation: Desert, Mountain & Canyon Expedition  
- Course: ENV24752 - Earth Science: An Introduction to the Home Planet  
- Permission of instructor: Derek Field

**COREQUISITES:**
None.

**COURSE DESCRIPTION:** Geology provides insights into the origins and continuing evolution of the landscape in which we live, work, and play. This course will utilize the remarkable variety of the Arizona landscape to illustrate geologic principles in the context of regional geological while exploring the geology of the Colorado Plateau, Transition Zone, and Basin and Range physiographic provinces. The course includes rock identification, the rock cycle, the geologic time scale, plate tectonic theory, and the origin and evolution of Arizona landforms and structures through time while focusing on interpreting the rock record in the field. Students seeking upper division credit will build upon prior geology experience to demonstrate an advanced ability to interpret aspects of Arizona geology.

**SPECIAL NOTES:** The location of this course varies. The first and last weeks will take place on-campus in Prescott, whereas the second and third weeks will take place in the field. Field trips will run Monday through Friday the second and third weeks. Field trips include hiking but all camping will be van-based. Students must have reasonable hiking fitness. $100.00 estimated student for equipment, materials, and food in the field. Students must confirm the appropriate course level (LD/UD) with the instructor during the drop/add period.
Undergraduate > Block 2

Course #: ENV42024 UD  Section: B201
Gulf of California: Seabird Ecology

- Session: Block 2  Credits: 4.00  Max Capacity: 12
- Instructor(s): Espinosa Gonzalez Garza, Irene
- Class Schedule: MTWThFSSu 8:00 am - 5:00 pm
- Sinagua A

FEE: $1,800.00

PREREQUISITES:

Course: ORI26002 - Orientation: Desert, Mountain & Canyon Expedition  and
Permission of instructor: Irene Espinosa Gonzalez Garza

COREQUISITES:

Course: ENV42025
Course: ENV42026

Course Description:

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

Special Notes:

SPECIAL NOTES: THIS COURSE IS PART OF A 3 COURSE SUITE. STUDENTS MUST ENROLL IN ALL THREE COURSES (ENV42024, ENV42025, and ENV42046). The first week of class in Block 2 will take place in Prescott, this course will then travel to Kino Bay Center in Mexico for the rest of the semester. STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER! Students will need binoculars for the Island Biogeography portion. This course does not take a spring break. Estimated student expense of $500 for binoculars, food and visas.

Course #: HDP21156 LD  Section: B201
The Deeper Dimensions of Yoga

- Session: Block 2  Credits: 4.00  Max Capacity: 7
- Instructor(s): Munro, Julie
- Class Schedule: MTThF 1:00 pm - 5:00 pm
- Cottonwood A

PREREQUISITES:

None.

COREQUISITES:

None.

Course Description:

This course is designed for the student with previous experience in yoga and an interest in deepening their studies in both yoga philosophy and techniques. It is a course of both academic study and experiential, physical practice. Students will have the opportunity to advance their yoga asana and breathing practices, as well as learn therapeutic applications and adaptations for each. There will be an emphasis on developing and maintaining a meditation practice. This course looks at a number of ancient spiritual texts including the Yoga Sutras of Patanjali, the Bhagavad Gita, and Hatha Yoga Pradipika and how they relate to modern daily life. Other topics to be studied and discussed will include kriya yoga, the identified ‘schools of yoga’, energetic anatomy and current trends in the field.

Special Notes:

N/A
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 #: HDP41156 UD Section: B201
The Deeper Dimensions of Yoga
Session: Block 2 Credits: 4.00 Max Capacity: 7 Instructor(s):

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

PREREQUISITES: Permission of instructor: Julie Munro

COREQUISITES: None.

COURSE DESCRIPTION: This course is designed for the student with previous experience in yoga and an interest in deepening their studies in both yoga philosophy and techniques. It is a course of both academic study and experiential, physical practice. Students will have the opportunity to advance their yoga asana and breathing practices, as well as learn therapeutic applications and adaptations for each. There will be an emphasis on developing and maintaining a meditation practice. This course looks at a number of ancient spiritual texts including the Yoga Sutras of Patanjali, the Bhagavad Gita, and Hatha Yoga Pradipika and how they relate to modern daily life. Other topics to be studied and discussed will include kriya yoga, the identified ‘schools of yoga’, energetic anatomy and current trends in the field.

SPECIAL NOTES:
SP-23 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 #: ADV21710 LD Section: B301
Leading Inclusively I: Theories for Inclusion in Adventure Education

Session: Block 3 Credits: 4.00 Max Capacity: 7 Instructor(s): Goodman, Cecil

Class Schedule:
MTThF 12:00 pm - 5:30 pm

FEE: $146.07 *** NON-REFUNDABLE FEE ***

PREREQUISITES:
- Course: ORI26002 - Orientation: Desert, Mountain & Canyon Expedition
- ORI27015 - Introduction to Outdoor Expeditionary Skills

COREQUISITES:
None.

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

SPECIAL NOTES: There will be at least (1) and possibly (2) extended field trips- dates TBD. Gear list will be provided and students will be able to borrow gear at no additional cost if needed. Food expenses for field trips are included in the course fee.

Course #: ADV41710 UD Section: B301
Leading Inclusively I: Theories for Inclusion in Adventure Education

Session: Block 3 Credits: 4.00 Max Capacity: 7 Instructor(s): Goodman, Cecil

Class Schedule:
MTThF 12:00 pm - 5:30 pm

FEE: $146.07 *** NON-REFUNDABLE FEE ***

PREREQUISITES:
- Course: ORI26002 - Orientation: Desert, Mountain & Canyon Expedition
- Course: ORI27015 - Introduction to Outdoor Expeditionary Skills

COREQUISITES:
None.

COURSE DESCRIPTION: This leadership theory course is intended to cultivate more effective outdoor instructors through culturally responsive pedagogy. Taken in conjunction with Practices for Leading Inclusively in Adventure Education, students will be introduced to theories (e.g. critical race theory, feminist theories, gender theory) and concepts relative to gender, racial, ethnic, and class identity as applied to adventure education. Students will be asked to critically engage by reading texts, participating and facilitating course discussions, and completing a research paper on a related and relevant topic of their choice. The ultimate objective of this course is for students to integrate theory into practice to forward compassionate, inclusive, and culturally responsive outdoor programming.

SPECIAL NOTES: There will be at least (1) and possibly (2) extended field trips- dates TBD. Gear list will be provided and students will be able to borrow gear at no additional cost if needed. Food expenses for field trips are included in the course fee.
### Undergraduate > Block 3

#### Adventure Education II: Teaching Methods for Adventure Educators

<table>
<thead>
<tr>
<th>Course #</th>
<th>ADV41002 UD</th>
<th>Section: B301</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits:</td>
<td>6.00</td>
<td>Instructor(s): Riley, Michael</td>
</tr>
<tr>
<td>Max Capacity:</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>MTWThFSSu 8:00 am - 5:00 pm Sinagua A</td>
<td></td>
</tr>
</tbody>
</table>

**FEE:** $555.00

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

**COREQUISITES:**
- None.

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

**SPECIAL NOTES:** This course (ADV41002) is part of a three-course suite. Students are encouraged to take ADV41000 Adventure Education I: Expeditionary & Technical Skills in SP23 Block 2, ADV41002 Adventure Education II: Teaching Methods for Adventure Educators in SP23 Block 3 and ADV41004 Adventure Education III: Teaching Practicum for Adventure Educators in SP23 Block 4. Students who have previously taken ADV41000 and ADV41002 may register for the Teaching Practicum (ADV41004) only. Course meets on campus for the first week, but is then field-based. Course fee includes $150 for group food. Rafting and climbing group equipment provided by Prescott College warehouse. For information please see Michael Riley or Julie Munro.

---

#### Introduction to Special Education

<table>
<thead>
<tr>
<th>Course #</th>
<th>EDU47035 UD</th>
<th>Section: B301</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits:</td>
<td>3.00</td>
<td>Instructor(s): Smith, Andy</td>
</tr>
<tr>
<td>Max Capacity:</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>MTWThF 1:00 pm - 4:00 pm Ironwood D</td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
- None.

**COREQUISITES:**
- None.

**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.

**SPECIAL NOTES:** N/A
Undergraduate > Block 3

Course #: ENV42025 UD  Section: B301
Gulf of California: Island Biogeography

Session: Block 3  Credits: 4.00  Max Capacity: 12  Instructor(s): Espinosa Gonzalez Garza, Irene

Class Schedule: MTWThFSSu 8:00 am - 5:00 pm

PREREQUISITES:
Course: ORI26002 - Orientation: Desert, Mountain & Canyon Expedition and Permission of instructor: Irene Espinosa Gonzalez Garza

COREQUISITES:
Course: ENV42024
Course: ENV42026

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

SPECIAL NOTES: SPECIAL NOTES: THIS COURSE IS PART OF A 3 COURSE SUITE. STUDENTS MUST ENROLL IN ALL THREE COURSES (ENV42024, ENV42025, and ENV42046). The first week of class in Block 2 will take place in Prescott, this course will then travel to Kino Bay Center in Mexico for the rest of the semester. STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER! Students will need binoculars for the Island Biogeography portion. This course does not take a spring break. Estimated student expense of $500 for binoculars, food and visas.
**SP-23 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 #:** ADV24202  
**Section:** B401  
**Course ID:** ADV24202  
**Credits:** 4.00  
**Max Capacity:** 6  
**Instructor(s):** Munsell, Steve  
**Course:** River Guides Training  
**Block:** 4  
**Session:** MTWThFSSu  
**FEE:** $482.08  
**PREREQUISITES:**  
Course: ORI26002 - Orientation: Desert, Mountain & Canyon Expedition  
**Corequisites:** None.

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

**Special Notes:** This class meets first 3-4 days on campus and then is in the field for the duration of the Block. Prescott College provides most personal equipment such as lifejackets, helmets, splash jackets and paddles. The course fee will include $250 to be collected for group food buy. This field-based course is a combination between daily and overnight trips. Class includes swift water rescue experience.

---

**Course #:** ADV44202  
**Section:** B401  
**Course ID:** ADV44202  
**Credits:** 4.00  
**Max Capacity:** 6  
**Instructor(s):** Munsell, Steve  
**Course:** River Guides Training  
**Block:** 4  
**Session:** MTWThFSSu  
**FEE:** $389.00  
**PREREQUISITES:** None.

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

**Special Notes:** This class meets first 3-4 days on campus and then is in the field for the duration of the Block. Prescott College provides most personal equipment such as lifejackets, helmets, splash jackets and paddles. The course fee will include $250 to be collected for group food buy. This field-based course is a combination between daily and overnight trips. Class includes swift water rescue experience.
### Undergraduate > Block 4

**Course #:** ADV41004 UD  **Section:** B401

**Adventure Education III: Teaching Practicum for Adventure Educators**

<table>
<thead>
<tr>
<th>Session:</th>
<th>Block 4</th>
<th>Credits:</th>
<th>4.00</th>
<th>Max Capacity:</th>
<th>12</th>
<th>Instructor(s):</th>
<th>Munro, Julie Riley, Michael</th>
</tr>
</thead>
</table>

**Class Schedule:**

MTWThFS 8:00 am - 5:00 pm

Su 8:00 am - 5:00 pm

Sinagua A

**Sinagua B**

**FEE:** $555.00

**PREREQUISITES:**

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

**COREQUISITES:**

None.

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

**SPECIAL NOTES:** This course (ADV41004) is part of a three-course suite. Students are encouraged to take ADV41000 Adventure Education I: Expeditionary & Technical Skills in SP23 Block 2, ADV41002 Adventure Education II: Teaching Methods for Adventure Educators in SP23 Block 3 and ADV41004 Adventure Education III: Teaching Practicum for Adventure Educators in SP23 Block 4. This course is open to any student who has previously taken ADV41000 and ADV41002. Course meets on campus for the first week, but is then field-based. Course fee includes $150 for group food. Rafting and climbing group equipment provided by Prescott College warehouse. For information please see Michael Riley or Julie Munro.

---

**Course #:** EDU47040 UD  **Section:** B401

**Creating and Managing Learning Communities**

<table>
<thead>
<tr>
<th>Session:</th>
<th>Block 4</th>
<th>Credits:</th>
<th>3.00</th>
<th>Max Capacity:</th>
<th>16</th>
<th>Instructor(s):</th>
<th>TBA</th>
</tr>
</thead>
</table>

**Class Schedule:**

ONLINE

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**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.

**SPECIAL NOTES:** N/A
Gulf of California: Biological Field Methods

Session: Block 4  Credits: 4.00  Max Capacity: 12  Instructor(s): Espinosa Gonzalez Garza, Irene

Class Schedule:
Su 8:00 am - 5:00 pm
Sinagua A
MTWThFS 8:00 am - 5:00 pm
Sinagua B

PREREQUISITES:
Course: ORI26002 - Orientation: Desert, Mountain & Canyon Expedition and
Permission of instructor: Irene Espinosa Gonzalez Garza

COREQUISITES:
Course: ENV42024
Course: ENV42025

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

SPECIAL NOTES: SPECIAL NOTES: THIS COURSE IS PART OF A 3 COURSE SUITE. STUDENTS MUST ENROLL IN ALL THREE COURSES (ENV42024, ENV42025, and ENV42046). The first week of class in Block 2 will take place in Prescott, this course will then travel to Kino Bay Center in Mexico for the rest of the semester. STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER! Students will need binoculars for the Island Biogeography portion. This course does not take a spring break. Estimated student expense of $500 for binoculars, food and visas.
Undergraduate > Session C

Course #: COR20001 LD  Section: MC01
Accelerated Core Curriculum 1: Exploratio

<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>Session C</td>
<td>2.00</td>
<td>16</td>
<td>Tison, Eleanor</td>
<td>W 1:00 pm - 4:30 pm, Crossroads Center 203</td>
</tr>
</tbody>
</table>

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: This accelerated, 2-credit version of the first-year core course integrates new students into the Prescott College community and acquaints them with the many pathways for learning at Prescott College over an 8-week session. This course equips students with foundational skills and knowledge in communication, self-direction, and lifelong learning, and supports new on-campus students in adapting to the Prescott College experience. We live in challenging times in a world that can seem to be driven by crisis, uncertainty, and competition for scarce resources. Together we will challenge this dynamic and explore ideas of interdependence, cooperation, and compassion as the basis for resilience. Students will grapple with problems and solutions, drawing on perspectives from the arts and humanities, adventure education, environmental studies, psychology, cultural regional studies and education.

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

Course #: COR47100 UD  Section: MC01
Accelerated Master’s Orientation

<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>Session C</td>
<td>1.00</td>
<td>16</td>
<td>TBA</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: This course is required for undergraduate students who have been accepted into and are accelerating into the first semester of their graduate work.
Undergraduate > Session C

Course #: ENV47001 UD  Section: MC01
Core Curriculum: Sustainability, Environmental Studies, and the Arts

Session: Session C  Credits: 4.00  Max Capacity: 25  Instructor(s): Bigknife Antonio, Molly  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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.

SPECIAL NOTES: N/A

Course #: ENV47725 UD  Section: MC01
Backyard Ecology: Exploration and Engagement of a Local Ecosystem

Session: Session C  Credits: 4.00  Max Capacity: 25  Instructor(s): Shorb, Terril  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A
Undergraduate > Session C

Course #: HDP22210 LD  Section: MC01
Introduction to Psychology

Session: Session C  Credits: 4.00  Max Capacity: 25  Instructor(s): Estrada-Villalta, Sara  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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.

SPECIAL NOTES: N/A

Course #: HDP47000 UD  Section: MC01
Core Curriculum: Human Development Professional Perspectives

Session: Session C  Credits: 4.00  Max Capacity: 25  Instructor(s): Young, Vicky  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A
## Undergraduate > Session C

### Alternative Healing Modalities

**Course #:** HDP47145  UD  **Section:** MC01

**Credits:** 4.00  **Max Capacity:** 25  **Instructor(s):** Stogsdill, Gary

**Class Schedule:**  ONLINE

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** N/A

### Learning Theories

**Course #:** EDU47005  UD  **Section:** MC01

**Credits:** 3.00  **Max Capacity:** 13  **Instructor(s):** Brown, Jennifer

**Class Schedule:**  ONLINE

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** N/A
Undergraduate > Session C

Exploring Ecological Identity: Theory and Practice for Educators and Counselors

Course #: EDU47505 UD  Section: MC01  Credits: 3.00  Max Capacity: 13  Instructor(s): TBA  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A

Mathematical Explorations

Course #: MTH27001 LD  Section: MC01  Credits: 4.00  Max Capacity: 25  Instructor(s): Sweets, Carl  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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.

SPECIAL NOTES: This course satisfies the Prescott College math requirement.
### Undergraduate > Session D

<table>
<thead>
<tr>
<th>Course #</th>
<th>ADV21010 LD</th>
<th>Section: MD01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environmental Topics for Educators and Advocates</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session:</td>
<td>Session D</td>
<td>Credits: 4.00</td>
</tr>
<tr>
<td>Max Capacity:</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>TTh 12:30 pm - 4:30 pm</td>
<td>Crossroads Center 203</td>
</tr>
</tbody>
</table>

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

**COREQUISITES:**
- None.

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

**SPECIAL NOTES:** Writing Emphasis.

---

<table>
<thead>
<tr>
<th>Course #</th>
<th>ADV41010 UD</th>
<th>Section: MD01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environmental Topics in Adventure Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session:</td>
<td>Session D</td>
<td>Credits: 4.00</td>
</tr>
<tr>
<td>Max Capacity:</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>TTh 12:30 pm - 4:30 pm</td>
<td>Crossroads Center 203</td>
</tr>
</tbody>
</table>

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

**COREQUISITES:**
- None.

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

**SPECIAL NOTES:** Writing Emphasis. Students must confirm the appropriate course level (LD/UD) with the instructor during the drop/add period.
**SP-23 One College Course Schedule**

**Undergraduate > Session D**

<table>
<thead>
<tr>
<th>Course #</th>
<th>ADV21052 LD</th>
<th>Section</th>
<th>MD01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outdoor Education &amp; Recreation</strong></td>
<td><strong>Session:</strong> Session D</td>
<td><strong>Credits:</strong> 4.00</td>
<td><strong>Max Capacity:</strong> 12</td>
</tr>
<tr>
<td><strong>Instructor(s):</strong></td>
<td>TBA</td>
<td><strong>Class Schedule:</strong></td>
<td>MWF 8:00 am - 3:00 pm</td>
</tr>
<tr>
<td><strong>Crossroads Center 202</strong></td>
<td><strong>FEE:</strong> $397.92</td>
<td><strong>Non-Refundable Fee</strong></td>
<td></td>
</tr>
<tr>
<td><strong>PREREQUISITES:</strong></td>
<td></td>
<td></td>
<td><strong>Course:</strong> ORI26002 - Orientation: Desert, Mountain &amp; Canyon Expedition</td>
</tr>
<tr>
<td><strong>COREQUISITES:</strong></td>
<td></td>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>

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

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

**********

<table>
<thead>
<tr>
<th>Course #</th>
<th>ADV41050 UD</th>
<th>Section</th>
<th>MD01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Origins &amp; Directions in Adventure Education</strong></td>
<td><strong>Session:</strong> Session D</td>
<td><strong>Credits:</strong> 4.00</td>
<td><strong>Max Capacity:</strong> 25</td>
</tr>
<tr>
<td><strong>Instructor(s):</strong></td>
<td>Jackson, Mary</td>
<td><strong>Class Schedule:</strong></td>
<td>ONLINE</td>
</tr>
</tbody>
</table>
| **PREREQUISITES:** | | | **Course:** WRW26000 - Writing Workshop or 
| | | | **Course:** WRW27001 - Academic Writing Skills |
| **COREQUISITES:** | | | 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.

**SPECIAL NOTES:** Writing Emphasis. This online course will hold one synchronous meeting per week for 90 minutes on Tuesdays, 9:00 - 10:30.
**Video as Art: The Ethnography of Memory, Space, Time and Duration**

**Session D**

**Course #**: AHU22855 LD  
**Section**: MD01  
**Credits**: 4.00  
**Max Capacity**: 8  
**Instructor(s)**: Sweets, Carl  
**Class Schedule**: MWF 1:00 pm - 5:30 pm  
**Location**: Ponderosa ITV  
**FEE**: $75.00  
**PREREQUISITES**: None.  
**COREQUISITES**: None.

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

**Special Notes**: Students are required to have a DSLR Camera with Video capabilities or other Digital Video Device (Smartphone with digital video capability is acceptable). The Art Department and Learning Technologies have a limited number of DSLR Cameras available for student loan. Please contact them to reserve a camera. Students should also have a 1TB external hard drive. Estimated Student Expenses $50.00 - $500.00.

---

**Video as Art: The Ethnography of Memory, Space, Time and Duration**

**Session D**

**Course #**: AHU42855 UD  
**Section**: MD01  
**Credits**: 4.00  
**Max Capacity**: 8  
**Instructor(s)**: Sweets, Carl  
**Class Schedule**: ONLINE  

**PREREQUISITES**:  
Permission of instructor: Carl Sweets

**COREQUISITES**: None.

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

**Special Notes**: Students are required to have a DSLR Camera with Video capabilities or other Digital Video Device (Smartphone with digital video capability is acceptable). The Art Department and Learning Technologies have a limited number of DSLR Cameras available for student loan. Please contact them to reserve a camera. Students should also have a 1TB external hard drive. Estimated Student Expenses $50.00 - $500.00. This course can be repeated for UD credit. OR Equivalent credit from another accredited University. Instructor Permission Required. Upper Division students are expected to take on a leadership role in the class and complete 1 additional 5-minute video.
## Undergraduate > Session D

<table>
<thead>
<tr>
<th>Course #</th>
<th>AHU24150</th>
<th>Section: MD01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing: Interpreting the Figure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session: Session D</td>
<td>Credits: 4.00</td>
<td>Max Capacity: 8</td>
</tr>
<tr>
<td>Instructor(s): Sweets, Carl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Schedule: TTh 8:00 am -12:30 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ironwood A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FEE: $75.00  
*** NON-REFUNDABLE FEE ***

### PREREQUISITES:
None.

### COREQUISITES:
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, perfecting figurative exercises including anatomy and self-portraiture. Readings and discussions will examine the figurative artwork of influential contemporary and classical artists.

### SPECIAL NOTES: N/A

---

<table>
<thead>
<tr>
<th>Course #</th>
<th>AHU44150</th>
<th>Section: MD01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing: Interpreting the Figure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session: Session D</td>
<td>Credits: 4.00</td>
<td>Max Capacity: 8</td>
</tr>
<tr>
<td>Instructor(s): Sweets, Carl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Schedule: TTh 8:00 am -12:30 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ironwood A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FEE: $75.00  

### PREREQUISITES:
Permission of instructor: Carl Sweets

### COREQUISITES:
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, perfecting figurative exercises including anatomy and self-portraiture. Readings and discussions will examine the figurative artwork of influential contemporary and classical artists.

### SPECIAL NOTES: Upper Division students are expected to take on a leadership role in the class and complete 2 additional assignments. This course can be repeated for UD credit. OR Equivalent credit from another accredited University. Instructor Permission Required.
Undergraduate > Session D

Course #: AHU43500 UD  Section: MD01  
Nature's Voice: Reading & Writing about Natural History

Session: Session D  Credits: 4.00  Max Capacity: 25  Instructor(s): Sanderson, Sheila  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES:

Course #: COR47101 UD  Section: MD01  
Graduate Seminar

Session: Session D  Credits: 1.00  Max Capacity: 16  Instructor(s): TBA  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
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.

SPECIAL NOTES: This course is required for undergraduate students who have been accepted into and are accelerating into the first semester of their graduate work.
Undergraduate > Session D

Course #: CRS24301 LD  Section: MD01
Maasailand II: Ecology, Economy & Culture
Session: Session D  Credits: 4.00  Max Capacity: 6  Instructor(s): Poole, Mary
Class Schedule: ONLINE

FEE: $4,317.36  *** NON-REFUNDABLE FEE ***

PREREQUISITES:
Permission of instructor: Mary Poole

COREQUISITES:
None.

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

SPECIAL NOTES: This cross-listed course (CRS24301 <> CRS44301 Maasailand II) takes place as part of a suite that begins in SP23 Block 2 in Prescott with CRS24300 <> CRS44300 Maasailand I, and then continues at the Prescott College Dopoi Center in Kenya, East Africa for Session D for sequential courses including ENV22013 East African Wildlife. International travel requires a VALID PASSPORT. The fee for the full suite of courses includes a food stipend. Estimated student expense of $1600.00 for misc expenses and airline tickets. Participation in this course may require covid testing. Registration requires approval by the faculty; if interested, please contact Mary Poole.

Course #: CRS44301 UD  Section: MD01
Maasailand II: Ecology, Economy & Culture
Session: Session D  Credits: 4.00  Max Capacity: 6  Instructor(s): Poole, Mary
Class Schedule: MTWThF 1:00 pm - 4:00 pm Mogollon EARSCI

FEE: $4,317.36  *** NON-REFUNDABLE FEE ***

PREREQUISITES:
Permission of instructor: Mary Poole and
Course: CRS24300 - Maasailand I: Maasai Lands & Colonial Legacies or
Course: CRS44300 - Maasailand I: Maasai Lands and Colonial Legacies

COREQUISITES:
None.

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

SPECIAL NOTES: This cross-listed course (CRS24301 <> CRS44301 Maasailand II) takes place as part of a suite that begins in SP23 Block 2 in Prescott with CRS24300 <> CRS44300 Maasailand I, and then continues at the Prescott College Dopoi Center in Kenya, East Africa for Session D for sequential courses including ENV22013 East African Wildlife. International travel requires a VALID PASSPORT. The fee for the full suite of courses includes a food stipend. Estimated student expense of $1600.00 for misc expenses and airline tickets. Participation in this course may require covid testing. Registration requires approval by the faculty; if interested, please contact Mary Poole.
Undergraduate > Session D

Course #: CRS45119 UD  Section: MD01
Anti-Racist Organizing

Session:  Session D  Credits:  4.00  Max Capacity:  16  Instructor(s):  Mireles, Todd  Class Schedule:  TTh 12:00 pm - 4:00 pm  Crossroads Center 201

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

COREQUISITES:
None.

COURSE DESCRIPTION: This course will examine structural issues of inequality in modern society as it pertains to race. Students will interrogate the ways white supremacy manifests in our daily lives, and learn strategies for combating oppression. Focus will be placed on current issues and movements for racial justice. Students will have the opportunity to put theory into practice as we travel to the Bay Area and meet with organizations lead by people of color such as the Arab Resource and Organizing Center, groups involved in solidarity work, such as the Anne Braden Anti-Racist Training Program, and those that do both, such as the TJJ Justice Project and the Trans In Prison Project. By the end, students will not only have a language to deconstruct injustice, but also skills that empower them to take action.

SPECIAL NOTES: Writing Emphasis.

Course #: EDU41110 UD  Section: MD01
Special Topics: Community Learning in Environmental Education

Session:  Session D  Credits:  4.00  Max Capacity:  12  Instructor(s):  Altrichter, Mariana  Class Schedule:  MT 9:00 am - 1:00 pm  Summit A  WTh 10:00 am - 2:30 pm  Summit A

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: This course will explore curriculum development and facilitation skills for a community collaboration project between the Community Nature Center and Prescott Unified School District 5th-graders. Students will examine instructional methods for facilitating dynamic environmental education in alignment with NAAEE standards. The course will examine age-appropriate Environmental Education techniques, includes lesson-planning, inclusive facilitation, and differentiation strategies. The course will examine ways in which environmental education can grow roots in a community through partnerships that meet learning needs of all entities.

SPECIAL NOTES: For this field-based service course, you will spend time working with Prescott Unified School district 5th graders in outdoors settings. Participation in this course comes with the opportunity (if all AmeriCorps requirements are met) to earn a $3,000 cash stipend, a $1,374 scholarship award with a $1,000 match from Prescott College, an AmeriCorps Certificate of Service, and a City of Prescott Park Ranger Internship Certificate. Course includes two-day team overnight with meals provided in modern cabins at Mingus Springs Camp from May 3rd - 5th. Adventure Education Students, this course fulfills 9 Leadership Days in your graduation requirements.
# Undergraduate > Session D

## Course: EDU47015 UD  
**Section:** MD01  
**Core Curriculum:** Educating for the Future  
**Session:** Session D  
**Credits:** 4.00  
**Max Capacity:** 25  
**Instructor(s):** Brown, Jennifer  
**Class Schedule:** ONLINE

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

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

**SPECIAL NOTES:** N/A

## Course: ENV21400 LD  
**Section:** MD01  
**Core Curriculum:** Geographic Information Science, Introduction to  
**Session:** Session D  
**Credits:** 4.00  
**Max Capacity:** 13  
**Instructor(s):** Gielstra, Dianna  
**Class Schedule:** ONLINE

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

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

**SPECIAL NOTES:** N/A
SP-23 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 > Session D

Course #: ENV41401 UD  Section: MD01
Geographic Information Science, Advanced

Session: Session D  Credits: 4.00  Max Capacity: 12  Instructor(s): Gielstra, Dianna  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: Students must confirm the appropriate course level (LD/UD) with the instructor during the drop/add period.

Course #: ENV22013 LD  Section: MD01
Behavior & Conservation: East African Wildlife

Session: Session D  Credits: 4.00  Max Capacity: 12  Instructor(s): Riegner, Mark  Class Schedule: MTWThF 1:00 pm - 4:00 pm Mogollon EARSCI

PREREQUISITES:
Permission of instructor: Mark Riegner and
Permission of instructor: Edward Boyer and
Course: CRS24300 - Maasailand I: Maasai Lands & Colonial Legacies or
Course: CRS44300 - Maasailand I: Maasai Lands and Colonial Legacies

COREQUISITES:
None.

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

SPECIAL NOTES: This course (ENV22013 East African Wildlife) takes place as part of a suite that begins in SP23 Block 2 in Prescott with CRS24300 <-> CRS44300 Maasailand I, and then continues at the Prescott College Dopoi Center in Kenya, East Africa for Session D for sequential courses including CRS24301 <-> CRS44301 Maasailand II. International travel requires a VALID PASSPORT. The fee for the full suite of courses includes a food stipend. Estimated student expense of $1600.00 for misc expenses and airline tickets. Participation in this course may require covid testing. Registration requires approval by the faculty; if interested, please contact Mary Poole.
Undergraduate > Session D

Course #: ENV22850 LD  Section: MD01
Environmental Studies: Root Causes, Innovative Solutions

Credits: 4.00  Max Capacity: 16  Instructor(s): Sherman, Peter

Session: Session D  Class Schedule: MWF 1:00 pm - 3:30 pm
Crossroads Center 203

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A

Course #: ENV23815 LD  Section: MD01
Agroecology

Credits: 4.00  Max Capacity: 7  Instructor(s): Tison, Eleanor

Session: Session D  Class Schedule: TTh 9:00 am - 2:00 pm
Crossroads Center 204

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A
Undergraduate > Session D

Course #: ENV43815 UD  Section: MD01

Agroecology

Session: Session D  Credits: 4.00  Max Capacity: 7  Instructor(s): Tison, Eleanor  Class Schedule: TTh 9:00 am - 2:00 pm  Crossroads Center 204

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

COREQUISITES:
None.

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

SPECIAL NOTES: Writing Emphasis.

Course #: ENV24749 LD  Section: MD01

Global Environmental Change: An Earth Science Perspective

Session: Session D  Credits: 4.00  Max Capacity: 8  Instructor(s): Field, Derek  Class Schedule: TTh 9:00 am - 12:30 pm  Mogollon EARSCI

FEE: $75.00

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: Geological archives in oceans, lakes, glaciers, and elsewhere on the continents provide evidence of both ancient and recent changes in global systems. This class will discuss past major shifts in climate and the roles played by the oceans, atmosphere, and biological processes based on evidence from the geologic record. The focus will then shift to changes that have taken place during the past 100,000 years to put the climate changes of the past few centuries and decades in perspective. Specific geologic case studies will be used to provide examples of scientific paleoclimate research. Students will perform a variety of lab and field-based activities and numerical modeling exercises to explore a broad range of climate processes.

The goals of this course are for students to build an understanding of the interactions within the coupled Earth systems that control climate, become familiar with evidence of recent climate change, and to be able to make basic predictions of future climate change and sea-level rise. Students taking the course for upper division credit will be expected to build on previous coursework and undertake a series of numerical global climate model experiments as part of an in-depth examination of one part of the Earth's climate system.

SPECIAL NOTES: N/A
Undergraduate > Session D

**Course #**: ENV44749 UD  **Section**: MD01
**Global Environmental Change: An Earth Science Perspective**

**Session**: Session D  **Credits**: 4.00  **Max Capacity**: 8  **Instructor(s)**: Field, Derek

**Class Schedule**: TTh 9:00 am - 12:30 pm
Mogollon EARSCI

**FEE**: $75.00

**PREREQUISITES**:  
Course: ENV22730 - Natural History & Ecology of the Southwest, Phase I  or  
Course: ENV21505 - Weather & Climate  or  
Course: env24752 - Earth Science: An Introduction to the Home Planet

**COREQUISITES**:  
None.

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

**SPECIAL NOTES**: N/A

---

**Course #**: ENV27100 LD  **Section**: MD01
**Science Explorations**

**Session**: Session D  **Credits**: 4.00  **Max Capacity**: 13  **Instructor(s)**: Sherman, Peter

**Class Schedule**: ONLINE

**PREREQUISITES**:  
None.

**COREQUISITES**:  
None.

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

**SPECIAL NOTES**: N/A
# Science Explorations

**Course ID**: ENV47100  
**Section**: MD01  
**Credits**: 4.00  
**Max Capacity**: 12  
**Instructor(s)**: Sherman, Peter  
**Class Schedule**: ONLINE

- **PREREQUISITES**: None.
- **COREQUISITES**: None.

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

**Special Notes**: For upper division credit students need a capable background in research writing.

---

# Opening the Creative Person: An Applied Approach to Creativity

**Course ID**: HDP21005  
**Section**: MD01  
**Credits**: 4.00  
**Max Capacity**: 10  
**Instructor(s)**: Greenblum, Ellen  
**Class Schedule**: MWF 9:00 am -11:30 am  
**Location**: Cottonwood A

- **PREREQUISITES**: None.
- **COREQUISITES**: None.

**Course Description**: This course offers the student an exploration into creativity and personal development through a variety of processes and media. Our emphasis will be on breaking out of conditioned ways of thought and perception in order to generate new creative ideas, original solutions to problems, and inner skills of self-directedness. Theoretical models and experiential exercises are used to foster flexibility of awareness, move through creative blocks, and align with the dynamic stages of the creative process itself. Methods may include image-making, writing, games, stories, movement, rhythm meditation, and creative life actions. An excellent preparation for any area of study or life endeavor in which original, creative thought and action are a necessity.

**Special Notes**: N/A
## Undergraduate > Session D

### Opening the Creative Person: An Applied Approach to Creativity

<table>
<thead>
<tr>
<th>Course #</th>
<th>HDP41005</th>
<th>Section</th>
<th>MD01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits:</td>
<td>4.00</td>
<td>Max Capacity:</td>
<td>4</td>
</tr>
<tr>
<td>Instructor(s):</td>
<td>Greenblum, Ellen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>MWF 9:00 am - 11:30 am Cottonwood A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:** None.

**COREQUISITES:** None.

**COURSE DESCRIPTION:** This course offers the student an exploration into creativity and personal and professional development through a variety of processes and media. One goal will be to learn to interrupt conditioned ways of thought and perception in order to generate original solutions to problems as well as to cultivate experiential integrative thinking. Another goal will be to foster flexibility of awareness, move through creative blocks in order to increase and expand creative options for students' specific areas of study by especially using embodied awareness and nature-based activities. Methods may include image-making, writing, games, stories, movement, and embodied meditation. This course provides an excellent preparation for any area of study or life endeavor in which original, creative thought and action are a necessity.

**SPECIAL NOTES:** Students must confirm the appropriate course level (LD/UD) with the instructor during the drop/add period.

### Interpersonal Communication

<table>
<thead>
<tr>
<th>Course #</th>
<th>HDP21300</th>
<th>Section</th>
<th>MD01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits:</td>
<td>4.00</td>
<td>Max Capacity:</td>
<td>16</td>
</tr>
<tr>
<td>Instructor(s):</td>
<td>Estrada-Villalta, Sara</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>MWF 3:30 pm - 6:00 pm Crossroads Center 205</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:** None.

**COREQUISITES:** None.

**COURSE DESCRIPTION:** The ability to effectively communicate with others is an essential life skill. Whether a student wants to have an effective career working with people or to develop satisfying personal relationships, having excellent interpersonal communication skills can make the difference between mediocrity and success. This course covers the theories and practice of interpersonal communication. Students develop an awareness of their own unique style of communicating and develop strategies to maximize their potential. An emphasis is placed on practicing the skills of effective speaking and listening, and developing skills of generative and critical thinking. Topics covered include active listening, giving and receiving feedback, non-verbal communication, resolving conflicts, relationship building, and communicating under pressure, and principled negotiation.

**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.
### Undergraduate > Session D

**Course #**: HDP41400 UD  
**Session**: Session D  
**Credits**: 4.00  
**Max Capacity**: 25  
**Instructor(s)**: Farrow, Galeet  
**Class Schedule**: ONLINE  

**Course**: Dreamwork  
**Session**: Session D  
**Credits**: 4.00  
**Max Capacity**: 25  
**Instructor(s)**: Farrow, Galeet  
**Class Schedule**: ONLINE  

**PREREQUISITES**: None.  

**COREQUISITES**: None.  

**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.  

**SPECIAL NOTES**: N/A

---

**Course #**: HDP42100 UD  
**Section**: MD01  
**Course**: Ethical, Legal, & Professional Issues in Counseling  
**Session**: Session D  
**Credits**: 4.00  
**Max Capacity**: 25  
**Instructor(s)**: Farrow, Galeet  
**Class Schedule**: ONLINE  

**PREREQUISITES**: None.  

**COREQUISITES**: None.  

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

**SPECIAL NOTES**: N/A
## Undergraduate > Session D

### Concepts in Critical Psychology

<table>
<thead>
<tr>
<th>Course #</th>
<th>HDP42212 UD</th>
<th>Section: MD01</th>
<th>Credits: 4.00</th>
<th>Max Capacity: 16</th>
<th>Instructor(s): Estrada-Villalta, Sara</th>
<th>Class Schedule: TTh 9:00 am -12:30 pm</th>
<th>Crossroads Center 205</th>
</tr>
</thead>
</table>

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

**COREQUISITES:**
None.

**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.

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

### Sexuality & Sexual Outlaws

<table>
<thead>
<tr>
<th>Course #</th>
<th>HDP42400 UD</th>
<th>Section: MD01</th>
<th>Credits: 4.00</th>
<th>Max Capacity: 16</th>
<th>Instructor(s): Grant, Sebastienne</th>
<th>Class Schedule: TTh 2:30 pm - 6:00 pm</th>
<th>Summit A</th>
</tr>
</thead>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** N/A
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 > Session D

Course #: HDP47400 UD   Section: MD01
Living with Loss: Studies of Grief & Transitions
Session: Session D   Credits: 4.00   Max Capacity: 25   Instructor(s): Young, Vicky

Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: Besides the required text, the instructor will offer students a suggested reading list from which they will select a memoir about a type of loss they have not personally experienced. Students must read appropriate books and professional journal articles for their weekly activities and the research for their signature assignment paper. These can be obtained through libraries.

Course #: EDU45100 UD   Section: MD01
Culture, Power, & Societal Change
Session: Session D   Credits: 4.00   Max Capacity: 13   Instructor(s): Kurtz, Jay

Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A
Undergraduate > Session D

Course #: EDU47050  UD  Section: MD01
Working in Schools: Orientation

Session: Session D  Credits: 1.00  Max Capacity: 13  Instructor(s): Brown, Jennifer  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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.

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 #: WRW26000  LD  Section: MD01
Writing Workshop

Session: Session D  Credits: 4.00  Max Capacity: 16  Instructor(s): Lewis, Richard  Class Schedule: TTh 9:00 am -12:30 pm  Crossroads Center 203

PREREQUISITES:
None.

COREQUISITES:
None.

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.

SPECIAL NOTES: N/A
Undergraduate > Full Term

**Course #:** PLA19700  
**Section:** MT01

**Prior Learning Assessment**

- **Session:** Full Term  
- **Credits:** 4.00  
- **Max Capacity:** 25  
- **Instructor(s):** Bigknife Antonio, Molly  
- **Class Schedule:** ONLINE

**PREREQUISITES:**

Permission of instructor: Molly Bigknife Antonio

**COURSE DESCRIPTION:** The Prior Learning Assessment (PLA) course 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 two pathways: 1) Conversion Portfolio (CP); or, 2) Life Experience Portfolio (LEP). Within this course, the student will explore and synthesize college-level learning gained from professional or volunteer experiences into a final electronic portfolio, reviewed by experts in the field. Students must be able to verify the learning gained from past experience through official documentation. The CP is used for converting non-credited coursework, certifications, and training into lower division (LD) credits, per current college-accreditation parameters. For the LEP, the student must have at least five years of professional experience and can earn upper division (UD) credit. Strong academic writing skills are required, including proficiency in using the student's style guide for their field (APA or MLA). PLA process details, course application, and application deadlines are presented in the online PLA handbook.

**SPECIAL NOTES:** This course is not available to students during their first term. Instructor permission required to enroll. Applications are due Aug. 1 (for fall term); Dec. 1 (for spring term); April 1 (for summer term). There is a $50 application fee. Application details can be found in the online PLA handbook, located here: https://prescott.digication.com/prior_learning_assessment_handbook/Welcome/

**Course #:** COR40005  
**Section:** MT01

**Core Curriculum: Senior Project**

- **Session:** Full Term  
- **Credits:** 4.00  
- **Max Capacity:** 16  
- **Instructor(s):** Tison, Eleanor  
- **Class Schedule:** ONLINE

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** Core Curriculum: Senior Project serves as a homeroom to provide students with regular and substantive faculty oversight as they complete their senior project. Each student works closely with a mentor and/or faculty advisor to create a senior project contract and then carry out the project. This course offers students the opportunity to discuss their learning with peers and the instructor, who oversees assessment of each student's work. In addition, this course ensures that students complete all graduation requirements and are prepared for post-graduation endeavors.

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>EDU41020 UD</th>
<th>Section: MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong>: Experiential Education Practicum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session: Full Term</td>
<td>Credits: 8.00</td>
<td>Max Capacity: 6</td>
</tr>
<tr>
<td>Instructor(s): Yost, Abby</td>
<td>Class Schedule: ONLINE</td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** N/A

<table>
<thead>
<tr>
<th>Course #</th>
<th>EDU47004 UD</th>
<th>Section: MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong>: Structured English Immersion Complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session: Full Term</td>
<td>Credits: 3.00</td>
<td>Max Capacity: 13</td>
</tr>
<tr>
<td>Instructor(s): Sallu, Adama</td>
<td>Class Schedule: ONLINE</td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** N/A
### Undergraduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
<th>EDU47019</th>
<th>Section: MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated S.T.E.M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session:</td>
<td>Full Term</td>
<td>Credits: 4.00</td>
</tr>
<tr>
<td>Max Capacity:</td>
<td>13</td>
<td>Instructor(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hyde, Sheila</td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>ONLINE</td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:** None.

**COREQUISITES:** None.

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

**SPECIAL NOTES:** N/A

<table>
<thead>
<tr>
<th>Course #</th>
<th>EDU47020</th>
<th>Section: MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: Methods and Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session:</td>
<td>Full Term</td>
<td>Credits: 3.00</td>
</tr>
<tr>
<td>Max Capacity:</td>
<td>13</td>
<td>Instructor(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Romano, Victoria</td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>ONLINE</td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:** None.

**COREQUISITES:** None.

**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.

**SPECIAL NOTES:** This course is part of the required curriculum for Elementary Education Teacher Preparation students.
Course #: EDU47025 UD  Section: MT01  
**Diagnosis and Remediation of Reading Diff**

<table>
<thead>
<tr>
<th>Session: Full Term</th>
<th>Credits: 3.00</th>
<th>Max Capacity: 13</th>
<th>Instructor(s): Watson, Wendy</th>
<th>Class Schedule: ONLINE</th>
</tr>
</thead>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**COURSE DESCRIPTION:** This course is a K-8 Elementary Education methods course. In this course, we will focus on grades K-8, specifically the components of literacy and language acquisition which supports reading comprehension (e.g., advanced phonics, fluency, vocabulary, and comprehension). We will investigate the theoretical foundations and practical skills necessary to become reflective professionals who can design and implement effective literacy instruction in K-8 classrooms, with a strong focus on 3-8 grades. The overall focus of this course will help you gain knowledge of how students learn to read, understand what students know or do not know to support effective instruction, how to plan instruction, and how to collaborate and work with a variety of stakeholders. Emphasis is placed on developing professional responsibilities and ethical conduct that supports a learning environment, including classroom management. Where candidates are exposed to developmentally appropriate instructional design and lesson planning with appropriate accommodations and modifications while assessing, monitoring, and reporting progress for diverse student populations including those with dyslexia and/or exceptionalities through facilitation and methodologies for teaching language.

**SPECIAL NOTES:** N/A

---

Course #: EDU47199 UD  Section: MT01  
**Student Teaching - Elementary Education**

<table>
<thead>
<tr>
<th>Session: Full Term</th>
<th>Credits: 8.00</th>
<th>Max Capacity: 6</th>
<th>Instructor(s): Smith, Andy</th>
<th>Class Schedule: ONLINE</th>
</tr>
</thead>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>EDU47208 UD</th>
<th>Section: MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Secondary Content Methods</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session:</td>
<td>Full Term</td>
<td>Credits: 4.00</td>
</tr>
<tr>
<td>Instructor(s):</td>
<td>Yost, Abby</td>
<td>Class Schedule: ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** N/A

<table>
<thead>
<tr>
<th>Course #</th>
<th>EDU47217 UD</th>
<th>Section: MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Secondary Reading Methods</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session:</td>
<td>Full Term</td>
<td>Credits: 3.00</td>
</tr>
<tr>
<td>Instructor(s):</td>
<td>Taylor, Nicole</td>
<td>Class Schedule: ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** N/A
## Undergraduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Session</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU47299</td>
<td>8.00</td>
<td>6</td>
<td>Smith, Andy</td>
<td>MT01</td>
<td>ONLINE</td>
</tr>
<tr>
<td>EDU47395</td>
<td>8.00</td>
<td>6</td>
<td>Smith, Andy</td>
<td>MT01</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** N/A
### Undergraduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
<th>EDU47697 UD</th>
<th>Section: MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Childhood Special Education Practicum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session:</strong></td>
<td>Full Term</td>
<td><strong>Credits:</strong></td>
</tr>
<tr>
<td><strong>Max Capacity:</strong></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Instructor(s):</strong></td>
<td>Ohm, Paul</td>
<td></td>
</tr>
<tr>
<td><strong>Class Schedule:</strong></td>
<td>ONLINE</td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** N/A

---

<table>
<thead>
<tr>
<th>Course #</th>
<th>EDU47698 UD</th>
<th>Section: MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Teaching in Early Childhood Special Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session:</strong></td>
<td>Full Term</td>
<td><strong>Credits:</strong></td>
</tr>
<tr>
<td><strong>Max Capacity:</strong></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Instructor(s):</strong></td>
<td>Smith, Andy</td>
<td></td>
</tr>
<tr>
<td><strong>Class Schedule:</strong></td>
<td>ONLINE</td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

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

Course #: EDU47881 UD  Section: MT01
Advanced Special Education Methods

Session: Full Term  Credits: 4.00  Max Capacity: 13  Instructor(s): Smith, Andy  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A

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

Session: Full Term  Credits: 4.00  Max Capacity: 6  Instructor(s): Watson, Wendy  Class Schedule: ONLINE

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.

SPECIAL NOTES: N/A
Undergraduate > Full Term

Course #: EDU47899 UD  Section: MT01
Student Teaching: Early Childhood Education

Session: Full Term  Credits: 4.00  Max Capacity: 6  Instructor(s): Smith, Andy  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A

Course #: EDU48760 UD  Section: MT01
Whole Child Foundations

Session: Full Term  Credits: 3.00  Max Capacity: 13  Instructor(s): Ohm, Paul  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: In this course, students engage in holistic study of typical and atypical early child development, examine issues of health, safety, and nutrition, and research the impact of early experience on the young child’s learning and behavioral characteristics. Focus of study is on the multiple and interrelated physical, environmental, and social factors that impact child growth and development from pre-birth to 8 years of age and methods of evaluation and assessment of development. Students study patterns and indicators of healthy development for each age and stage of growth and learn to recognize, document, and respond appropriately to signs of developmental delays or problems that can affect a child’s growth and development. Nutritional and health guidelines for optimal physical and intellectual growth are examined, as well as the factors that support healthy emotional and social relationships and learning progress. The course provides an overview of historical, philosophical, legal, and social domains of the early childhood teaching professions, including special education, and explores how these roots have influenced current educational theory, practice, and policy regarding access to early childhood and early childhood special education programs and services. Diverse models of early childhood education such as Montessori and Reggio Emilia, and Developmentally Appropriate Practice standards are introduced. The importance of access to safe spaces and responsive adults to optimal growth and development is emphasized. Students are introduced to teacher resources such as assessment data, professional member organizations, research studies, and technological tools to utilize in creative and informed teaching in all early education fields. The course challenges students to establish an individual sense of professionalism by articulating and defending their personal philosophies of, and advocacy for, early childhood and early childhood special education. Research data on the positive impact of meaningful times and places for inclusive experiential learning and outdoor play and exploration for all young children is also examined.

SPECIAL NOTES: N/A
Graduate > Block 1

Course #: COR57113  UD  Section: B101
Successful Interdisciplinary Learning Strategies

Session: Block 1  Credits: 1.00  Max Capacity: 25  Instructor(s): Ramsey, Scott
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
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.

SPECIAL NOTES: N/A
## Graduate > Session C

<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>MASJC51111</td>
<td>MC01</td>
<td>3.00</td>
<td>25</td>
<td>Willse, Craig</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

### Advocacy Research

**Session:** Session C  
**Credits:** 3.00  
**Max Capacity:** 25  
**Instructor(s):** Willse, Craig  
**Class Schedule:** ONLINE

**PREREQUISITES:** None.

**COREQUISITES:** None.

**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.

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

<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>MASJC51000</td>
<td>MC01</td>
<td>3.00</td>
<td>25</td>
<td>Medina, Oscar</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

### Critical Youth Organizing and Transformation

**Session:** Session C  
**Credits:** 3.00  
**Max Capacity:** 25  
**Instructor(s):** Medina, Oscar  
**Class Schedule:** ONLINE

**PREREQUISITES:** None.

**COREQUISITES:** None.

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

**SPECIAL NOTES:** N/A
Graduate > Session C

Course #: MEDL50047  Section: MC01
Education Politics and Policy
Session: Session C  Credits: 3.00  Max Capacity: 25  Instructor(s): Delgado, Cristal  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: In this course students will understand the political, legal, and policy environments in which leaders operate through the function of boards, state, local, and national agencies. They will examine the governance and policy-making process to learn how resources and values are allocated to affect decision-making and change. Students will be actively engaged in transformative leadership practices to demonstrate that leaders can serve as power brokers and policy makers in educational institutions.

SPECIAL NOTES: N/A

Course #: MEDL51020  Section: MC01
Educational Leadership I
Session C  3.00  Max Capacity: 12  Instructor(s): Kuehne, Bahne  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A
# SP-23 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 > Session C

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAEP51020</td>
<td>MC01</td>
<td><strong>Experiential Counseling Practicum</strong></td>
</tr>
</tbody>
</table>
|            |         | **Session:** Session C  
|            |         | **Credits:** 1.00  
|            |         | **Max Capacity:** 12  
|            |         | **Instructor(s):** TBA  
|            |         | **Class Schedule:** ONLINE  

**PREREQUISITES:** None.

**COREQUISITES:** None.

**COURSE DESCRIPTION:** This course is required for those who are enrolled in the one of the MAEPINTENSIVES as a practicum experience for the Experiential Counseling (Ed.S.) degree. Enrollment is optional for post-graduate certificate students. This course involves scheduled online learning both prior to and following the MAEPINTENSIVES and explores planning and development, program administration, program evaluation, and application to a specific setting or population.

**SPECIAL NOTES:** This section of MAEP51020 corresponds to MAEPINTENSIVE 2: Urban Intensive MC01 (titled "Experiential Interventions for Telehealth"), also scheduled for Spring 2023 Session C.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED57505</td>
<td>MC01</td>
<td><strong>Exploring Ecological Identity: Theory and Practice for Educators and Counselors</strong></td>
</tr>
</tbody>
</table>
|            |         | **Session:** Session C  
|            |         | **Credits:** 3.00  
|            |         | **Max Capacity:** 12  
|            |         | **Instructor(s):** TBA  
|            |         | **Class Schedule:** ONLINE  

**PREREQUISITES:** None.

**COREQUISITES:** None.

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

**SPECIAL NOTES:** N/A
## Graduate > Session C

### Leadership Development

<table>
<thead>
<tr>
<th>Course #</th>
<th>MASJC50060</th>
<th>Section: MC01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits:</td>
<td>3.00</td>
<td>Instructor(s): Saadeh, Cirien</td>
</tr>
<tr>
<td>Max Capacity:</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>ONLINE</td>
<td></td>
</tr>
<tr>
<td>Session:</td>
<td>Session C</td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**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.

**SPECIAL NOTES:** N/A

### Learning Theories

<table>
<thead>
<tr>
<th>Course #</th>
<th>MAED57005</th>
<th>Section: MC01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits:</td>
<td>3.00</td>
<td>Instructor(s): Brown, Jennifer</td>
</tr>
<tr>
<td>Max Capacity:</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>ONLINE</td>
<td></td>
</tr>
<tr>
<td>Session:</td>
<td>Session C</td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** N/A
## MAEPINTENSIVE 2- Urban Intensive

**Course #:** MAEPINTENSIVE 2- Urban Intensive  
**Section:** MC01  
**Credits:** 0.00  
**Max Capacity:** 25  
**Instructor(s):** TBA  
**Class Schedule:**  
**FEE:** $440.00  
**PREREQUISITES:** None.  
**COREQUISITES:** None.

**COURSE DESCRIPTION:** The purpose of the MAEPINTENSIVES is to provide participants with an adventure and nature-based experience that 1) deepens their awareness of who they are/aim-to-be in the helping profession; 2) increases compassion and capacity to provide opportunities for healing and restoration of dignity; and 3) exposes them field experts that will broaden their professional networking. ONLY Experiential Counseling (Ed.S.) students are required to additionally enroll in the corresponding section of MAEP51020 Experiential Counseling Practicum as a corequisite; enrollment in MAEP51020 is optional for post-graduate certificate students.

**SPECIAL NOTES:** This section of MAEPINTENSIVE 2 is titled "Experiential Interventions for Telehealth." Location: Virtual (Online). This VIRTUAL experience will provide an opportunity to participate in, practice, and facilitate experiential interventions through the telehealth modality. You will learn at least 20 different activities that you can use to virtually introduce adventure-based and nature-based interventions, to augment specific activities, or to enhance the processing in various clinical settings. Activities will be shared that will work with individuals, couples, groups, and families. This course does NOT follow the standard dates for Session C, and instead runs during the following dates/times: three consecutive Mondays, 2/6/23, 2/13/23, 2/20/23, 10 am ET/7 am PT – 6 pm ET/3 pm PT.

**ANTICIPATED ADDITIONAL COSTS:** N/A

## Radical Pedagogy as Praxis

**Course #:** MASJC50002  
**Section:** MC01  
**Credits:** 3.00  
**Max Capacity:** 25  
**Instructor(s):** Medina, Oscar  
**Class Schedule:** ONLINE

**PREREQUISITES:** None.  
**COREQUISITES:** None.

**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.

**SPECIAL NOTES:** N/A
# Graduate > Session C

<table>
<thead>
<tr>
<th>Course #</th>
<th>ADV57050 UD</th>
<th>Section: MC01</th>
<th>Credits: 3.00</th>
<th>Max Capacity: 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy &amp; Methods in Outdoor Experiential Education</td>
<td>Jackson, Mary</td>
<td>Online</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:**

None.

**COREQUISITES:**

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 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.

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>ADV57075 UD</th>
<th>Section: MC01</th>
<th>Credits: 3.00</th>
<th>Max Capacity: 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk and Reward: Managing Risk in Outdoor Programming</td>
<td>TBA</td>
<td>Online</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**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.

**SPECIAL NOTES:** N/A
### Graduate > Session C

#### Environmental Law and Policy
- **Course #:** ENV54500 UD
- **Section:** MC01
- **Credits:** 3.00
- **Max Capacity:** 25
- **Instructor(s):** Andrews, Alisa
- **Class Schedule:** ONLINE

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** N/A

#### Ecology, Culture, and Community
- **Course #:** ENV57100 UD
- **Section:** MC01
- **Credits:** 3.00
- **Max Capacity:** 25
- **Instructor(s):** Christensen, Laird
- **Class Schedule:** ONLINE

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**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.

**SPECIAL NOTES:** N/A
Graduate > Session C

**Ecological Restoration**

Course #: ENV57150  UD  Section: MC01  
Credits: 3.00  Max Capacity: 25  
Instructor(s): Gielstra, Dianna  
Class Schedule: ONLINE

**PREREQUISITES:**  
Course: ENV57101 - Ecology

**COREQUISITES:**  
None.

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

**SPECIAL NOTES:** N/A

**Food Systems**

Course #: ENV57900  UD  Section: MC01  
Credits: 3.00  Max Capacity: 25  
Instructor(s): Harper, Wendy Sue  
Class Schedule: ONLINE

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**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.

**SPECIAL NOTES:** N/A
Graduate > Session C

Course #: ENV57901 UD  Section: MC01
Place, Sustainability and Diets: Eco-nutrition

Session: Session C  Credits: 3.00  Max Capacity: 25  Instructor(s): TBA  Class Schedule: ONLINE

PREREQUISITES: None.

COREQUISITES: None.

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

SPECIAL NOTES: N/A

Course #: ENV58800 UD  Section: MC01
Emergency Management and Communication

Session: Session C  Credits: 3.00  Max Capacity: 25  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.

SPECIAL NOTES: N/A
Graduate > Session C

**Critical Theoretical and Historical Foundations of Psychology**
Course #: HDP52220 UD  Section: MC01
Instructor(s): Kurtis, Tugce
Max Capacity: 25

**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.

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

**Building Blocks of Sustainable Business**
Course #: SBM45501 UD  Section: MC01
Instructor(s): Prado, William
Max Capacity: 25

**Course Description:**
This survey course introduces students to key concepts of accounting, economics and statistics. These tools form the building blocks of data-driven decision-making for organizational leaders. Topics include the income statement; balance sheet; cash flow statement; basic concepts in macroeconomics and microeconomics; descriptive statistics; and basic inferential statistics. This course satisfies the prerequisite courses for students interested in entering the MBA in Sustainability Leadership but who lack college-level coursework in accounting, economics, and statistics.

**Special Notes:**
N/A
SP-23 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 > Session C

Course #: SBM52002 UD  Section: MC01
Financial Decision Making in ESG Organizations

Session: Session C  Credits: 3.00  Max Capacity: 25  Instructor(s): Eisenberg, Daniel  Class Schedule: ONLINE

PREREQUISITES:
- Course: SBM45501 - Building Blocks of Sustainable Business
- Course: SBM52001 - Accounting Practices in the Ethical Organization

COREQUISITES:
None.

COURSE DESCRIPTION: This course examines the principles of finance and financial techniques for effective management decision-making in the sustainable business, nonprofit, or other organization. While the course focus is understanding economic sustainability of organizations by analyzing and integrating financial information as an aid to making financial decisions, topics include the integration of social and environmental performance measurement tools in financial decisions; and application of sustainability to lower organizational risk and cost of capital. Prerequisites: SBM45501 (or college statistics coursework) and SBM52001.

SPECIAL NOTES: N/A

Course #: SBM57501 UD  Section: MC01
Organization Transformation and Sustainability Leadership

Session: Session C  Credits: 3.00  Max Capacity: 25  Instructor(s): Lao, Janice Isabelle  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 socially responsible institutions. After relating leadership to the four functions of management, students evaluate situational, transformational, and other leadership theories. Students consider variables that influence effective leadership in different contexts. Throughout the course students examine sustainability leadership concepts, including shared value; competitive advantage based on environmental and social performance; and the moral imperative of economic players in our society. In addition, the course introduces students to the ESG framework as a solid base on which to develop and lead innovative business (including entrepreneurial), nonprofit, and public organizations.

SPECIAL NOTES: N/A
Graduate > Session C

Course #: SBM59000 UD  Section: MC01  Sustainability Leadership Capstone

Session: Session C  Credits: 3.00  Max Capacity: 10  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. Prerequisite: Completion of core MBA courses.

SPECIAL NOTES: N/A
Graduate > Session D

**Course #:** MASJC59001  **Section:** MD01
**Capstone: Social Justice and Community Organizing**

<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>Session D</td>
<td>5.00</td>
<td>10</td>
<td>Hoffman, April Ruth</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
- Course: MASJC51111 - Advocacy Research

**COREQUISITES:**
- None.

**COURSE DESCRIPTION:** Students are all required to design and complete a capstone project to be completed in their third and final semester. Working with their adviser, each student designs a project that best meets their learning and career goals in a manner that demonstrates mastery in critical social theory and community organizing theory and practice. Mastery is defined as meeting the departmental learning objectives of the MA Program in Social Justice and Community Organizing.

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

---

**Course #:** MAED55100  **Section:** MD01
**Culture, Power, & Societal Change**

<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>Session D</td>
<td>3.00</td>
<td>12</td>
<td>Kurtz, Jay</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
- None.

**COREQUISITES:**
- None.

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

**SPECIAL NOTES:** N/A
SP-23 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 > Session D

<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>MEDL51021</td>
<td>MD01</td>
<td>3.00</td>
<td>10</td>
<td>Kuehne, Bahne</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

Educational Leadership II

Session: Session D

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Session D</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAEP51020</td>
<td>MD01</td>
<td>1.00</td>
<td>12</td>
<td>TBA</td>
<td></td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

Experiential Counseling Practicum

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: This course is required for those who are enrolled in the one of the MAEPINTENSIVES as a practicum experience for the Experiential Counseling (Ed.S.) degree. Enrollment is optional for post-graduate certificate students. This course involves scheduled online learning both prior to and following the MAEPINTENSIVES and explores planning and development, program administration, program evaluation, and application to a specific setting or population.

SPECIAL NOTES: This section of MAEP51020 corresponds to MAEPINTENSIVE 3: Front Country Intensive MD01 (titled "Low Ropes and Urban Gardens"), also scheduled for Spring 2023 Session D.
### Experiential Counseling Practicum

**Course #:** MAEP51020  
**Section:** MD02  
**Credits:** 1.00  
**Max Capacity:** 12  
**Instructor(s):** Walters, Logan  
**Class Schedule:** ONLINE

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**COURSE DESCRIPTION:** This course is required for those who are enrolled in the one of the MAEPINTENSIVES as a practicum experience for the Experiential Counseling (Ed.S.) degree. Enrollment is optional for post-graduate certificate students. This course involves scheduled online learning both prior to and following the MAEPINTENSIVES and explores planning and development, program administration, program evaluation, and application to a specific setting or population.

**SPECIAL NOTES:** This section of MAEP51020 corresponds to MAEPINTENSIVE 3: Front Country Intensive MD02 (titled “Paddling Forward AKA Water Intensive”), also scheduled for Spring 2023 Session D.

### Landscapes of Neoliberalism

**Course #:** MASJC50020  
**Section:** MD01  
**Credits:** 3.00  
**Max Capacity:** 25  
**Instructor(s):** Willse, Craig  
**Class Schedule:** ONLINE

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**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.

**SPECIAL NOTES:** N/A
SP-23 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 > Session D

Course #: MAEPINTENSIVE Section: MD01
MAEPINTENSIVE 3- Front Country Intensive

Session: Session D Credits: 0.00 Max Capacity: 16 Instructor(s): TBA

Class Schedule: Session D 0.00

FEE: $861.00

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: The purpose of the MAEPINTENSIVES is to provide participants with an adventure and nature-based experience that 1) deepens their awareness of who they are/aim-to-be in the helping profession; 2) increases compassion and capacity to provide opportunities for healing and restoration of dignity; and 3) exposes them field experts that will broaden their professional networking. ONLY Experiential Counseling (Ed.S.) students are required to additionally enroll in the corresponding section of MAEP51020 Experiential Counseling Practicum as a corequisite; enrollment in MAEP51020 is optional for post-graduate certificate students.

SPECIAL NOTES: This section of MAEPINTENSIVE 3 is titled "Low Ropes and Urban Gardens." Location: Ambler, PA (closest airport, Philadelphia, PA). This experience will incorporate multiple nearby nature modalities ranging from horticultural therapy to challenge course programming. Students will learn multiple processing strategies for both individuals and groups throughout the experience. Participants will have the option to camp out at Fort Washington State Park or stay at a local hotel on their own. Cooking and group food is included. This course does NOT follow the standard dates for Session D, and instead runs during the following dates/times: Thursday, 3/16/23 – Monday, 3/20/22, (4 pm ET arrival time/12 pm ET departure time).

ANTICIPATED ADDITIONAL COSTS: Range: $435-$1641. Please note that these are average costs, based on current rates, and were calculated from West Coast. Your specific costs may be more or less based on your location, changes in the general economy, or your specific travel preferences. Meals and lodging were based on the US government per diem rate for the area and month. Airfare: $435, Onsite lodging included if camping. Offsite lodging Hotel $840 ($210/night X 4 nights), Group food onsite is included. Special dietary needs may need to be provided by the participant. Food on your own $316 ($79/day), one shuttle from airport is included (if you schedule outside of the pickup time, shuttle is $50). Van transportation during the intensive is included.
### Graduate > Session D

**Course #:** MAEPINTENSIVE  
**Section:** MD02  
**MAEPINTENSIVE 3- Front Country Intensive**

<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>Session D</td>
<td>0.00</td>
<td>16</td>
<td>Walters, Logan</td>
<td></td>
</tr>
</tbody>
</table>

**FEE:** $895.00  

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**COURSE DESCRIPTION:** The purpose of the MAEPINTENSIVES is to provide participants with an adventure and nature-based experience that 1) deepens their awareness of who they are/aim-to-be in the helping profession; 2) increases compassion and capacity to provide opportunities for healing and restoration of dignity; and 3) exposes them field experts that will broaden their professional networking. ONLY Experiential Counseling (Ed.S.) students are required to additionally enroll in the corresponding section of MAEP51020 Experiential Counseling Practicum as a corequisite; enrollment in MAEP51020 is optional for post-graduate certificate students.

**SPECIAL NOTES:** This section of MAEPINTENSIVE 3 is titled “Paddling Forward (AKA Water Intensive).” Location: Ellenton, FL (closest airport, Tampa, FL). Water is said to make up 70% of earth and around 65% of the human body. In this fun and action-based course, we will explore our relationship with water and the many unique ways to incorporate the use of water into therapeutic growth. From exploring streams while looking for critters, to paddle boarding/canoeing through beautiful ecosystems, this course will submerge you into the world of water and how to incorporate water into supporting people learning about themselves, while moving towards their goals. This course is designed to be interactive and participants can expect to be pushed, as they laugh while getting wet and playing with their teammates. This course does NOT follow the standard dates for Session D, and instead runs during the following dates/times: Monday, 4/17/23- Friday, 4/21/23 (5 pm ET arrival time/12 pm ET departure time).

**ANTICIPATED ADDITIONAL COSTS:** Range: $845-$1,453. Please note that these are average costs, based on current rates, and were calculated from West Coast. Your specific costs may be more or less based on your location, changes in the general economy, or your specific travel preferences. Meals and lodging were based on the US government per diem rate for the area and month. Airfare: $475, Onsite lodging, $350 – includes shared dorm-style lodging and most meals – one dinner out is not included. Offsite lodging Hotel $652 ($163/night X 4 nights), Food onsite without lodging is $140. Food on your own $276 ($69/day), one shuttle from airport is included (if you schedule outside of the pickup time, shuttle is $50). Van transportation during the intensive is included.

**Course #:** MEDL59002  
**Section:** MD01  
**Master of Educational Leadership Portfolio Project**

<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>Session D</td>
<td>3.00</td>
<td>25</td>
<td>Delgado, Cristal</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**COURSE DESCRIPTION:** The Educational Leadership Portfolio Project is a culminating Educational Leadership experience whereby MEDL students will engage in an intensive self-reflective analysis of their preparation to enter careers in school administration. After this self-analysis and dialogue with faculty, mentors and site supervising professionals, MEDL students will complete a Reflection Paper and Graduate Residency Presentation.

**SPECIAL NOTES:** N/A
Graduate > Session D

<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>MASJC50004</td>
<td>MD01</td>
<td>3.00</td>
<td>25</td>
<td>Gilmore, Craig</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**Theories of Change**

**Session:** Session D

**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?

**Special Notes:** N/A

---

<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>MAED57050</td>
<td>MD01</td>
<td>1.00</td>
<td>12</td>
<td>Brown, Jennifer</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**Working in Schools: Orientation**

**Session:** Session D

**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.

**Special Notes:** This course is available to all Prescott College students. This course is a pre-requisite to a Professional Program pathway in Education.
Graduate > Session D

Course #: ADV51000 UD  Section: MD01

Sources of Knowledge: Applied Research & Evaluation in Outdoor Education

Session: Session D  Credits: 3.00  Max Capacity: 25  Instructor(s): Gilmore, Rosaleen

Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: NONE

Course #: ADV52000 UD  Section: MD01

Earth in Mind: Ecological Literacies for Outdoor Educators

Session: Session D  Credits: 3.00  Max Capacity: 25  Instructor(s): Jackson, Mary

Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A
Graduate > Session D

Critical Foundations of Research & Scholarship

Course #: COR57114  UD  Section: MD01

Session: Session D  Credits: 3.00  Max Capacity: 25  Instructor(s): TBA  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A

Capstone

Course #: COR57700  UD  Section: MD01

Session: Session D  Credits: 3.00  Max Capacity: 10  Instructor(s): Curtis, Lori  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: The Capstone Course (COR57700) is a requirement of both MRSC & MSES programs, and helps each student develop a substantial work that serves as a culmination of their academic experience at Prescott College. Students have the choice of creating a Capstone Portfolio or Capstone Project. From professional portfolios to research theses, and from applied projects to creative communications campaigns, students use the Capstone to demonstrate skills and knowledge relevant to their anticipated professional or academic trajectory. Because each course in their Degree Plan has the potential to inform or contribute to the students' Capstones, we encourage them to begin developing a list of ideas as early in their coursework as possible.

SPECIAL NOTES: N/A
Graduate > Session D

Environmental Writing Workshop

Course #: ENV52235  UD  Section: MD01
Credits: 3.00  Max Capacity: 25  Instructor(s): Christensen, Laird  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A

Ecology

Course #: ENV57101  UD  Section: MD01
Credits: 3.00  Max Capacity: 25  Instructor(s): Brooks, Meriel  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A
Understanding Climate Change

Sesser, Amanda

ONLINE

Instructor(s): Max Capacity: 25

Section: MD01 Credits: 3.00 Max Capacity: 25 Instructor(s): Sesser, Amanda Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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.

SPECIAL NOTES: N/A

Food Justice and Sustainable Food Systems

Greeson, Kimberley

ONLINE

Instructor(s): Max Capacity: 25

Section: MD01 Credits: 3.00 Max Capacity: 25 Instructor(s): Greeson, Kimberley Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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.

SPECIAL NOTES: N/A
SP-23 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 > Session D

Course #: ENV57950 UD  Section: MD01  
Theory and Practice in Agroecological Systems

Session: Session D  Credits: 3.00  Max Capacity: 25  Instructor(s): Harper, Wendy Sue  
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.

SPECIAL NOTES: N/A

Course #: ENV58750 UD  Section: MD01  
Sustainability & Resilience: From Theory to Practice

Session: Session D  Credits: 3.00  Max Capacity: 25  Instructor(s): Throop, William  
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A
Graduate > Session D

Course #: ENV58910 UD   Section: MD01
Food Systems Biodiversity: Ecosystem Services

Session: Session D   Credits: 3.00   Max Capacity: 25   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.

SPECIAL NOTES: N/A

Course #: GRA52100 UD   Section: MD01
Traditional Ecological Knowledge & Wisdom

Session: Session D   Credits: 3.00   Max Capacity: 25   Instructor(s): Bigknife Antonio, Molly
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

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

SPECIAL NOTES: N/A
Graduate > Session D

Course #: HDP52210  UD  Section: MD01
Foundations of Human Services
Session: Session D  Credits: 3.00  Max Capacity: 25  Instructor(s): Kashdan, Steve  
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: In this course students gain foundational knowledge of the field of human services, including historical, political, social, cultural, and economic forces that impact individual and community wellbeing and needs and human service policies and approaches to addressing those needs and supporting wellbeing. Students are additionally introduced to a wide range of skills and practices that support work in the human services professions and explore issues of role definition, boundaries, professional ethics, and self-awareness in helping relationships. Finally, students learn about agencies and services available in their local area, including target populations served, and identify strategies for effective delivery of needed human services.

SPECIAL NOTES: N/A

Course #: HDP57000  UD  Section: MD01
Liberation Psychology
Session: Session D  Credits: 3.00  Max Capacity: 25  Instructor(s): Kurtis, Tugce  
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

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

Course #: HDP59900 UD  Section: MD01
Capstone: Critical Psychology & Human Services

Session: Session D  Credits: 6.00  Max Capacity: 10  Instructor(s): Grant, Sebastienne  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

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

Course #: SBM52000 UD  Section: MD01
ESG Scoring: Sustainability Analytics and Reporting

Session: Session D  Credits: 3.00  Max Capacity: 25  Instructor(s): Prado, William  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: This course prepares the organizational manager to use triple bottom line performance measurement and data analysis tools to meet organizational challenges and seize opportunities. Topics include Environmental, Social, and Governance (ESG) scoring; data analysis; decision making under uncertainty; and statistical tools. The course emphasizes student exploration of the relationship between analysis tool selection and situational factors (for example, taking into account the organization’s size, resources, and industry) to drive measurement and reporting solutions that support effective decision making.

SPECIAL NOTES: N/A
### Graduate > Session D

<table>
<thead>
<tr>
<th>Course #</th>
<th>SBM53000 UD</th>
<th>Section: MD01</th>
<th>Credits: 3.00</th>
<th>Max Capacity: 25</th>
<th>Instructor(s): Lao, Janice Isabelle</th>
<th>Class Schedule: ONLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course:</strong> The Economics of Sustainable Organizations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session:</strong> Session D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PREREQUISITES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course: SBM45501 - Building Blocks of Sustainable Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COREQUISITES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COURSE DESCRIPTION:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course examines macroeconomics, microeconomics, and econometric principles and tools for management decision-making in sustainable organizations, communities, and projects. Students will evaluate classic and alternative economic models and become familiar with existing tools, models, and principles to analyze data to create forecasts, reports, and strategies for effective management of sustainable organizations. Prerequisite: SBM45501 (or college economics coursework).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPECIAL NOTES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course #</th>
<th>SBM57510 UD</th>
<th>Section: MD01</th>
<th>Credits: 3.00</th>
<th>Max Capacity: 25</th>
<th>Instructor(s): TBA</th>
<th>Class Schedule: ONLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course:</strong> The Adventure of Enterprise: Entrepreneurs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session:</strong> Session D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PREREQUISITES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COREQUISITES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COURSE DESCRIPTION:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In this course, students explore starting and managing a business or other new venture by creating products, services, processes, techniques, and organizational structures that create positive social and environmental impacts, improved quality of life, and economic success. Topics include the entrepreneurial process; the essential skills and characteristics of entrepreneurs; entrepreneurs' tools to achieve organizational goals (e.g., business plans); the legal, ethical and social obligations of entrepreneurs; industry, competitor, and customer research to test the potential attractiveness of a new venture concept; and ESG scoring.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPECIAL NOTES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Graduate > Session D

Course #: SBM59000 UD  Section: MD01
Sustainability Leadership Capstone

Session: Session D  Credits: 3.00  Max Capacity: 10  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. Prerequisite: Completion of core MBA courses.

SPECIAL NOTES: N/A
## Graduate > Full Term

<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>25</td>
<td>Oliver, Laura</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**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.

**SPECIAL NOTES:** N/A

<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>MT02</td>
<td>3.00</td>
<td>25</td>
<td>Oliver, Laura</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**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.

**SPECIAL NOTES:** N/A
Graduate > Full Term

**Course #**: MACP55140  **Section**: MT01

**Advanced Contemporary & Postmodern Theories**

<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>3.00</td>
<td>25</td>
<td>TBA</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**COURSE DESCRIPTION:** This course is designed to provide students with a greater understanding of contemporary and postmodern counseling theories. The course 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.

**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 #**: MAED57881  **Section**: MT01

**Advanced Special Education Methods**

<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>12</td>
<td>Smith, Andy</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** N/A
SP-23 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>Instructor(s)</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Session</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAEP51042</td>
<td>Lung, Maurie</td>
<td>3.00</td>
<td>12</td>
<td>Full Term</td>
<td>ONLINE</td>
</tr>
<tr>
<td>MT01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment &amp; Interventions in Adventure-based Counseling</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

COREQUISITES:
None.

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

SPECIAL NOTES: N/A

<table>
<thead>
<tr>
<th>Course #</th>
<th>Instructor(s)</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Session</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAEP51032</td>
<td>Lung, Maurie</td>
<td>3.00</td>
<td>13</td>
<td>Full Term</td>
<td>ONLINE</td>
</tr>
<tr>
<td>MT01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment &amp; Interventions in Nature-based Counseling</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

COREQUISITES:
None.

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

SPECIAL NOTES: N/A

<table>
<thead>
<tr>
<th>Course #</th>
<th>Instructor(s)</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Session</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACP50090</td>
<td>Procter, Jonathan</td>
<td>3.00</td>
<td>25</td>
<td>Full Term</td>
<td>ONLINE</td>
</tr>
<tr>
<td>MT01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment: Psychological Testing and Appraisal in Counseling</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PREREQUISITES:
None.

COREQUISITES:
None.

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.

SPECIAL NOTES: N/A
### Graduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACP50090</td>
<td>MT02</td>
<td>Assessment: Psychological Testing and Appraisal in Counseling</td>
<td>Procter, Jonathan</td>
<td>ONLINE</td>
</tr>
<tr>
<td>Course #</td>
<td>Section</td>
<td>Session</td>
<td>Credits</td>
<td>Max Capacity</td>
</tr>
<tr>
<td>MACP50090</td>
<td>MT02</td>
<td>Full Term</td>
<td>3.00</td>
<td>25</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**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.

**SPECIAL NOTES:** N/A

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACP50070</td>
<td>MT01</td>
<td>Career and Lifestyle Development: Challenges of Adulthood</td>
<td>Gray, Tara</td>
<td>ONLINE</td>
</tr>
<tr>
<td>Course #</td>
<td>Section</td>
<td>Session</td>
<td>Credits</td>
<td>Max Capacity</td>
</tr>
<tr>
<td>MACP50070</td>
<td>MT01</td>
<td>Full Term</td>
<td>3.00</td>
<td>25</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**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.

**SPECIAL NOTES:** N/A

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACP50070</td>
<td>MT02</td>
<td>Career and Lifestyle Development: Challenges of Adulthood</td>
<td>Oliver, Laura</td>
<td>ONLINE</td>
</tr>
<tr>
<td>Course #</td>
<td>Section</td>
<td>Session</td>
<td>Credits</td>
<td>Max Capacity</td>
</tr>
<tr>
<td>MACP50070</td>
<td>MT02</td>
<td>Full Term</td>
<td>3.00</td>
<td>25</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**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.

**SPECIAL NOTES:** N/A
### Graduate > Full Term

<table>
<thead>
<tr>
<th>Course #:</th>
<th>MACP51010</th>
<th>Section:</th>
<th>MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Theories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session: Full Term</td>
<td>Credits: 3.00</td>
<td>Max Capacity: 25</td>
<td>Instructor(s): Norman, Amber</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**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.

**SPECIAL NOTES:** N/A

<table>
<thead>
<tr>
<th>Course #:</th>
<th>MACP51010</th>
<th>Section:</th>
<th>MT02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Theories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session: Full Term</td>
<td>Credits: 3.00</td>
<td>Max Capacity: 25</td>
<td>Instructor(s): Norman, Amber</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**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.

**SPECIAL NOTES:** N/A

<table>
<thead>
<tr>
<th>Course #:</th>
<th>MACP51010</th>
<th>Section:</th>
<th>MT03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Theories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session: Full Term</td>
<td>Credits: 3.00</td>
<td>Max Capacity: 25</td>
<td>Instructor(s): Johns, Kenya</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**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.

**SPECIAL NOTES:** N/A
Counseling Theories and Techniques

**Course #**: MASG51010  **Section**: MT01
**Credits**: 3.00  **Max Capacity**: 25  **Instructor(s)**: Talamante-Montoya, Dayna
**Class Schedule**: ONLINE

**PREREQUISITES**: None.

**COREQUISITES**: None.

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

**SPECIAL NOTES**: N/A

Diagnosis and Remediation of Reading Difficulties

**Course #**: MAED57025  **Section**: MT01
**Credits**: 3.00  **Max Capacity**: 12  **Instructor(s)**: Watson, Wendy
**Class Schedule**: ONLINE

**PREREQUISITES**: None.

**COREQUISITES**: None.

**COURSE DESCRIPTION**: This course is a K-8 Elementary Education methods course. In this course, we will focus on grades K-8, specifically the components of literacy and language acquisition which supports reading comprehension (e.g., advanced phonics, fluency, vocabulary, and comprehension). We will investigate the theoretical foundations and practical skills necessary to become reflective professionals who can design and implement effective literacy instruction in K-8 classrooms, with a strong focus on 3-8 grades. The overall focus of this course will help you gain knowledge of how students learn to read, understand what students know or do not know to support effective instruction, how to plan instruction, and how to collaborate and work with a variety of stakeholders. Emphasis is placed on developing professional responsibilities and ethical conduct that supports a learning environment, including classroom management. Where candidates are exposed to developmentally appropriate instructional design and lesson planning with appropriate accommodations and modifications while assessing, monitoring, and reporting progress for diverse student populations including those with dyslexia and/or exceptionalities through facilitation and methodologies for teaching language.

**SPECIAL NOTES**: N/A
Graduate > Full Term

Early Childhood Education Practicum

Course #: MAED57898  Section: MT01
Credits: 4.00  Max Capacity: 6  Instructor(s): Watson, Wendy  Class Schedule: ONLINE

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.

SPECIAL NOTES: N/A

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

Course #: MAAT51301  Section: MT01
Credits: 3.00  Max Capacity: 25  Instructor(s): Carlock-Russo, Margaret  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A
## Graduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
<th>MAED57700</th>
<th>Section</th>
<th>MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong>: Education Capstone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session</strong>: Full Term</td>
<td>Credits: 0.00</td>
<td>Max Capacity: 10</td>
<td>Instructor(s): Yost, Abby</td>
</tr>
<tr>
<td><strong>Class Schedule</strong>: ONLINE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** N/A

<table>
<thead>
<tr>
<th>Course #</th>
<th>MAEP51043</th>
<th>Section</th>
<th>MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong>: Ethics &amp; Risk Mitigation in Adventure-based Counseling</td>
<td>MAEP51010 - Foundations of Experiential Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session</strong>: Full Term</td>
<td>Credits: 3.00</td>
<td>Max Capacity: 12</td>
<td>Instructor(s): Sacksteder, Kim</td>
</tr>
<tr>
<td><strong>Class Schedule</strong>: ONLINE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
Course: MAEP51010 - Foundations of Experiential Counseling

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** N/A
## Graduate > Full Term

### Ethics and Risk Mitigation in Nature-based Counseling

**Course #:** MAEP51033  
**Section:** MT01  
**Credits:** 3.00  
**Max Capacity:** 13  
**Instructor(s):** Sacksteder, Kim  
**Class Schedule:** ONLINE

**PREREQUISITES:**
- Course: MAEP51010 - Foundations of Experiential Counseling  
- Course: MAEP51030 - Foundations of Ecotherapy

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** N/A

### Experiential Counseling Capstone

**Course #:** MAEP51050  
**Section:** MT01  
**Credits:** 3.00  
**Max Capacity:** 10  
**Instructor(s):** Lung, Maurie  
**Class Schedule:** ONLINE

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

**COREQUISITES:**
None.

**COURSE DESCRIPTION:** This course builds upon the research methods and basic statistical analysis previously reviewed, including: 1) The importance of research and opportunities and difficulties in conducting research in Adventure-based Counseling & Nature-based Counseling; 2) Research methods such as qualitative, quantitative, single case designs, action research and outcome-based research; and 3) Use of research to improve Adventure-based Counseling & Nature-based Counseling effectiveness. Additionally, this course examines classic and emerging strategic management frameworks and the application of these frameworks. Students (as appropriate for the student’s post-graduation goals) will prepare either (1) a comprehensive strategy and strategy implementation plan, or (2) a market-ready business plan, or (3) implement a research project relevant in the field with intent to publish.
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 #:** MAAT51302  
**Section:** MT01  
**Expressive Arts Therapies II: Materials and Techniques of Practice in Expressive Arts Therapy**

<table>
<thead>
<tr>
<th>Session: Full Term</th>
<th>Credits: 3.00</th>
<th>Max Capacity: 25</th>
<th>Instructor(s): Carlock-Russo, Margaret</th>
<th>Class Schedule: ONLINE</th>
</tr>
</thead>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** N/A

---

**Course #:** MAAT51303  
**Section:** MT01  
**Expressive Arts Therapies III: Applications of Exp Arts Therapy w/People in Different Trtmnt Setting**

<table>
<thead>
<tr>
<th>Full Term</th>
<th>3.00</th>
<th>Max Capacity: 25</th>
<th>Instructor(s): TBA</th>
<th>Class Schedule: ONLINE</th>
</tr>
</thead>
</table>

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

**COREQUISITES:**
None.

**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.

**SPECIAL NOTES:** N/A
SP-23 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 #: MAAT51306  Section: MT01
Expressive Arts Therapies VI: Ethical & Legal Issues-Standards of Good Practice in Expres Arts Thrpy

Session: Full Term  Credits: 3.00  Max Capacity: 25  Instructor(s): Schutzbank, Nicole
Class Schedule: ONLINE

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

COREQUISITES:
None.

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

SPECIAL NOTES: N/A

Course #: MAAT59301  Section: MT01
Expressive Arts Therapy Capstone Project

Session: Full Term  Credits: 3.00  Max Capacity: 10  Instructor(s): TBA
Class Schedule: ONLINE

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

COREQUISITES:
None.

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.

SPECIAL NOTES: Students must have a complete and approved Capstone Proposal prior to registering for this course. Instructor Permission is required for registration.
### Graduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
<th>MAEP5101</th>
<th>Section: MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations of Experiential Counseling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session: Full Term</td>
<td>Credits: 3.00</td>
<td>Max Capacity: 25</td>
</tr>
<tr>
<td>Instructor(s): Sacksteder, Kim</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Schedule: ONLINE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:** None.

**COREQUISITES:** None.

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

**SPECIAL NOTES:** N/A

<table>
<thead>
<tr>
<th>Course #</th>
<th>MACP50080</th>
<th>Section: MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Work: Clinical Theory and Practice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Term</td>
<td>Credits: 3.00</td>
<td>Max Capacity: 25</td>
</tr>
<tr>
<td>Instructor(s): Gray, Tara</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Schedule: ONLINE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:** None.

**COREQUISITES:** None.

**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.

**SPECIAL NOTES:** N/A
### Graduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Group Work: Clinical Theory and Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACP50080</td>
<td>MT02</td>
<td>Group Work: Clinical Theory and Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Session: Full Term</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Credits: 3.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Max Capacity: 25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructor(s): Carlock-Russo, Margaret</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class Schedule: ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:** None.

**COREQUISITES:** None.

**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.

**SPECIAL NOTES:** N/A

---

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Group Work: Clinical Theory and Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACP50080</td>
<td>MT03</td>
<td>Group Work: Clinical Theory and Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Session: Full Term</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Credits: 3.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Max Capacity: 25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructor(s): Gray, Tara</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class Schedule: ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:** None.

**COREQUISITES:** None.

**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.

**SPECIAL NOTES:** N/A

---

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Helping Relationships: Basic Counseling Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACP50060</td>
<td>MT01</td>
<td>Helping Relationships: Basic Counseling Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Session: Full Term</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Credits: 3.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Max Capacity: 25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructor(s): Cooper, Garry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class Schedule: ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:** None.

**COREQUISITES:** None.

**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.

**SPECIAL NOTES:** N/A
Helping Relationships: Basic Counseling Skills

Cooper, Garry

ONLINE

Instructor(s):

Max Capacity: 25

Section: MT02

Credits: 3.00

Course #:

MACP50060

Class Schedule: ONLINE

Session: Full Term

Graduate > Full Term

PREREQUISITES:

None.

COREQUISITES:

None.

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.

SPECIAL NOTES: N/A

Helping Relationships: Basic Counseling Skills

DiLorenzo, Amanda

ONLINE

Instructor(s):

Max Capacity: 25

Section: MT03

Credits: 3.00

Course #:

MACP50060

Class Schedule: ONLINE

Session: Full Term

PREREQUISITES:

None.

COREQUISITES:

None.

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.

SPECIAL NOTES: N/A
Course #: MACP50020  Section: MT01
Human Growth and Development
Session: Full Term  Credits: 3.00  Max Capacity: 25  Instructor(s): Oliver, Laura  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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.

SPECIAL NOTES: N/A

Course #: MASG50020  Section: MT01
Human Growth and Development
Session: Full Term  Credits: 3.00  Max Capacity: 25  Instructor(s): Delgado, Cristal  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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.

SPECIAL NOTES: N/A

Course #: MACP50020  Section: MT02
Human Growth and Development
Session: Full Term  Credits: 3.00  Max Capacity: 25  Instructor(s): Darby, Tara  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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.

SPECIAL NOTES: N/A
SP-23 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

Integrated S.T.E.M

Course #: MAED57019  Section: MT01

Credits: 4.00  Max Capacity: 12  Instructor(s): Hyde, Sheila  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A

Marriage, Couple & Family Counseling

Course #: MACP51150  Section: MT01

Credits: 3.00  Max Capacity: 25  Instructor(s): Cross, Keith  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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.

SPECIAL NOTES: N/A
Graduate > Full Term

Course #: MACP51150      Section: MT02
Marriage, Couple & Family Counseling

Session: Full Term      Credits: 3.00      Max Capacity: 25
Instructor(s): Cross, Keith      Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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.

SPECIAL NOTES: N/A

Course #: MAED51020      Section: MT01
Practicum for Education: Non-Cert

Session: Full Term      Credits: 3.00      Max Capacity: 6
Instructor(s): Yost, Abby      Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: The environmental education practicum course is a full hands-on experiential course that takes places in a Prescott environmental education program for children 5 to 10 y old. Students will strengthen knowledge and skills acquired from coursework, and gain more practical knowledge by designing and leading environmental education activities. Students will have a guided learning experience on a diversity of environmental education techniques, as well as outdoor group management, risk management, and program coordination. In accordance with the Interstate Teacher Assessment & Support Consortium, (InTASC), the MA and MEd practicum course takes advantage of occupational environments within the field of education where students can apply knowledge and skills acquired from coursework in a program of study. Practica in education are courses used to prepare students for capstone courses or may evidence culminating experiences in and of themselves. In education programs, practicum experiences are required in order to complete specific programs of study, often under supervision.

SPECIAL NOTES: N/A
### Graduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
<th>MAED57697</th>
<th>Section: MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum in Early Childhood Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session: Full Term</td>
<td>Credits: 4.00</td>
<td>Max Capacity: 6</td>
</tr>
<tr>
<td>Instructor(s): Ohm, Paul</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Schedule: ONLINE</td>
<td></td>
<td></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.

**SPECIAL NOTES:** N/A

<table>
<thead>
<tr>
<th>Course #</th>
<th>MACP51190</th>
<th>Section: MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Counseling Ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session: Full Term</td>
<td>Credits: 3.00</td>
<td>Max Capacity: 25</td>
</tr>
<tr>
<td>Instructor(s): Norman, Amber</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Schedule: ONLINE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

**SPECIAL NOTES:** N/A
<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACP51190</td>
<td>MT02</td>
<td>Full Term</td>
<td>3.00</td>
<td>25</td>
<td>Cross, Keith</td>
<td>ONLINE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MACP51190</td>
<td>MT03</td>
<td>Full Term</td>
<td>3.00</td>
<td>25</td>
<td>Johns, Kenya</td>
<td>ONLINE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MACP50000</td>
<td>MT01</td>
<td>Full Term</td>
<td>3.00</td>
<td>25</td>
<td>Chambers, LaToya</td>
<td>ONLINE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A
SP-23 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 #: MACP50000  Section: MT02
Professional Orientation to Mental Health Counseling
Session: Full Term  Credits: 3.00  Max Capacity: 25  Instructor(s): Chambers, LaToya
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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.

SPECIAL NOTES: N/A

Course #: MACP50000  Section: MT03

Professional Orientation to Mental Health Counseling
Credits: 3.00  Max Capacity: 25  Instructor(s): Chambers, LaToya
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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.

SPECIAL NOTES: N/A

Course #: MACP50000  Section: MT04

Professional Orientation to Mental Health Counseling
Credits: 3.00  Max Capacity: 25  Instructor(s): Chambers, LaToya
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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.

SPECIAL NOTES: N/A
**Graduate > Full Term**

**Course #:** MACP50010  **Section:** MT01

**Psychopathology: Diagnosis and Treatment Planning**

<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>3.00</td>
<td>25</td>
<td>Procter, Jonathan</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**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.

**SPECIAL NOTES:** N/A

---

**Course #:** MACP50010  **Section:** MT02

**Psychopathology: Diagnosis and Treatment Planning**

<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>3.00</td>
<td>25</td>
<td>Procter, Jonathan</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**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.

**SPECIAL NOTES:** N/A
Graduate > Full Term

**Psychopharmacology & the Counseling Profession**

- **Course #:** MACP51387  
- **Section:** MT01  
- **Credits:** 3.00  
- **Max Capacity:** 25  
- **Instructor(s):** TBA  
- **Class Schedule:** ONLINE

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

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

**SPECIAL NOTES:** N/A

---

**Research and Program Evaluation in Mental Health Counseling**

- **Course #:** MACP50040  
- **Section:** MT01  
- **Credits:** 3.00  
- **Max Capacity:** 25  
- **Instructor(s):** Surmitis, Kendra  
- **Class Schedule:** ONLINE

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**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.

**SPECIAL NOTES:** N/A
Graduate > Full Term

Course #: MACP50040  Section: MT02
Research and Program Evaluation in Mental Health Counseling

Session: Full Term  Credits: 3.00  Max Capacity: 25  Instructor(s): TBA  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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.

SPECIAL NOTES: N/A

Course #: MASP50111  Section: MT01
Research Practices for School Counselors

Session: Full Term  Credits: 3.00  Max Capacity: 25  Instructor(s): Delgado, Cristal  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: This course will provide students with fundamental knowledge about the area of research method and design in the field of school counseling. After demonstrating competency in research methodologies students should be versed well enough in research methods to 1) read and critically review current research in the field of school guidance counseling, and 2) design, implement, and confidently articulate the underlying theoretical principles used in the required scholarly research project and in the field. This course also provides an understanding of individual and group approaches to assessment and evaluation including, basic concepts of standardized and nonstandardized testing and other assessment techniques, statistical concepts, reliability and validity.

SPECIAL NOTES: N/A
SP-23 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 #: MASH50112  Section: MT01
School Counseling: Program Development

Session: Full Term  Credits: 3.00  Max Capacity: 25  Instructor(s): Talamante-Montoya, Dayna
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A

Course #: MAED57208  Section: MT01
Secondary Content Methods

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

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A

10/14/2022
Graduate > Full Term

Course #: MAED57217  Section: MT01
Secondary Reading Methods
Session: Full Term  Credits: 3.00  Max Capacity: 12  Instructor(s): Taylor, Nicole  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A

Course #: MACP50030  Section: MT01
Social and Cultural Diversity in Counseling
Full Term  Credits: 3.00  Max Capacity: 25  Instructor(s): DiLorenzo, Amanda  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
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.

SPECIAL NOTES: N/A
# Social and Cultural Diversity in Counseling

**Course #:** MACP50030  
**Section:** MT02  
**Instructor(s):** DiLorenzo, Amanda  
**Class Schedule:** ONLINE

**Credits:** 3.00  
**Max Capacity:** 25  
**Session:** Full Term

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**COURSE DESCRIPTION:** This course provides a broad understanding of issues and trends in a multicultural and diverse society, including:  
- 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;  
- Individual, family, group, and community strategies for working with diverse populations; and  
- Theories of multicultural counseling, theories of identity development, and multicultural competencies.

**SPECIAL NOTES:** N/A

---

# Social and Ecological Perspectives

**Course #:** MASH50030  
**Section:** MT01  
**Instructor(s):** Callender, Rachaun  
**Class Schedule:** ONLINE

**Credits:** 3.00  
**Max Capacity:** 25  
**Session:** Full Term

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**COURSE DESCRIPTION:** This course provides a broad understanding of the cultural, ethical, economic, legal and political issues surrounding diversity, equity and excellence in terms of student learning. 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.

**SPECIAL NOTES:** N/A
### Graduate > Full Term

<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>MACP51000</td>
<td>MT01</td>
<td>3.00</td>
<td>25</td>
<td>Johns, Kenya</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** N/A

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

---

<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>MACP51000</td>
<td>MT02</td>
<td>3.00</td>
<td>25</td>
<td>Johns, Kenya</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**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.

**SPECIAL NOTES:** N/A
## SP-23 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>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED57004</td>
<td>MT01</td>
<td>3.00</td>
<td>12</td>
<td>Sallu, Adama</td>
<td>ONLINE</td>
</tr>
<tr>
<td><strong>Structured English Immersion Complete</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session:</strong> Full Term</td>
<td><strong>Credits:</strong> 3.00</td>
<td><strong>Max Capacity:</strong> 12</td>
<td><strong>Instructor(s):</strong> Sallu, Adama</td>
<td><strong>Class Schedule:</strong> ONLINE</td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** N/A

<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>MAED57199</td>
<td>MT01</td>
<td>8.00</td>
<td>6</td>
<td>Smith, Andy</td>
<td>ONLINE</td>
</tr>
<tr>
<td><strong>Student Teaching - Elementary Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Full Term</strong></td>
<td><strong>Credits:</strong> 8.00</td>
<td><strong>Max Capacity:</strong> 6</td>
<td><strong>Instructor(s):</strong> Smith, Andy</td>
<td><strong>Class Schedule:</strong> ONLINE</td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>MAED57299</th>
<th>Section</th>
<th>MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teaching - Secondary Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session</td>
<td>Full Term</td>
<td>Credits</td>
<td>8.00</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** N/A

---

<table>
<thead>
<tr>
<th>Course #</th>
<th>MAED57395</th>
<th>Section</th>
<th>MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teaching - Special Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session</td>
<td>Full Term</td>
<td>Credits</td>
<td>8.00</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** N/A
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>Student Teaching Early Childhood Educati</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED57899</td>
<td>MT01</td>
<td></td>
</tr>
<tr>
<td>Session</td>
<td>Credits</td>
<td>Max Capacity</td>
</tr>
<tr>
<td>Full Term</td>
<td>4.00</td>
<td>6</td>
</tr>
</tbody>
</table>

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Student Teaching in Early Childhood Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED57698</td>
<td>MT01</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>Max Capacity</td>
<td>Instructor(s):</td>
</tr>
<tr>
<td>4.00</td>
<td>6</td>
<td>Smith, Andy</td>
</tr>
</tbody>
</table>

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment, the student is expected to respond to critical feedback and participate in every facet of special education classroom teaching in K, 1st and 2nd grade levels, from daily instruction to playground duties, IEP's case management, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a special education classroom focusing on Kinder, 1st & 2nd graders. NOTE: In accordance with State Board of Education Rule, placement of student teachers pursuing the specific special education exceptionality must be with a cooperating teacher certified in learning disabilities AND in a special education classroom comprised of at least 51% of students formally diagnosed with this disability. A Prescott College form must be completed by the cooperating teacher and the student teacher verifying that these two conditions for placement have been met.

SPECIAL NOTES: To enroll in student teaching, candidates must apply for the experience & complete a Clinical Practice Contract. ECE K-2 Classroom placement must contain at least 50% special education students. Please speak with an education faculty member for qualification details and further instructions.
SP-23 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>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAAT51310</td>
<td>MT01</td>
<td>1.00</td>
<td>12</td>
<td>Choe, Sun Jin (Nancy)</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

Studio Art-Expressive Arts Studio

Session: Full Term  Credits: 1.00  Max Capacity: 12  Instructor(s): Choe, Sun Jin (Nancy)

PREREQUISITES:
None.

COREQUISITES:
None.

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.

SPECIAL NOTES: N/A

Supervised Counseling Internship

Course #: MACP51021  Section: MT01

Session: Full Term  Credits: 1.00  Max Capacity: 12  Instructor(s): Darby, Tara  Class Schedule: ONLINE

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

COREQUISITES:
None.

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

SPECIAL NOTES: Meeting times are on AZ time. (1) Students may register for the practicum or internship section associated with their supervision daytime choice; however, students will be dropped from the course if they do not submit an application by the published deadline or if their application is not approved. (2) Course sections may be cancelled due to low enrollment. Students enrolled in a cancelled section will be given the option to enroll in another section. Internship is a total of 6 credits over two semesters. The standard credit load per semester is 3 credits. FOR CONTINUING STUDENTS ONLY: Requires approval of the Practicum/Internship Application by the deadline or enrollment for practicum or internship credits and any related hours accumulated will not be approved. Students are prohibited from engaging in any client contact and may not count hours toward practicum or internship without an approved application. TECHNOLOGY REQUIRED: High-Speed Internet and headphones with attached microphone (ex. iPhone earbuds). This section runs Wednesdays 7:00 - 8:30 am AZ.
Supervised Counseling Internship

**Course #:** MACP51021  
**Section:** MT02

**Instructor(s):** Cross, Keith

**Max Capacity:** 12

**Class Schedule:** ONLINE

**Credits:** 1.00

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

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** Meeting times are on AZ time. (1) Students may register for the practicum or internship section associated with their supervision daytime choice; however, students will be dropped from the course if they do not submit an application by the published deadline or if their application is not approved. (2) Course sections may be cancelled due to low enrollment. Students enrolled in a cancelled section will be given the option to enroll in another section. Internship is a total of 6 credits over two semesters. The standard credit load per semester is 3 credits. FOR CONTINUING STUDENTS ONLY: Requires approval of the Practicum/Internship Application by the deadline or enrollment for practicum or internship credits and any related hours accumulated will not be approved. Students are prohibited from engaging in any client contact and may not count hours toward practicum or internship without an approved application. TECHNOLOGY REQUIRED: High-Speed Internet and headphones with attached microphone (ex. iPhone earbuds). This section runs Thursdays 11:30 am - 1:00 pm AZ.

---

Supervised Counseling Internship

**Course #:** MACP51021  
**Section:** MT03

**Instructor(s):** Anekstein, Alyse

**Max Capacity:** 12

**Class Schedule:** ONLINE

**Credits:** 1.00

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

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** Meeting times are on AZ time. (1) Students may register for the practicum or internship section associated with their supervision daytime choice; however, students will be dropped from the course if they do not submit an application by the published deadline or if their application is not approved. (2) Course sections may be cancelled due to low enrollment. Students enrolled in a cancelled section will be given the option to enroll in another section. Internship is a total of 6 credits over two semesters. The standard credit load per semester is 3 credits. FOR CONTINUING STUDENTS ONLY: Requires approval of the Practicum/Internship Application by the deadline or enrollment for practicum or internship credits and any related hours accumulated will not be approved. Students are prohibited from engaging in any client contact and may not count hours toward practicum or internship without an approved application. TECHNOLOGY REQUIRED: High-Speed Internet and headphones with attached microphone (ex. iPhone earbuds). This section runs Wednesdays 4:30 - 6:00 pm AZ.
SP-23 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 #:** MACP51021  
**Section:** MT04  
**Supervised Counseling Internship**

**Session:** Full Term  
**Credits:** 1.00  
**Max Capacity:** 12  
**Instructor(s):**  
Anekstein, Alyse

**Class Schedule:** ONLINE

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

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** Meeting times are on AZ time. (1) Students may register for the practicum or internship section associated with their supervision daytime choice; however, students will be dropped from the course if they do not submit an application by the published deadline or if their application is not approved. (2) Course sections may be cancelled due to low enrollment. Students enrolled in a cancelled section will be given the option to enroll in another section. Internship is a total of 6 credits over two semesters. The standard credit load per semester is 3 credits. FOR CONTINUING STUDENTS ONLY: Requires approval of the Practicum/Internship Application by the deadline or enrollment for practicum or internship credits and any related hours accumulated will not be approved. Students are prohibited from engaging in any client contact and may not count hours toward practicum or internship without an approved application. TECHNOLOGY REQUIRED: High-Speed Internet and headphones with attached microphone (ex. iPhone earbuds). This section runs Tuesdays 2:30 - 4:00 pm AZ.

---

**Course #:** MACP51020  
**Section:** MT01  
**Supervised Counseling Practicum**

**Session:** Full Term  
**Credits:** 3.00  
**Max Capacity:** 12  
**Instructor(s):**  
Darby, Tara

**Class Schedule:** ONLINE

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

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** Meeting times are on AZ time. Students must complete the application process in order to be enrolled in Practicum. Students may register for the practicum or internship associated with their supervision day/time choice; however, students will be dropped from the course if they do not submit an application by the published deadline or if their application is not approved. (2) Course sections may be cancelled due to low enrollment. Students enrolled in a cancelled section will be given the option to enroll in another section. This course is for continuing students only. Prerequisites must be completed to begin practicum. TECHNOLOGY REQUIRED: High-Speed Internet and headphones with attached microphone (ex. iPhone earbuds). This course runs Tuesdays 7:00 - 8:30 am AZ.
Graduate > Full Term

Course #: MACP51020   Section: MT02
Supervised Counseling Practicum

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

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

COREQUISITES:
None.

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

SPECIAL NOTES: Meeting times are on AZ time. Students must complete the application process in order to be enrolled in Practicum. Students may register for the practicum or internship associated with their supervision day/time choice; however, students will be dropped from the course if they do not submit an application by the published deadline or if their application is not approved. (2) Course sections may be cancelled due to low enrollment. Students enrolled in a cancelled section will be given the option to enroll in another section. This course is for continuing students only. Prerequisites must be completed to begin practicum. TECHNOLOGY REQUIRED: High-Speed Internet and headphones with attached microphone (ex. iPhone earbuds). This section runs Tuesdays 4:30-6:00 pm AZ.

Course #: MACP51020   Section: MT03
Supervised Counseling Practicum

Full Term   Credits: 3.00   Max Capacity: 12   Instructor(s): Anekstein, Alyse   Class Schedule: ONLINE

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

COREQUISITES:
None.

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

SPECIAL NOTES: Meeting times are on AZ time. Students must complete the application process in order to be enrolled in Practicum. Students may register for the practicum or internship associated with their supervision day/time choice; however, students will be dropped from the course if they do not submit an application by the published deadline or if their application is not approved. (2) Course sections may be cancelled due to low enrollment. Students enrolled in a cancelled section will be given the option to enroll in another section. This course is for continuing students only. Prerequisites must be completed to begin practicum. TECHNOLOGY REQUIRED: High-Speed Internet and headphones with attached microphone (ex. iPhone earbuds). This section runs Tuesdays 4:30 - 6:00 pm AZ.
SP-23 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 #: MACP51020      Section: MT04
Supervised Counseling Practicum

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

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

COREQUISITES:
None.

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

SPECIAL NOTES: Meeting times are on AZ time. Students must complete the application process in order to be enrolled in Practicum. Students may register for the practicum or internship associated with their supervision day/time choice; however, students will be dropped from the course if they do not submit an application by the published deadline or if their application is not approved. (2) Course sections may be cancelled due to low enrollment. Students enrolled in a cancelled section will be given the option to enroll in another section. This course is for continuing students only. Prerequisites must be completed to begin practicum. TECHNOLOGY REQUIRED: High-Speed Internet and headphones with attached microphone (ex. iPhone earbuds). This section runs Thursdays 9:30 - 11:00 am AZ.

Course #: MAAT51021      Section: MT01
Supervised Expressive Art Therapy Internship: Clinical Case Consultation

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

PREREQUISITES:
Course: MAAT51301 - EAT I: Foundation in Expressive Arts Therapy: History and Theory of Expressive Arts Therapy and
Course: MAAT51302 - Expressive Arts Therapies II: Materials and Techniques of Practice in Expressive Arts Therapy and
Course: MAAT51303 - Expressive Arts Therapies III: Applications of Exp Arts Therapy w/People in Different Trtmnt Setting and
Course: MAAT51304 - Expressive Arts Therapies IV: Group Work and Dynamics in Expressive Arts Therapy

COREQUISITES:
None.

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

SPECIAL NOTES: The internship will be split into Parts I and II over at least 2 semesters of enrollment.
### Supervised Expressive Arts Therapy Practicum

<table>
<thead>
<tr>
<th>Course #</th>
<th>MAAT51020</th>
<th>Section: MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session:</td>
<td>Full Term</td>
<td>Credits: 1.00</td>
</tr>
<tr>
<td>Instructor(s):</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>ONLINE</td>
<td></td>
</tr>
</tbody>
</table>

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

**COREQUISITES:**
None.

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

**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 their total required hours.

### Supervised School Counseling Internship

<table>
<thead>
<tr>
<th>Course #</th>
<th>MASG51020</th>
<th>Section: MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session:</td>
<td>Full Term</td>
<td>Credits: 8.00</td>
</tr>
<tr>
<td>Instructor(s):</td>
<td>Delgado, Cristal</td>
<td></td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>ONLINE</td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**COURSE DESCRIPTION:** The school counseling internship is designed to provide the opportunity for graduate students to participate in all forms of the School Counseling Program setting under the supervision of a certified school guidance counselor and Prescott College core faculty. The 600 supervised clock hours (with a minimum of 240 direct service clock hours) of graduate internship builds upon the student’s graduate studies in school counseling. Students will work in a school setting under the supervision of an experienced school counselor.

**SPECIAL NOTES:** N/A
### Graduate > Full Term

**Course #:** MAED57020  
**Section:** MT01  
**The Science of Reading Methods and Practice**  

<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>3.00</td>
<td>12</td>
<td>Romano, Victoria</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**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.

**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 #:** MASN50081  
**Section:** MT01  
**The Transformed School Counselor: 21st Century Ready**  

<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>1.00</td>
<td>25</td>
<td>Newbury, Joel</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**  
None.

**COREQUISITES:**  
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.

**SPECIAL NOTES:** N/A
Graduate > Full Term

Course #: MACP55031  Section: MT01
Trauma and Crisis: Intervention and Treatment in Counseling

Session: Full Term  Credits: 3.00  Max Capacity: 25
Instructor(s): Oliver, Laura
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

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

Course #: MACP55031  Section: MT02
Trauma and Crisis: Intervention and Treatment in Counseling

Session: Full Term  Credits: 3.00  Max Capacity: 25
Instructor(s): DiLorenzo, Amanda
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: This elective is one of the approved courses for the Somatic Counseling Emphasis.
Graduate > Full Term

**Treatment Applications in Adventure-based Counseling**

**Course #:** MAEP51041  **Section:** MT01

Session: Full Term  Credits: 3.00  Max Capacity: 12  Instructor(s): Maturo-Tolisano, Heather  Class Schedule: ONLINE

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

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** N/A

---

**Treatment Applications in Nature-based Counseling**

**Course #:** MAEP51031  **Section:** MT01

Session: Full Term  Credits: 3.00  Max Capacity: 13  Instructor(s): Maturo-Tolisano, Heather  Class Schedule: ONLINE

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

**COREQUISITES:**
None.

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

**SPECIAL NOTES:** N/A
### Whole Child Foundations

**Course #:** MAED58760  
**Section:** MT01  
**Credits:** 3.00  
**Max Capacity:** 12  
**Instructor(s):** Ohm, Paul  
**Class Schedule:** ONLINE

#### PREREQUISITES:
None.

#### COREQUISITES:
None.

**Course Description:** In this course, students engage in holistic study of typical and atypical early child development, examine issues of health, safety, and nutrition, and research the impact of early experience on the young child’s learning and behavioral characteristics. Focus of study is on the multiple and interrelated physical, environmental, and social factors that impact child growth and development from pre-birth to 8 years of age and methods of evaluation and assessment of development. Students study patterns and indicators of healthy development for each age and stage of growth and learn to recognize, document, and respond appropriately to signs of developmental delays or problems that can affect a child’s growth and development. Nutritional and health guidelines for optimal physical and intellectual growth are examined, as well as the factors that support healthy emotional and social relationships and learning progress. The course provides an overview of historical, philosophical, legal, and social domains of the early childhood teaching professions, including special education, and explores how these roots have influenced current educational theory, practice, and policy regarding access to early childhood and early childhood special education programs and services. Diverse models of early childhood education such as Montessori and Reggio Emilia, and Developmentally Appropriate Practice standards are introduced. The importance of access to safe spaces and responsive adults to optimal growth and development is emphasized. Students are introduced to teacher resources such as assessment data, professional member organizations, research studies, and technological tools to utilize in creative and informed teaching in all early education fields. The course challenges students to establish an individual sense of professionalism by articulating and defending their personal philosophies of, and advocacy for, early childhood and early childhood special education. Research data on the positive impact of meaningful times and places for inclusive experiential learning and outdoor play and exploration for all young children is also examined.

#### SPECIAL NOTES: N/A

---

### Capstone: Outdoor Education Leadership

**Course #:** ADV59001 UD  
**Section:** MT01  
**Credits:** 3.00  
**Max Capacity:** 10  
**Instructor(s):** Jackson, Mary  
**Class Schedule:** ONLINE

#### PREREQUISITES:
None.

#### COREQUISITES:
None.

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

#### SPECIAL NOTES: N/A
### Graduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>COR57550</td>
<td>Full Term</td>
<td>3.00</td>
<td>10</td>
<td>Trochta-Balkits, Lisa</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**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.

**SPECIAL NOTES:** N/A
### Doctorate > Session C

<table>
<thead>
<tr>
<th>Course #</th>
<th>EDU71014</th>
<th>Section:</th>
<th>MC01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name</td>
<td>Climate Advocacy &amp; Praxis</td>
<td>Credits:</td>
<td>3.00</td>
</tr>
<tr>
<td>Max Capacity</td>
<td>20</td>
<td>Instructor(s):</td>
<td>Ramsey, Scott</td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>ONLINE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:** None.

**COREQUISITES:** None.

**COURSE DESCRIPTION:** Climate Advocacy and Praxis is a foundational doctoral course designed to explore the many complex and interconnected facets of climate change. The course will purposefully investigate how these conditions are influencing human, other than human, and natural systems, as well as the connections between climate change and a multitude of contemporary issues we are facing. To move towards addressing the critical issue of climate change, students will investigate basic climate science as well as examine how past climatic changes have influenced social, cultural, and economic arenas. Additionally, students will dive into current and future planetary, regional, and local disturbances and consider how these trends are disproportionately impacting segments of the population. Through the process of community-based experiential projects, students will deepen their capacity for being able to promote climate change communication, advocacy, and climate education. Within this framework, students will have the opportunity to deepen their critical thinking skills, enhance their research techniques, and enrich their ability to analyze complex arguments regarding climate change.

**SPECIAL NOTES:** N/A

---

<table>
<thead>
<tr>
<th>Course #</th>
<th>EDU71013</th>
<th>Section:</th>
<th>MC01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name</td>
<td>Sustainability Education</td>
<td>Credits:</td>
<td>3.00</td>
</tr>
<tr>
<td>Max Capacity</td>
<td>20</td>
<td>Instructor(s):</td>
<td>Greeson, Kimberley</td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>ONLINE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:** None.

**COREQUISITES:** None.

**COURSE DESCRIPTION:** Sustainability education is an iterative process through which individuals and organizations engage in transformational learning experiences — growing from reflexive positionality, entangled empathy, and involving diverse ways of knowing. Students in the "Sustainability Education" core course will critically and creatively examine issues within the field of sustainability education. This class will explore theories, processes, and conditions through which humans (individuals, groups, and organizations) and other than human species and living systems learn and transform in ways that support a sustainable future for all. From a human systems standpoint, this may include the examination of current educational approaches and strategies, as well as Indigenous and other ways of knowing, and innovations that challenge hegemonic and inequitable assumptions and practices.

**SPECIAL NOTES:** N/A
### Doctorate > Session C

<table>
<thead>
<tr>
<th>Course #</th>
<th>GRA58001</th>
<th>Section: MC01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantitative Research Methods</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session:</td>
<td>Session C</td>
<td>Credits: 3.00</td>
</tr>
<tr>
<td>Instructor(s):</td>
<td>Gilmore, Rosaleen</td>
<td></td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>ONLINE</td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**COURSE DESCRIPTION:** Quantitative methods rely on forming and testing hypotheses on phenomena. The “Quantitative Research Methods” course examines the basic concepts of quantitative methods in order to build a functional understanding of statistical and mixed methods. While statistical concepts form the backbone of quantitative methods, the focus of this course will remain on the fundamentals of experimental design, the interpretation of statistics in the literature, applications, and analysis (including but not limited to: measures of center and spread, t-tests, ANOVA, correlation and regression, chi-square, p-values, power analysis, and post-hoc tests). Recommended practices in the use of quantitative methods will be discussed. From this course, students will develop their critical statistical literacy, and work on incorporating quantitative and mixed methods into their research.

**SPECIAL NOTES:** N/A

<table>
<thead>
<tr>
<th>Course #</th>
<th>GRA58003</th>
<th>Section: MC01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Research Design</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session:</td>
<td>Session C</td>
<td>Credits: 3.00</td>
</tr>
<tr>
<td>Instructor(s):</td>
<td>Gano, Gretchen</td>
<td></td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>ONLINE</td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**COURSE DESCRIPTION:** This is a course for students interested in conducting or performing research. Through this course, students will research and build conceptual frameworks, and work alongside the professor in order to outline, organize, and generate original research. Students in this course will discuss general research structure, methodologies, research questions, and work to build a student’s research plan, often including an IRB proposal. This course is exceptionally well suited for students preparing for capstone papers, theses, dissertations or any original education research. Previous courses in research methods are strongly recommended.

**SPECIAL NOTES:** N/A
Doctorate > Session D

Qualitative Research Methods

Course #: GRA58002 UD  Section: MD01
Credits: 3.00  Max Capacity: 20  Instructor(s): Gano, Gretchen  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: Qualitative research employs exploratory and descriptive approaches to inquiry. In this course, students explore qualitative research methodologies and methods and to provide students with the necessary skills to develop independent qualitative studies. Through readings, dialogue, and project design, students will learn about various methodologies, methods, and the nuances of developing rigorous qualitative research, while taking into account the intersection of positionality, epistemology, ontology, methodology, and representation. Methodologies explored include but are not limited to participatory action research, grounded theory, critical ethnographic techniques, and case study research. Methods covered include but are not limited to focus groups, interview techniques, surveys, participant observation, and document analysis. Emerging, creative, arts-based, and critical methods will also be explored.

SPECIAL NOTES: N/A

Academic Writing Seminar

Course #: WRW57001 UC  Section: MD01
Credits: 3.00  Max Capacity: 20  Instructor(s): Ramsey, Scott  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: The “Academic Writing Seminar” class will support graduate students in writing, refining, and advancing a scholarly paper for publication in an approved peer review journal of their selection. A student is expected to enter the course with a substantive draft paper from which they will be coached in refining and elevating for an academic audience. The paper will need to meet formatting conventions of the journal of their selection in length and style (such as APA 7th edition). The outcome of this course is the signature assignment entitled the “Qualifying Paper” which, upon approval, will indicate the paper is primed for journal submission. Doctoral students will produce an approved Qualifying Paper in order to advance to their Dissertation Proposal: Doctoral Research Design coursework. Students must demonstrate the ability to integrate and synthesize knowledge in a comprehensive and scholarly manner, illustrating the student’s readiness to begin the Dissertation Proposal. Students can also produce an approved Qualifying Paper outside of this course for advancement to their Dissertation Proposal, see Qualifying Paper Description for details.

SPECIAL NOTES: N/A
Doctorate > Full Term

**Course #:** EDU79002  
**Section:** MT01

**Dissertation**

**Session:** Full Term  
**Credits:** 0.00  
**Max Capacity:** 10  
**Instructor(s):** Affolter, Emily  
**Class Schedule:** ONLINE

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**COURSE DESCRIPTION:** The “Dissertation” course is required for all doctoral students, and must be preceded by the "Dissertation Proposal: Doctoral Research Design" course. It will provide structure and support for students working on their Dissertation over a period of time, from enacting a project related to their Dissertation topic, to completing the analysis, writing, and refining the Dissertation itself. This will entail working closely with the primary Dissertation Committee Members on a schedule to ensure completion and submission of drafts to ensure time for feedback and revision. Students will enroll in this course a minimum of 6 times (in 3 credit increments) to meet program requirements under the Fall 2020 Handbook, but there will be no distinction in the course between enrollment periods. The instructor of record on the course will support students with guidelines on each chapter of the dissertation, best practices with respect to writing and revising, and supporting students in leading their committees to ensure consistent communication and transparency through the process. The end result of this course, at a minimum of 18 credits, will be a polished Dissertation that the student’s Dissertation Committee Members all concur is PhD quality, and a successful Dissertation Presentation in the student’s last registered Term.

**SPECIAL NOTES:** N/A

---

**Course #:** EDU77001  
**Section:** MT01

**Dissertation Proposal: Doctoral Research**

**Session:** Full Term  
**Credits:** 3.00  
**Max Capacity:** 20  
**Instructor(s):** Greeson, Kimberley  
**Class Schedule:** ONLINE

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**COURSE DESCRIPTION:** The “Dissertation Proposal: Doctoral Research Design” course is required for all PhD students, after their Qualifying Paper has been approved in the Academic Writing Seminar. This class is intended to be taken after the student has completed all foundational and, at least, the majority of their elective credits. Students will be provided support in building a doctoral research plan that lays solid groundwork for the dissertation itself. A product of this course will be a thorough, structurally sound dissertation outline including an introduction, literature review, research methodology and methods section, and projected conclusions. Students will also complete an Institutional Review Board proposal with supporting data collection instruments who intend to do research with human participants. Students will finalize comprising their doctoral committee during this course. Once the student has completed their Dissertation Proposal, the course instructor in conjunction with the student’s doctoral committee will determine if their Dissertation Proposal meets program guidelines both through written documentation and a presentation of their proposal. Assuming it does, the student will be ready to enroll in Dissertation credits immediately thereafter.

**SPECIAL NOTES:** N/A
Unspecified > ??unknown??

Course #: COR47500  UD  Section: MT01

Internship

Session: Full Term  Credits: 4.00  Max Capacity: 16  Instructor(s): TBA  Class Schedule: 

PREREQUISITES:
None.

COREQUISITES:
None.

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

SPECIAL NOTES: N/A
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)