Fall 2016 Registration Information & Course Schedule

PRESCOTT COLLEGE Undergraduates

Fall 2016
August 23, 2016 to December 02, 2016

REGISTRATION DEADLINE: July 08, 2016
TUITION DEADLINE: July 08, 2016

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

Please note: the DROP/ADD period for FULL TERM has CHANGED to the END OF THE FIRST WEEK OF CLASS.

BEFORE YOU REGISTER...

- **Check with the Business Office:** Angie Ridlen at aridlen@prescott.edu; 928-350-4004 or Marie Cachia at marie.cachia@prescott.edu, 928-350-4000) can assist you. You cannot register for courses if your account is on a Business Office hold. **Financial Aid recipients** must enroll for a minimum of 6 semester credits.
- Talk to your advisor/core faculty.
- **ENROLLMENT AGREEMENT:** Available in your registration e-mail or on MyAcademicServices: https://academics.prescott.edu/Home.aspx
- Many RESIDENT courses are signature required and have course fees (some are refundable; some are not) associated with them – Instructor permission can be requested through on-line registration
- **The following Resident-Undergraduate courses have NON-REFUNDABLE COURSE FEES. You are responsible for the course fee if dropped after July 08, 2016, paid or not.**

Block:
- ADV43005 Alpine Mountaineering $196.00
- ADV24050 Environmental Perspectives & Whitewater $171.00
- ADV24110 Sea Kayaking & Marine Natural History $302.00

Semester
- ADV21015/ADV41015, ADV21016, ADV41017 Wilderness Exploration & Landscape Studies I, II, III $467.00

- Remember to update your anticipated graduation date (the month AND the year)—required for tuition & financial aid processing. IF YOU PLAN TO GRADUATE IN December 2016, PLEASE COMPLETE THE PETITION FOR PROGRAM COMPLETION THIS MONTH:
  https://pronto1.alphatrust.com/Public/ProcessTemplates/Launch/?p=3bb61147-3727-48ce-86ef-e3ff60a5c3f

- Registration for course will take place ON-LINE. Registrars will be available to help in the ITV classroom during registration days for Resident students. Please come at or after your appointed time to keep the traffic flow to a minimum.

- **All Forms:** Available on-line ONLY: http://www.prescott.edu/intranet/

  **ALL LINKS IN THIS DOCUMENT WILL REQUIRE THAT YOU SIGN IN TO MY PRESCOTT.**
DATES AND DEADLINES FOR Fall 2016

**ENROLLMENT PERIOD** includes courses offered in the following time frames.
- **FULL TERM** [08/23/2016-----------------------------15 weeks-------------------------------12/20/2016]
- **BLOCK/SEMESTER** [1.12.2016----4 weeks----2.5.2016] **SEM** [09/20/2016-------------------11 weeks--------------------------12/02/2016]

### Deadlines for courses offered:

<table>
<thead>
<tr>
<th></th>
<th>FULL TERM</th>
<th>BLOCK</th>
<th>SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date:</td>
<td>08/23/16</td>
<td>08/23/16</td>
<td>09/20/16</td>
</tr>
<tr>
<td>Drop/Add -last day**</td>
<td>08/26/16</td>
<td>08/24/16</td>
<td>09/23/16**</td>
</tr>
<tr>
<td>Last day for student to request W(ithdraw) grade</td>
<td>11/10/16</td>
<td>08/02/16</td>
<td>11/10/16</td>
</tr>
<tr>
<td>End Date:</td>
<td>12/02/16</td>
<td>09/15/16</td>
<td>12/02/2016</td>
</tr>
</tbody>
</table>

**0% Tuition Refund starting 5pm on Last Day for Add/Drop,**
**50% refund for semester courses dropped after 8-24-2016 but before 5pm on 9-23-2016.**

### CONTRACTS:

- Draft contract deadline (for continuing students) for ALL courses: **August 01, 2016**
- **Final Contract DEADLINE:** Last day of drop/add for the session you are doing your project.
  - Resident Undergraduate contract page: [https://my.prescott.edu/resident-undergraduate-resources/resident-undergraduate-degree-independent-study.php](https://my.prescott.edu/resident-undergraduate-resources/resident-undergraduate-degree-independent-study.php)
  - Limited-Resident Undergraduate contract page: [https://my.prescott.edu/limited-residency-undergraduate-program-resources/limited-residency-undergraduate-course-contracts.php](https://my.prescott.edu/limited-residency-undergraduate-program-resources/limited-residency-undergraduate-course-contracts.php)

- Evaluation deadline: Last day of class.
  - Resident Undergraduate Evaluation page: [https://my.prescott.edu/resident-undergraduate-resources/resident-undergraduate-degree-evaluation.php](https://my.prescott.edu/resident-undergraduate-resources/resident-undergraduate-degree-evaluation.php)

Additional dates and deadlines can be found in the 2016-2017 Academic Calendar:
- [https://my.prescott.edu/records-and-registration/academic-calendar/index.php](https://my.prescott.edu/records-and-registration/academic-calendar/index.php)

*The above deadlines indicate that your documents should be initiated electronically by the specified date*

### Things to Know About Registration

1. **You must register on-line OR submit a leave of absence every semester.** Failure to do so will result in your being withdrawn from the College.
2. **Registration link is now ON-LINE on MyAcademicServices:** [https://academics.prescott.edu/Home.aspx](https://academics.prescott.edu/Home.aspx)
3. **If you do not receive a final electronic copy of your enrollment agreement or leave of absence form within one week,** this means that your form did not go through and you will need to resubmit it. **Contact the Registrar’s Office if you have any questions.**
4. **Your registration is official when tuition arrangements are finalized:** payment-in-full; financial aid “accepted” status; online payment plan; OR third-party payment arrangement. **Follow up with Business Office (Angie Ridlen) or Financial Aid with any questions.**
5. **A $75 late enrollment fee** will be charged for registrations completed after **July 08, 2016.**

### Limited-Residency Undergraduate Tuition for Fall 2016:

- **$6936 (full time/12 credits); $578 per credit.**

### Resident Undergraduate Tuition for Fall 2016:

- Continuing **$15,492 (Full-time 12-16 credits); $1,291 per credit**
- Prescott Plan **$13,764 (Full-time 12-16 credits); $1,147 per credit**
Important Notes for Financial Aid Recipients

- Your financial aid must be in place by the tuition deadline date: July 08, 2016.
- To be eligible to receive financial aid, you must meet the following requirements:
  - Register for at least 6 semester credits
  - Have no more than one semester of Academic Warning
- Prescott College disburses financial aid based on submitted contracts rather than enrolled credits. For example, if you enroll in 12 credits and submit contracts for 8 credits, your financial aid award will be based on those 8 credits. It is essential that you submit contracts for ALL the credits you register for to ensure that your financial aid is correct.

Drop/Add and Withdrawal Policies

1. Students may drop or add credits for the semester without penalty up through the last day of drop/add for Block 1 and Full-term.
2. Students may drop or add credits once the term begins using the drop/add form only. Limited-residency students may find the form at http://www.prescott.edu/intranet/records-and-registration/limited-residency-undergraduate/index.html. Resident Undergraduates need to pick up hard copy forms in the One Stop.
3. After the drop/add deadline, credits not assigned to a course contract will be dropped. It is the student’s responsibility to enroll for the correct number of credits and to submit contracts equal to the number of credits enrolled for. Failure to submit contracts for all credits that are enrolled for will affect financial aid and tuition.
4. Students who withdraw from courses after the drop/add period are not entitled to a refund. A grade of ‘W’ will be recorded for the course and this may affect Satisfactory Academic Progress. See withdrawal dates above.

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<thead>
<tr>
<th>Session</th>
<th>Refund</th>
<th>Through Date</th>
<th>Refund % after 100% Date</th>
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</thead>
<tbody>
<tr>
<td>Block</td>
<td>100%</td>
<td>08/24/2016</td>
<td>0% for Block</td>
</tr>
<tr>
<td>Full Term</td>
<td>100%</td>
<td>08/26/2016</td>
<td>0%</td>
</tr>
<tr>
<td>Semester</td>
<td>100%</td>
<td>08/24/2016</td>
<td>50% Through 09/23/2016</td>
</tr>
</tbody>
</table>

5. Students who do not submit an evaluation OR incomplete contract by the last day of the semester, or who fail to officially withdraw before the withdrawal deadline will receive a grade of ‘No Credit’ that will appear on the transcript.

Graduation Information

- Students who have met all graduation requirements will have a graduation date of the last day of the term.
- The Petition for Program Completion and final, approved Degree Plan are due six months prior to your intended graduation date. Missing this deadline delays your graduation.
- The Registrar’s Office requires a revised/updated version of your Degree Plan if there have been any changes to the original.
- The commencement ceremony for Fall 2016 graduates will be held in December 2016. You will receive information from the Prescott College Academic Operations department about commencement 4-6 weeks prior to the event.
Annual Notification to Students of FERPA
(Family Educational Rights and Privacy Act)

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

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

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

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

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

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

**Directory Information**

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

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

Section 485.
(k) NOTICE TO STUDENTS CONCERNING PENALTIES FOR DRUG VIOLATIONS.—

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

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

Section 484(r)
(r) SUSPENSION OF ELIGIBILITY FOR DRUG-RELATED OFFENSES.—

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

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

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

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

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

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

(ii) includes two unannounced drug tests;

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

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

(3) DEFINITIONS.—In this subsection, the term “controlled substance” has the meaning given the term in section 102(6) of the Controlled Substances Act (21 U.S.C. 802(6)).
To: All RDP/OCU Students  
From: Student Accounts  
Re: Student Health Insurance Notice  

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

Prescott College Requires all RDP/OCU students to have insurance coverage. The coverage period for the Fall 2016 term is August 1, 2016 to December 31, 2016.

- Prescott College offers insurance coverage for students. This insurance is a combination of health (sickness) and accident insurance.
- Your student account will be billed for this insurance for the entire Fall coverage period. Cost for Fall 2016 insurance is $1,464.00.
- **ALL STUDENTS**: If you have your own insurance and wish to waive the College’s coverage, you must complete the online waiver process. This process will be available beginning May 16, 2016 and will continue through August 26, 2016. If you DO NOT complete the online waiver process by the designated date, you will be automatically enrolled in the Aetna Student Health Insurance Plan and you will be responsible for the insurance premium. NO EXCEPTIONS. IT IS YOUR RESPONSIBILITY TO FOLLOW THE INSTRUCTIONS AND WAIVE OUT BY THE PUBLISHED DEADLINE. The insurance waiver is good for the academic year only.
- **Continuing students who have waived the College’s coverage in the past still need to waive out online at the beginning of each academic year, starting with the first term you are enrolled in for that year.**
- You may waive online by going to the Prescott College website, click on Explore, go to Student Life and follow the links to the Insurance page.
- If the need arises for any student to purchase Prescott College’s coverage during the academic year, due to changes in personal coverage, please contact the Business Office. For questions regarding the insurance, call Aetna directly at 800/853-5899. For questions regarding the waiver process, call the One Stop answer center at 928/350-4111. For any questions regarding billing, call Angie Ridlen at 928/350-4004 or Marie Cachia at 928/350-4000.
## Arts & Cultural Studies

### ACS47000 UD

**Course:** Core Seminar: Arts and Cultural Studies  
**Section:** M001  
**Instructor(s):** Greenblum, Ellen  
**Meeting Notes:** ONLINE  
**Credits:** 4.00

The Core Seminar: Arts and Cultural Studies is designed to have students consider the many ways that humans relate to each other and the environment through an exploration of story, cultural arts, history, economics and philosophy in order to increase one's understanding of how values are expressed and transmitted through cultural traditions. Students will research and share their own cultural histories, and aesthetic traditions as a way to develop sensitivities toward multiple perspectives while reflecting upon how these considerations inform the students' personal choices and academic and professional aspirations.

**Special Notes:** N/A  
**Pre-requisites:** N/A

### ACS47210 UD

**Course:** Photographic Tactics for the Environment  
**Section:** M001  
**Instructor(s):** Caswell, Cole  
**Meeting Notes:** ONLINE  
**Credits:** 4.00

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

**Special Notes:** Students must have their own digital camera. Course uses a custom course blog and other social media sites.  
**Pre-requisites:** N/A

### ACS47400 UD

**Course:** The Pursuit of Wisdom  
**Section:** M001  
**Instructor(s):** Stogsdill, Gary  
**Meeting Notes:** ONLINE  
**Credits:** 4.00

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

**Special Notes:** N/A  
**Pre-requisites:** N/A

### ACS47570 UD

**Course:** Personal Communication: Writing For and About Real People  
**Section:** M001  
**Instructor(s):** TBA  
**Meeting Notes:** ONLINE  
**Credits:** 4.00

At its best, experiential learning puts us face to face with the people who can best teach us in that moment. Later when we write about our learning experiences for a grade, we're taught to leave out the faces and voices of the people we're most grateful to. In this course, we will practice the skills that help us animate our non-fiction writing with verbal portraiture, quotations, and sensitivity to physical and psychological detail. The practical end-goal of the course is to write a non-fiction mini-biography of a personal elder we love and admire based on in-depth, in-person oral interviews. Along the way we will study how writing with style and feeling is grounded in the curious writer's essential talent: the ability to listen well.

**Special Notes:** N/A  
**Pre-requisites:** N/A
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<tr>
<th>Course</th>
<th>Section</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Meeting Notes</th>
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<tbody>
<tr>
<td>M001</td>
<td></td>
<td>Foundations of Education</td>
<td>McMahan, Lynne</td>
<td>ONLINE</td>
<td>3.00</td>
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</table>

This course is an introduction to the field of teacher education and includes knowledge of the social, cultural, historical, and political dimensions of public school education. The course challenges students to think critically about education and learning strategies, and to begin to understand the academic study of the legal, financial, and ideological constraints on the public school system. Of particular interest will be the development of a critical, multicultural, inquiring perspective which reviews the more recent schooling reforms including but not limited to the "No Child Left Behind Act" federal initiative of 2002. Students will examine pertinent state and national standards, including the national "common core" academic standards, to begin building an understanding for the factors influencing the learning environment. The broader implications of legal and political constraints that apply to federal, state and local school curricula and policy will also be a main focus.

Special Notes: N/A
Pre-requisites: N/A

| M001        | Structured English Immersion Complete | Hennings, Ron | ONLINE        | 3.00    |

"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'.

REQUIRED TEXT:

| M001        | Learning Theories                     | Silver, Sarah | ONLINE        | 3.00    |

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

Special Notes: N/A
Pre-requisites: N/A

| M001        | Curriculum Design                     | Raleigh, EvaMarie | ONLINE        | 3.00    |

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
Pre-requisites: N/A

Required Texts:
Title: Deciding What to Teach and Test : Developing, Aligning, and Auditing the Curriculum - 2nd Edition, Illustrated
Author/Publisher: English, Fenwick W.; Corwin Press- "Out of Print"
ISBN: 978-0-8039-6832-5 or 978-0-8039-6831-8
Price: $51.95/$52.95
<table>
<thead>
<tr>
<th>Course</th>
<th>Section</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Meeting Notes</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU47015</td>
<td>M001</td>
<td>Core Seminar: Educating for the Future: Multicultural and Environmental Issues</td>
<td>Watson, Wendy</td>
<td>ONLINE</td>
<td>4.00</td>
</tr>
</tbody>
</table>

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
Pre-requisites: N/A

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<th>Instructor(s)</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>EDU47020</td>
<td>AXXX</td>
<td>Reading: Methods and Practice</td>
<td>Faculty-CF/Advisor, .</td>
<td>MENTOR</td>
<td>4.00</td>
</tr>
</tbody>
</table>

THIS COURSE IS A MENTORED STUDY. A CONTRACT IS REQUIRED FOR REGISTRATION IS COMPLETE.
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.
Pre-requisites: N/A

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<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>EDU47030</td>
<td>AXXX</td>
<td>MENTORED: Authentic Assessment</td>
<td>Hennings, Ron</td>
<td></td>
<td>3.00</td>
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THIS COURSE IS A MENTORED STUDY. A CONTRACT IS REQUIRED FOR REGISTRATION IS COMPLETE.
This course examines the rationale for numerous measurement and assessment methods utilized in the education of diverse student populations. The course compares standardized testing with criterion-referenced testing and other assessment formats. Knowledge of concepts and procedures involved in student evaluation, the development and selection of assessment instruments, the analysis and interpretation of results, and the utilization and reporting of results will be explored. Applications to the classroom setting will be emphasized.

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<tr>
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<tbody>
<tr>
<td>EDU47035</td>
<td>M001</td>
<td>Introduction to Special Education</td>
<td>Batttiato, Christina</td>
<td>ONLINE</td>
<td>3.00</td>
</tr>
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</table>

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.

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<tr>
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<tbody>
<tr>
<td>EDU47040</td>
<td>M001</td>
<td>Creating and Managing Learning Communities</td>
<td>Hennings, Ron</td>
<td>ONLINE</td>
<td>3.00</td>
</tr>
</tbody>
</table>

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
Pre-requisites: N/A

Required Texts:
Author/Publisher: Pang, Valerie Ooka; McGraw-Hill Companies
ISBN: 978-0-07-282788-0 or 978-0-07-298552-8
Price: $120.50
THIS COURSE IS A MENTORED STUDY. A CONTRACT IS REQUIRED FOR REGISTRATION IS COMPLETE.

Through this course, the student will gain knowledge on the theories of child growth and development. The course will include content on stages of typical cognitive and physical growth for children from birth to prekindergarten and kindergarten to grade three/age eight. The student will study children's development through learning theories including research on brain-based cognitive development, multiple intelligences, natural and place-based environments, and culturally appropriate approaches to learning. Critical to an educator's professional development is the teacher's ability to assess and create age-appropriate learning strategies and environments which enhance young children's physical growth and cognitive development.

**Pre-requisites:** N/A

**Special Notes:** This guidance and classroom management course can be modified to make it relevant for students interested in teaching at the middle and/or high school level. Contact instructor to discuss.

---

**Course Description:** Through this course the student will create developmentally and culturally appropriate curriculum for early childhood education and classroom implementation for both birth to prekindergarten and kindergarten to grade three/age eight developmental and instructional groups. Curriculum will encourage active exploration and the opportunity for self-discovery by the children and teacher initiated or selected activities. The student will create integrated thematic units and lesson plans for mathematics, natural science, literacy, language arts, social studies, art, music, movement, educational play, and social/emotional development. The student will explore curriculum applications that can expand out of the classroom into the natural learning environment for both ECE groups. The student will ensure that the curriculum embraces appropriate multiple cultural perspectives and languages. Through this course, the student will develop an understanding of the Arizona Department of Education's (ADE) curriculum standards and benchmarks.

**Special Notes:** This guidance and classroom management course can be modified to make it relevant for students interested in teaching at the middle and/or high school level. Contact instructor to discuss.

**Pre-requisites:** N/A

---

**Course:** EDU47813
**Section:** XXXX
**Course Title:** MENTORED: Child Growth and Development
**Instructor(s):** Silver, Sarah
**Meeting Notes:** MENTOR
**Credits:** 3.00

**Notes:**
- This course is a mentored study. A contract is required for registration.
- Course description: Focuses on the theories of social and emotional development, including stages of birth to prekindergarten and kindergarten to grade three/age eight.
- Includes content on child growth and development, learning theories, and culturally appropriate approaches.
- Special notes: Required fieldwork of ten hours.
- Pre-requisites: N/A

---

**Course:** EDU47855
**Section:** M001
**Course Title:** Social and Emotional Development
**Instructor(s):** Silver, Sarah
**Meeting Notes:** MENTOR
**Credits:** 3.00

**Notes:**
- Focuses on social and emotional development in early childhood education settings.
- Includes content on stages of development, theories, and instructional techniques.
- Special notes: Required textbooks.
- Pre-requisites: N/A

---

**Course:** EDU47813
**Section:** XXXX
**Course Title:** ECE Instructional Techniques and Methods
**Instructor(s):** Watson, Wendy
**Meeting Notes:** MENTOR
**Credits:** 3.00

**Notes:**
- Focuses on instructional techniques and methodologies in early childhood education.
- Includes content on appropriate practices, activity centers, individualized instruction, and multi-sensory approaches.
- Special notes: Required textbooks.
- Pre-requisites: N/A

---

**Course:** EDU47821
**Section:** XXXX
**Course Title:** Child Guidance and Classroom Management
**Instructor(s):** Silver, Sarah
**Meeting Notes:** MENTOR
**Credits:** 3.00

**Notes:**
- Focuses on guidance and classroom management.
- Includes content on classroom implementation and cultural perspectives.
- Special notes: Guidance and classroom management course.
- Pre-requisites: N/A

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4/15/2016
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<tr>
<th>Course</th>
<th>Section</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Meeting Notes</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU48005</td>
<td>AXXX</td>
<td>Decoding Strategies and Techniques for Beginning and Remedial Readers</td>
<td>Romano, Victoria</td>
<td>MENTOR</td>
<td>3.00</td>
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</tbody>
</table>

Through this course, students will gain additional knowledge of, and skills related to, research-based “best practices” for teaching beginning and remedial learners reading decoding strategies for independent application and emergent writing. Current research on phonics and phonics instruction will be reviewed, as will the five research-based elements of a sound reading program - phonemic awareness, phonics, fluency, comprehension, and vocabulary. Students will investigate in the literature the most common obstructions to reading mastery in the classroom, will learn to recognize those obstructions in authentic teaching-learning settings, and will learn how to plan instruction to maximize learner reading potential while avoiding common pitfalls in both reading and writing instructional techniques. Students will acquire information and reflect on national, Arizona, and local P-12 reading content standards and performance objectives. The student will understand legislative K-8 State board of education mandates pertaining to the reading program. The student will explore diagnostic and remedial tools and strategies utilized within Arizona schools which can be incorporated as part of an effective classroom reading and writing program. The student will investigate environmental and cultural factors that influence reading and writing, as well as methods for teaching to diverse learners.

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

Pre-requisites: N/A

**THIS COURSE IS BEING OFFERED MENTORED ONLY. A CONTRACT IS REQUIRED TO FULFILL REGISTRATION.**

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<th>Course</th>
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<tbody>
<tr>
<td>EDU48020</td>
<td>AXXX</td>
<td>Clinical Practice in Reading: Reading Practicum</td>
<td>Romano, Victoria</td>
<td>MENTOR</td>
<td>3.00</td>
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</table>

Clinical Practice in Reading: Reading Practicum provides students with an opportunity to engage in supervised practice of the research-based knowledge and skills necessary to plan, manage, and assess a successful reading instructional program. The overall goal of the practicum experience is to raise the teacher’s level of effective classroom practice as measured in terms of assessed P-12 student academic achievement, particularly through this course in the area of reading/language arts, and should be viewed as an opportunity to try new, different, and innovative strategies, models, and techniques. Students should expect to be held accountable for demonstrating mastery of reading/literacy knowledge, skills, strategies, models, and functions as they engage in instruction with learners. Each student will be expected to design, implement, and evaluate a Comprehensive Plan for a Balanced Literacy Program. This practicum experience requires 45 hours of instructional applications in authentic teaching-learning settings.

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

Pre-requisites: N/A

**THIS COURSE IS BEING OFFERED MENTORED ONLY. A CONTRACT IS REQUIRED TO FULFILL REGISTRATION.**

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<tbody>
<tr>
<td>EDU48025</td>
<td>AXXX</td>
<td>MENTORED: Instructional Supervision for Reading Specialists</td>
<td>Romano, Victoria</td>
<td>MENTOR</td>
<td>3.00</td>
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</table>

THIS COURSE IS A MENTORED STUDY. A CONTRACT IS REQUIRED FOR REGISTRATION IS COMPLETE.

During this course, candidates examine the responsibilities of the reading specialist within the context of an individual school building. Topics include models for the delivery of reading services; observation and evaluation techniques; collaboration and consultation with teachers; providing professional development; evaluating existing reading programs and planning for change; and communicating with staff, administration and community.

4/15/2016
This course is a comprehensive overview of the foundations of language and literacy designed for ALL educators who teach reading in either inclusion or self-contained settings K-12. Current research and best practice methods are provided in an interactive course format designed to meet the needs of a variety of staff including classroom teachers, special education resource and self contained teachers who are responsible for literacy assessment and instruction. Participants will learn the principles and components of scientifically based reading instruction and also focus on basic principles of writing instruction.

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

Pre-requisites: N/A

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<tbody>
<tr>
<td>HDP47000</td>
<td>M001</td>
<td>Core Seminar: Human Development</td>
<td>Young, Vicky</td>
<td>ONLINE</td>
<td>4.00</td>
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<td></td>
<td></td>
<td>Professional Perspectives</td>
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The Core Seminar: Human Development Professional Perspectives is designed to have students increase their capacity as skilled practitioners in the helping professions and other career fields, such as teachers and community leaders. The students will look at their own membership in diverse cultures that may include examining: ethnic identity, psycho-social value-systems, family and social organizations, community-based rituals and celebrations, languages, religious and spiritual practices, economic and educational class, sexual orientation, physical and mental health status and abilities, and identity, roles, and responsibilities within the natural world. Students will investigate their personal history, values, prejudices, and relationships within and outside the dominant and ethnocentric cultures of the United States. In the Core Seminar, students will gain theoretical environmental and social justice perspectives as it relates to Human Development, build knowledge of the ways people can develop stronger and more respectful relationships, and practice culturally-appropriate professional skills and actions for living and working within a vibrant multicultural world.

**Special Notes:** N/A

**Pre-requisites:** N/A

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<tr>
<td>HDP47120</td>
<td>M001</td>
<td>Ecopsychology</td>
<td>Canty, Jeanine</td>
<td>ONLINE</td>
<td>4.00</td>
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</table>

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

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

**Pre-requisites:** Successful completion of PASS1 or other mentored study course.

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</thead>
<tbody>
<tr>
<td>HDP47150</td>
<td>M001</td>
<td>Positive Psychology and Social Engagement</td>
<td>Stuckey, Jim</td>
<td>ONLINE</td>
<td>4.00</td>
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</table>

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

**Special Notes:** N/A

**Pre-requisites:** N/A

**Required Texts:**

*Title: Flourish : A Visionary New Understanding of Happiness and Well-being*

*Author/Publisher: Seligman, Martin E.P: Free Press- "Out of Stock"*

*ISBN: 978-1-4391-9076-0 or 978-1-4391-9075-3*

*Price: $17.00/$26.00*
### Be the Change: Social Transformation through Individual Practice

**Instructor:** Deysach, Becca  
**Course Title:** Be the Change: Social Transformation through Individual Practice  
**Section:** M001  
**Meeting Notes:** ONLINE  
**Credits:** 4.00

In this course, we will explore the role or roles that individuals can play in fostering lasting changes on a global level. By examining historic and modern day examples of social change; reading literature on personal development, deep ecology, and mindfulness studies; and imagining the kind of world we want to inhabit through research and creative writing, we will grapple with the relationship between personal practice and social change.

Students will read a range of literature including works by Jon-Kabat Zinn, Bill Plotkin, Rebecca Solnit, and Joanna Macy and engage in and report on selected meditative practices intended to facilitate positive change in society. The overall goal of the course is to encourage students to think critically about their own behavior and values in the context of social change theory and practice. The final project for the course will allow students to demonstrate their deepened understanding of the role that personal paradigm shifts can play in ushering in widespread social change.

**Special Notes:** In addition to "Buddha's Brain," each student will be required to purchase one of a few book options during the first week of the course.

**Pre-requisites:** N/A

### Emancipating the Mind

**Instructor:** TBA  
**Course Title:** Emancipating the Mind  
**Section:** M001  
**Meeting Notes:** ONLINE  
**Credits:** 4.00

In his 1980 classic piece "Redemption Song," Bob Marley proclaims: "Emancipate yourself from mental slavery; none but ourselves can free our minds." This course takes those lyrics as its starting point, examining their meaning within both a Humanistic and academic context. The Liberal Arts tradition, at its best, has always taken as its goal the education, awakening, and ultimate liberation of the individual. This course continues that tradition, exploring the prospect and process of emancipating the mind.

**Special Notes:** N/A  
**Pre-requisites:** N/A

### Women's Psychology and Sexuality

**Instructor:** Young, Vicky  
**Course Title:** Women's Psychology and Sexuality  
**Section:** M001  
**Meeting Notes:** ONLINE  
**Credits:** 4.00

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

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

**Pre-requisites:** N/A
### Other Courses

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<tr>
<th>Course</th>
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<tr>
<td>EPF47001</td>
<td>M001</td>
<td>Capstone Eportfolio Lab</td>
<td>Bigknife Antonio, Molly</td>
<td>ONLINE</td>
<td>1.00</td>
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<td>M001</td>
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<td>Bigknife Antonio</td>
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This lab provides students with the skills to polish and refine their graduation eportfolios. Instructor input will guide students to enhance their reflective writing, enhance and/or add new content, organize content, incorporate multi-media, and present their senior project or student teaching work. Teacher preparation students will ensure the inclusion of all required signature artifacts for standards documentation.

**Special Notes:** Liberal arts students must be taking the Senior Project or LED Practicum as a co-requisite, and ECE and ED students must be enrolled in Student Teaching.

**Pre-requisites:** EPF47000 Eportfolio Development Lab or EIS47004 Exploration in Interdisciplinary Studies w/ Eportfolio

**Required Texts:** None at time of publication

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<tr>
<td>MTH47001</td>
<td>M001</td>
<td>Mathematical Explorations</td>
<td>Stogsdill, Gary</td>
<td>ONLINE</td>
<td>4.00</td>
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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.

**Pre-requisites:** N/A

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<tbody>
<tr>
<td>PASS47001</td>
<td>M002</td>
<td>PASS 1- Education</td>
<td>Scoville, Ken</td>
<td>ONLINE</td>
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Professional and Academic Success Seminar 1 (PASS 1) provides new students with the essential tools to successfully navigate their academic journey through the Limited-Residency Undergraduate Program (LRUP). PASS 1 addresses every advising need, including creation of the degree plan, and offers weekly academic and professional resource sites, which remain available at all times for each student's entire duration of enrollment in LRUP. In addition, PASS 1 teaches students how to create their capstone eportfolio that displays and reflects on learning outcomes for each course and serves as a professional showcase for post-graduate endeavors.

**Special Notes:** N/A

**Pre-requisites:** N/A

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<tbody>
<tr>
<td>PASS47001</td>
<td>M001</td>
<td>PASS 1- Liberal Arts</td>
<td>TBA</td>
<td>ONLINE</td>
<td>2.00</td>
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**Special Notes:** N/A

**Pre-requisites:** N/A
### PASS 2 (PASS 2)

**Instructor(s):** Stogsdill, Gary  
**Meeting Notes:** ONLINE  
**Credits:** 2.00  
**FEE:** $120.00

Professional and Academic Success Seminar 2 (PASS 2) focuses on the completion of a graduation eportfolio that displays and reflects on learning outcomes for the student’s entire academic journey in the Limited-Residency Undergraduate Program, and that serves as a professional showcase for post-graduate endeavors. In addition, PASS 2 guides students through the completion of all final graduation requirements.

**Special Notes:** N/A  
**Pre-requisites:** N/A

### PLA 19700 (Prior Learning Assessment)

**Instructor(s):** TBA  
**Meeting Notes:** ONLINE  
**Credits:** 4.00

This Prior Learning Assessment Course (PLA) is required for all students approved to begin the prior learning process. In this course, students learn to develop their PLA toward one of these three processes: 1) conversion portfolio (CP), 2) life experience portfolio (LEP), or 3) practicum. Within this course, the student will explore and synthesize college-level learning gained from professional or volunteer experiences into a final document for review by experts in the field. Students must be able to verify the learning gained through official documentation. The CP is used for transferring non-credited coursework and trainings into lower division (LD) credits. Fifteen clock hours may equate to 1 semester credit hour. The student must have at least five years of professional experience in the practicum or life experience portfolio subject(s). Strong academic writing skills are required, including proficiency in using the student's style guide for the field. Students are advised to read all PLA process details on the college website.

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

**Prerequisites:** APPLICATION

### WRW 27001 (Academic Writing Skills)

**Instructor(s):** McIlroy, Kitt  
**Meeting Notes:** ONLINE  
**Credits:** 4.00

The course reviews basic expository writing, then focuses on generating and developing a persuasive research paper, 7-10 pages, in the student's field of study. The course will address documentation in both APA and MLA formats. The course also will emphasize training the students as peer editors for each other, with the goal of building a cohort that will support each other's writing during their Prescott experience.
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<tbody>
<tr>
<td>SES47000</td>
<td>M001</td>
<td>Core Seminar: Sustainability and Environmental Studies</td>
<td>Shorb, Terril</td>
<td>ONLINE</td>
<td>4.00</td>
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</table>

Students who are pursuing degrees in sustainable community development, environmental studies, and related areas of study participate in this seminar to identify linked and key content elements and skill-sets that help them meet expectations of the field that the particular degree serves. Study will be guided by an integrated curriculum whose four realms include: 1) natural history, which embraces ecosystem dynamic processes, diverse habitats, life forms, and how human beings relate to the ecosystem; 2) the ecological footprint and ways to minimize adverse impacts upon natural systems even as social connections are optimized; 3) psychological, social, and economic dynamics of the human in community and in relation to the natural world; and, 4) communication, education, and celebration of the living world through respect for human-to-human as well as human-to-other-than-human relationships. Students will engage in research that supports their respective degree tracks, including investigation of field and community-based options for livelihood, identifying key players, and scouting emerging trends. This will better inform students’ understanding and practice as successful practitioners of ways to more authentically sustain our natural systems and communities.

Special Notes: N/A
Pre-requisites: N/A

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<tr>
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<tr>
<td>SES47720</td>
<td>M001</td>
<td>Topics in Ecology</td>
<td>Hunt, Rob</td>
<td>ONLINE</td>
<td>4.00</td>
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This is a field-oriented course designed to give students an understanding of ecological concepts by direct examination of the complex interplay between biotic and abiotic components of the environment. Using the ecosystems of the student's local region as a classroom, this course looks at how organisms have adapted to the earth's physical processes, how organisms interact within and between species, in populations and communities, and the dynamics of how communities are affected by the physical environment. Students are encouraged to think ecologically and to develop their power of inquiry to pose and attempt to answer meaningful questions about the environment and its organisms. Students are also encouraged to study and reflect upon the human impacts on the ecology and ecosystems of their regions. Another goal for students is to become a better observer and recorder of natural phenomena.

Special Notes: Students will need to keep a field journal for each field trip; an artist's sketch pad is recommended for the journal.
Pre-requisites: N/A

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<tr>
<td>SES47730</td>
<td>M001</td>
<td>Children and Nature</td>
<td>Shorb, Terril</td>
<td>ONLINE</td>
<td>4.00</td>
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Children and Nature course will bring to students, teachers, parents, and other learners who are concerned for the quality of life of young people an understanding of how children's physical and mental health is served by the presence of the natural world in daily life. Students will read and discuss the fascinating research presented in the required readings. These texts illuminate theories that suggest direct interaction with nature provides neurological nourishment to enhance children's cognitive capacities and their sense of emotional well being. Activities in the course will help students observe and note the relative presence or absence of nature in children's lives, and will offer students a chance to bring a modest project to their household, school, neighborhood, or to local decision-makers. That project will be designed to bring some measure of direct experience of nature into the lives of young people in the community.

Special Notes: N/A
Pre-requisites: N/A