Spring 2016 Registration Information & Course Schedule

PRESCOTT COLLEGE Undergraduates

Spring 2016
January 12, 2016 – May 6, 2016

REGISTRATION DEADLINE: December 04, 2015
TUITION DEADLINE: December 04, 2015

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.

BEFORE YOU REGISTER…

• **Check with the Business Office**: Angie Riden at ariden@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 December 4, 2015, paid or not.

  • Block:
    • ADV43010 Avalanche Forecasting
    • ADV23152 Backcountry Ski-Touring & Winter Ecology
    • ADV23151 Backcountry skiing & Avalanche Training
    • EDU22706/42706 Barrio Pedagogy: Praxis Along the Border
    • ADV44201 Expeditionary River: Canoeing the Rio Grande
    • ENV42712 Field Methods for Plant Ecology
    • ADV24110 Sea Kayaking & Marine Natural History
    • CRS21016/41016 Spanish Intensive in Kino Bay

  • Semester
    • ENV23325/43325 + ENV23328 + ENV23327/43327 Marine Biology I, II, III suite of courses all non-refundable
    • ADV41701 + ADV41702 + ADV41703 Wilderness Leadership I, II, III suite of courses all non-refundable

  • **Remember to update your anticipated graduation date (the month AND the year)—required for tuition & financial aid processing. IF YOU PLAN TO GRADUATE IN MAY 2016, PLEASE COMPLETE THE PETITION FOR PROGRAM COMPLETION THIS MONTH:**
    https://pronto1.alphatrust.com/Public/ProcessTemplates/Launch/?p=3bb61147-3727-48ce-86ef-e3ffb60a5c3f

  • 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 MYPRESCOTT.
### Dates and Deadlines for Spring 2016

<table>
<thead>
<tr>
<th>Deadlines for courses offered:</th>
<th>Full Term</th>
<th>Block</th>
<th>Block A</th>
<th>Block B</th>
<th>Semester</th>
</tr>
</thead>
</table>

**0% Tuition Refund starting 5pm on Last Day for Add/Drop, 50% refund for semester courses dropped after 1.13.2016 but before 5pm on 2.19.2016.

**Participation in coursework:** Any student with registered credits/courses who do not have approved Mentored Course Contracts on file as of the Drop/Add deadline will be dropped from those credits. Tuition and financial aid will be adjusted to reflect these changes and no coursework will be accepted for the term for the dropped credits.


### Contracts:
- Mentored Study, Internships and Senior Project (including Student Teaching)

- **Draft contract deadline (for continuing students) for ALL courses:** December 11, 2015

- **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 2015-2016 Academic Calendar: [https://my.prescott.edu/records-and-registration/academic-calendar/academic-calendar-all-college-catalog.php](https://my.prescott.edu/records-and-registration/academic-calendar/academic-calendar-all-college-catalog.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 December 04, 2015.

### Limited-Residency Undergraduate Tuition for Spring 2016:
- $6732 (full time/12 credits); $561 per credit.

### Resident Undergraduate Tuition for Spring 2016:
- Continuing: $14,724 (Full-time 12-16 credits); $1,227 per credit
- Prescott Plan: $13,044 (Full-time 12-16 credits); $1,087 per credit

### Important Notes for Financial Aid Recipients

- **Your financial aid must be in place by the tuition deadline date: DECEMBER 4, 2015.**

- 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](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 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.

**REFUND SCHEDULE**

<table>
<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>01/13/2016</td>
<td>0% for Block</td>
</tr>
<tr>
<td>Full Term</td>
<td>100%</td>
<td>01/22/2016</td>
<td>0%</td>
</tr>
<tr>
<td>Semester</td>
<td>100%</td>
<td>01/13/2016</td>
<td>50% Through 02/19/2016</td>
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</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 Spring 2016 graduates will be held in May 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)).
### Arts & Cultural Studies

<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>ACS47000</td>
<td>M001</td>
<td>Core Seminar: Arts and Cultural Studies</td>
<td>Greenblum, Ellen</td>
<td>ONLINE</td>
<td>4.00</td>
</tr>
</tbody>
</table>

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

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>ACS47530</td>
<td>M001</td>
<td>Literature for a Living Planet</td>
<td>Deysach, Becca</td>
<td>ONLINE</td>
<td>4.00</td>
</tr>
</tbody>
</table>

As long as it has existed literature has served to inform, incite, engage and inspire to act towards their own worlds in new and different ways. In literature for a living planet we will devour a range of literature works by authors whose visions offer guidance as we seek a healthy long-term relationship with earth and its inhabitants. The works we read will cover everything from education, spirituality, and eco-justice to the very way we perceive our animal selves in the world around us. We will spend the semester reading, discussing, and ultimately writing our own pieces of "literature for a living planet".

**Special Notes:** N/A  
**Pre-requisites:** N/A
### SP-16 Course Schedule - Limited Residency Undergraduate

<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>EDU47001</td>
<td>M001</td>
<td>Foundations of Education</td>
<td>McMahan, Lynne</td>
<td>ONLINE</td>
<td>3.00</td>
</tr>
</tbody>
</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:** This accelerated course takes place in Block A of the semester.

**Pre-requisites:** N/A

| EDU47005 | M001    | Learning Theories                                     | McMahan, Lynne      | 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:** This accelerated course takes place in Block B of the semester.

**Pre-requisites:** N/A

| EDU47010 | 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

| EDU47015 | M001    | Core Seminar: Educating for the Future: Multicultural and Environmental Issues | Watson, Wendy       | ONLINE        | 4.00    |

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

11/12/2015
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<thead>
<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>EDU47030</td>
<td>M001</td>
<td>Authentic Assessment</td>
<td>Romano, Victoria</td>
<td>ONLINE</td>
<td>3.00</td>
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<td>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.</td>
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<td>Special Notes: N/A</td>
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<td>Pre-requisites: N/A</td>
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<td>Pre-requsites: N/A</td>
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<tr>
<td>EDU47032</td>
<td>M001</td>
<td>Place-Based Pedagogy and its Connection to Peace: The Power of Meaning &amp; Image</td>
<td>Studnicka, Lenka</td>
<td>ONLINE</td>
<td>3.00</td>
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<td>This course will engage in a significant dialogue that explores the relationship of place to humans and various perspectives and approaches including deep ecology, ecopsychology, place-based pedagogy, and peace education. Place-based pedagogy comprises diverse perspectives related to a sense of place embracing a way of knowing through observation, exploration, personal reflection, and willingness to engage with the place. Students will fully explore the relationship between the land, culture, and its inhabitants. Students will reflect on their own and others’ perceptions, discussions, writing, and mapping process for identifying the relationship between people and places. Students will examine contemporary attitudes toward place, reflect on the variables that affect the relationship between people and nature, and engage in reflective writing fostering critical inquiry and informed perspectives about environmental approaches.</td>
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<td>Special Notes: This is an elective course that will support students through the experiential engagement in their community and also cooperative Moddle contributions in areas of their own professional development toward ecological and peace literacy and progressive pedagogies.</td>
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<td>Pre-requsites: N/A</td>
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<td>Pre-requsites: N/A</td>
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<tr>
<td>EDU47035</td>
<td>M001</td>
<td>Introduction to Special Education</td>
<td>Battiato, Christina</td>
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<td>3.00</td>
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<td>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.</td>
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<td>Special Notes: N/A</td>
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<td>Pre-requisites: N/A</td>
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<tr>
<td>EDU47040</td>
<td>M001</td>
<td>Creating and Managing Learning Communities</td>
<td>McMahan, Lynne</td>
<td>ONLINE</td>
<td>3.00</td>
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<td>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.</td>
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<td>Pre-requisites: N/A</td>
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11/12/2015 3
The aim of this course is to provide early childhood educators with broad foundational knowledge of the social, cultural, historical, theoretical, socio-economic, environmental, legal, financial, ideological, and political dimensions of early childhood education, which involves knowledge and experience both of the birth to prekindergarten and kindergarten to grade three/age eight developmental and instructional levels. The course challenges students to think about commonly held ideas and learning strategies, and to begin to understand the influencing factors within the learning environment. The student will be actively engaged in developing a personal perspective on the functions and purposes of early childhood education (ECE). The student will develop a critical multicultural perspective which reviews the most recent schooling reforms, State Early Learning Standards, Common Core Standards and the broader implications of early childhood education in federal, military, state, public, private, and tribal systems. The student will examine the impacts of education on the natural environment and the diverse human community. Students will begin a compilation of academic and professional resources, materials, and communication skills for their Adult Degree and Graduate Programs (ADGP) studies and ECE career, which include appropriate use of instructional technologies and information literacy.

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

EDU47805 M001 Social and Emotional Development
Silver, Sarah ONLINE 3.00

Through this course the student will study the theories of social and emotional development, as they relate to the developmental and instructional stages of birth to prekindergarten and kindergarten to grade three/age eight, which can include the work of E.L. Thorndike, Howard Gardner, Albert Bandura, L.S. Vygotsky, Jean Piaget, and Daniel Goleman. In studying social intelligence, the student will develop an understanding of children's ability to understand and relate to people, including intra- and interpersonal intelligences, and culturally appropriate communication practices with other community members. The student will create an understanding of the five characteristics and abilities of emotional intelligences: 1) self-awareness, 2) mood management, 3) self-motivation, 4) empathy, and 5) managing relationships. In addition, the student will demonstrate her or his understanding of why social and emotional health is fundamental to effective learning and why children must have an understanding of themselves and how they best learn. An overview of how the brain and emotions work and the neuropsychology of emotions will be covered. Students will also investigate cultural and environmental factors that influence social and emotional development.

Special Notes: There is a fieldwork requirement of ten hours of early childhood classroom or program observation so students must be able to gain appropriate access and permissions to observe children in instructional group situations. There are two required textbooks, both easily available and very cheap if bought as used books or discounted new through Amazon or other textbook sites. Books should be ordered as early as possible as reading assignments begin the first week.

Pre-requisites: N/A

EDU47807 M001 Early Language and Literacy
Silver, Sarah ONLINE 3.00

Course Description: Through this course the student will study early language and literacy, including development and acquisition of oral language(s) for children in early childhood education (ECE) placements, from birth to prekindergarten and kindergarten to grade three/age eight. This course is a major component of the ECE program of study. The student will develop a culturally and developmentally appropriate repertoire of songs, poems, rhymes, finger plays, and storytelling. The student will prepare a library of classroom readings and literature for young children, from birth to prekindergarten and kindergarten to grade three/age eight. The student will engage children in learning through literacy materials that honor their cultures and the local natural environment. The student will have an emphasis on developmentally-appropriate language development, speaking home languages, teaching phonological awareness, personal name and letter recognition, print awareness, and pre-writing skills. The student will gain knowledge of the Arizona Department of Education's (ADE) essential components of reading and the Early Childhood Language and Literacy Standard and concepts. The student will also engage in activities that meet the National Association for the Education of Young Children (NAEYC) Professional Performance Standards.

Special Notes: This course can benefit not only ECE educators, but anyone who works with young children; parents, librarians, counselors, psychologists, social workers, etc. The course requires 10 hours of field work and observation in a structured program for children so access to such a program must be feasible for the student.

Pre-requisites: N/A
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<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>EDU47813</td>
<td>M001</td>
<td>ECE Instructional Techniques and Methods</td>
<td>Watson, Wendy</td>
<td>ONLINE</td>
<td>3.00</td>
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The student will study instructional techniques and methodologies in early childhood education settings, for children from birth to prekindergarten and kindergarten to grade three/age eight, which can include curriculum that uses and honors languages; culturally and developmentally appropriate practices; different types of activity/learning centers; individualized and differentiated instruction; educational play; and multi-sensory approaches. The student will develop instructional techniques and methods for teaching subject-area knowledge in art, music, literature, language, reading, movement, mathematics, natural science, and social studies. In this course, the student will create strategies to formulate a consistent and predictable learning environment. The early learning environment shall consist of activities in indoor, outdoor, and community-based arenas offering the young children ways to be challenged and grow to their capacity.

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

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<tr>
<td>EDU47821</td>
<td>M001</td>
<td>Child Guidance and Classroom Management</td>
<td>Silver, Sarah</td>
<td>ONLINE</td>
<td>3.00</td>
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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

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<tr>
<td>EDU48010</td>
<td>M001</td>
<td>Reading Instruction for Diverse Learners from Assessment and Balanced Literacy Programs</td>
<td>Romano, Victoria</td>
<td>ONLINE</td>
<td>3.00</td>
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This course builds directly on classroom teacher/teacher candidate functional knowledge regarding the teaching of reading/language arts through the use of quality literature. From a solid research base yielding "best practice" approaches for organizing and delivering reading/language arts instruction, this course guides the student through the application and integration of the language arts into curriculum. Reading/language arts curricular integration will be modeled through the identification and production of authentic classroom learner artifacts, case studies, and direct observation of master teachers in their reading/language arts classrooms paying particular attention to English Language Learners. Students will work to gain course knowledge and skills 1) leading to successful clinical practice as assessed by the course mentor or supervisor, and 2) leading to reading/ language arts instruction in the classroom judged as successful through documented authentic learner academic progress.

Three major themes will frame this course: balanced literacy with quality literature to enhance instruction for English Language Learners, reading/language arts assessment, and meeting the needs of diverse learners. Balanced literacy with each of the components associated with a balanced literacy program - will be a pervasive theme as the student identifies and designs a personal researched-based manageable model of reading/language arts instruction. Study of patterns of practice found in today’s schools, including literature circles, literature focus units, reading and writing workshops and thematic units will contribute to the students comprehension and implementation of a balanced literacy program in their own classrooms. Students will identify and practice use of formal and informal, criterion and norm-referenced reading/language arts assessment instruments to guide and inform planning, instructional delivery, and the provision of learner feedback. Finally, a sharp focus on diversity in the classroom learners, settings, resources, approaches, techniques, and programs in support of and before, during, and after reading/language arts instruction will be a major theme throughout the course as students construct an ever growing and efficacious repertoire of reading/language arts teaching strategies, enhancing their competence as teachers and contributing to documentable learner academic progress.

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

11/12/2015
Material for this course has been organized according to the Reading First categories of reading development and instruction, as presented in the report of the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students will investigate instructional reading strategies for children at-risk as reflected in the federal No Child left Behind Act, including children of poverty, children for whom English is not the primary language, and children with learning and behavioral disabilities. It is important that this course result for the student in more than just a documented litany of reading teaching strategies that are scientifically-validated. The scientifically-validated practices should be integrated by the student into a systematic teaching process that stresses the use of learner outcome data within authentic classroom contexts to guide practice. Students will investigate and learn how to use DIBELS and other curriculum-based assessment results for early identification of children at risk of reading failure and to monitor student progress. Students should gain and demonstrate in their own classrooms increased mastery of reading instruction for letter sound recognition, regular word decoding, sight words, multi-syllable word reading, passage reading, vocabulary, and comprehension, as they reflect on how to utilize knowledge available to maximize academic progress for all 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

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
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<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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<tr>
<td></td>
<td>UD</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>HDP47140</td>
<td>M001</td>
<td>Multicultural Aspects of Integrative Healing</td>
<td>Mohr-Almeida</td>
<td>ONLINE</td>
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<td>UD</td>
<td></td>
<td>Kathy</td>
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This course explores the integration of healing practices found within allopathic and traditional healing communities. The course begins with a learner-generated description of what paradigm is commonly applied within allopathic healing communities. Next, an in depth description of the paradigms and practices of Curanderismo, a tradition healing practice common in traditional Mesoamerican communities, will be presented. Learners will create a comparative analysis of healing paradigms between Curanderismo and an allopathic healing approach of their choice. Learners will then discover and report about an alternative healing practice other than Curanderismo, including how this healing practice paradigm differs from what is commonly accepted within the dominant culture. Learners will also explore emerging alternative healing paradigms presented in the required reading. Learners will synthesize their new learning in a final paper describing how integrative healing can incorporated within their professional practice and personal lives.

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

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<tbody>
<tr>
<td>HDP47400</td>
<td>M001</td>
<td>Living with Loss: Studies of Grief &amp; Transitions</td>
<td>Young, Vicky</td>
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<td>4.00</td>
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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 students will select three more books: 1) a grief or loss counseling theory-based text, 2) a memoir, and 3) another selection from either category. Students will need to find appropriate journal articles for their research and writing activities.

Pre-requisites: N/A

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<tr>
<td>HDP47720</td>
<td>M001</td>
<td>Deep Ecology</td>
<td>Canty, Jeanine</td>
<td>ONLINE</td>
<td>4.00</td>
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Course Description: Deep Ecology is an environmental movement that spawned from Arne Naess' Ecosophy and is a radical approach to the ecological crisis. Deep Ecology calls for humans to live in harmony with the entire living world, recognizing that the living world has intrinsic value separate from human needs. Within this course, students will examine the philosophy and practice of Deep Ecology and related disciplines. Each student will develop a unique course contract and will engage with the course learning community. As a result of this course, students will be able to apply principles of Deep Ecology on an individual, community, and global level.

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

11/12/2015
### Other Courses

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<tr>
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<th>Credits</th>
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<tr>
<td>EPF47001</td>
<td>M001</td>
<td>Capstone Eportfolio Lab</td>
<td>Watson, Wendy</td>
<td>ONLINE</td>
<td>1.00</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

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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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</table>

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>OTE47000</td>
<td>M001</td>
<td>Orientation to the Teacher Education Certification Program</td>
<td>Brown, Jennifer</td>
<td>ONLINE</td>
<td>1.00</td>
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This course is an introductory to the teaching profession and the limited-residency program model for those students who already possess a bachelor's degree from a nationally or regionally accredited post-secondary institution. Program topics may include: post-degree planning, introduction to the mentor process, library and writing resources support and social and environmental core college principles.

Special Notes: N/A

Pre-requisites: N/A

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<tbody>
<tr>
<td>PASS47001</td>
<td>M001</td>
<td>PASS 1</td>
<td>TBA</td>
<td>ONLINE</td>
<td>2.00</td>
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</table>

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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<tr>
<td>PASS47001</td>
<td>M002</td>
<td>PASS 1</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
### PASS 2 (PASS 27002)

**Instructor:** Gary Stogsdill

**Meeting Notes:** ONLINE

**Credits:** 2.00

**Course Title:** 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 (PLA)

**Instructor:** Nancy Mattina

**Meeting Notes:** ONLINE

**Credits:** 4.00

**Course Title:** 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).

**Pre-requisites:** None

### PRM 49001 (PRM)

**Instructor:** Alejandro Marquez

**Meeting Notes:** ONLINE

**Credits:** 4.00

**Course Title:** The practical research course will provide the student with the critical research skills necessary to effectively support scholarly writing in the student's competence. The student will learn how to navigate and competently use the citation program REFWORKS. The student will also learn the skills necessary to find relevant, scholarly information via databases such as EBSCOhost, Proquest, and Google Scholar, using appropriate key words and subject terms. The student will develop analytical skills to evaluate scholarly articles and research. The student will gain an understanding of various research methods and methodologies as well as an understanding of how statistics are used in research. The student will use this learning to improve their ability to write a research paper.

**Special Notes:** N/A

**Pre-requisites:** N/A

### SCI 27100 (SCI)

**Instructor:** Gary Stogsdill

**Meeting Notes:** ONLINE

**Credits:** 4.00

**Course Title:** 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

**Pre-requisites:** N/A

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11/12/2015
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<th>Credits</th>
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<tr>
<td>WRW47100</td>
<td>M001</td>
<td>Writing Across the Competence</td>
<td>TBA</td>
<td>ONLINE</td>
<td>4.00</td>
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In this course, students will examine, revise, and refine their draft research papers to meet the requirements of the ADP Required Research Paper. Students will be guided and assisted by course mates, the instructor, and selected electronic resources as they manage and meet established deadlines. Timeliness and participation in all course activates will be key to achieving the learning outcomes of the course.

Special Notes: Student must have a completed draft of a research paper that s/he will revise and refine during the course.
Pre-requisites: Student should be MORE than six months away from intended graduate date.
### Sustainability & Environmental Studies

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<th>Course</th>
<th>Section</th>
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<th>Meeting Notes</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SES47000UD</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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<tr>
<td>SES47300UD</td>
<td>M001</td>
<td>Awakening Citizens to Community Engagement for Beneficial Change</td>
<td>Shorb, Terril</td>
<td>ONLINE</td>
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<tr>
<td>SES47350UD</td>
<td>M001</td>
<td>Ecological Economics</td>
<td>Hunt, Rob</td>
<td>ONLINE</td>
<td>4.00</td>
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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

Citizen involvement in local communities is at an all-time low, even as dissatisfaction with government rises. Students will engage facilitative leadership skills to more deeply prepare themselves to bring citizens into active participation in initiatives that sustain the life of the community. Students learn and practice a social psychological process called guided enactive mastery that supports citizens to participate in projects and programs at the community level. Students also extend their skills in participatory research methods to identify opportunities for cooperation between local residents and their governance agencies. Analysis of case studies is done of successful collaborative community projects, including specific community-need elements. The culminating class project invites students to work with a small group of residents and decision-makers from their respective communities in a participatory design and action sequence to address a compelling community need. A central objective of the course is for students to feel more confident and eager as quiet leaders who effectively facilitate the process of awakening citizens to regularly contribute to sustaining their communities.

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

This course is designed for non-economics majors. Though we will review some of the basic concepts and theories of ecological economics, we will emphasize and rely upon case studies to build up our understanding of how modern local and global market forces impact the environment and societies. This course will approach the subject in the form of weekly topics taken from current and recent world events. We will also review papers and journal articles that explain the concepts of ecological economics.

From the impacts of deforestation in the Amazon, to the overthrow of Central American governments, to the impacts of the drug trade, and "green-washing," we will discuss the myriad problems a variety of economic forms present to the environment. We will also study programs that seek to balance biodiversity preservation and social justice with local sustainable economic development. We will examine not only the problems, but search for practical answers, if they exist, to local economic needs.

Special Notes: The instructor will offer some opportunities for in person or virtual interactions.
Pre-requisites: N/A
### Consumerism in Our World

**Course:** SES4741

**Section:** M001

**Instructor:** Young, Jill

**Meeting Notes:** ONLINE

**Credits:** 4.00

Americans, and at a growing rate citizens around the globe, are obsessed with "stuff". The purpose of this seminar is to examine how we think about our lives and our relationship with the planet. Our world economy largely depends on consumer-based societies through which the planet is polluted and natural resources are depleted. It is within our power to stop the environmental damage, social injustice, and health hazards due to irresponsible consumption. Through critical thinking, reading, writing, and discussion students will explore these issues and develop plans and action for change.

**Special Notes:** N/A

**Pre-requisites:** N/A

### Topics in Ecology

**Course:** SES4772

**Section:** M001

**Instructor:** Hunt, Rob

**Meeting Notes:** ONLINE

**Credits:** 4.00

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