SUMMER 2016 REGISTRATION INFORMATION & COURSE SCHEDULE

PRESCOTT COLLEGE Undergraduates

SUMMER 2016
May 16, 2016 – August 05, 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.

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 April 29, 2016, paid or not.

ADV24202/ADV44202 River Guides Training

• Remember to update your anticipated graduation date (the month AND the year)—required for tuition & financial aid processing. IF YOU PLAN TO GRADUATE IN August 2016, PLEASE COMPLETE THE PETITION FOR PROGRAM COMPLETION THIS MONTH: https://pronto1.alphatrust.com/Public/ProcessTemplates/Launch/?p=3bb61147-3727-48ce-86ef-e3f6b60a5c3f

• Registration for course will take place ON-LINE. Please contact the Registrar if you need assistance registering on-line.

• 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 Summer2016

| Term Dates: | May 16 - August 5, 2016 | Block 2: | June 13 - July 8, 2016 |
| Block 1: | May 16 - June 10, 2016 | Block B: | June 27-August 5, 2016 |
| Block A: | May 16 – July 8, 2016 | Block 3: | July 11 - August 5, 2016 |

TERM | ---------------12 weeks ---------------
BLOCK 1, 2, 3 | ------4 weeks------ | ------4 weeks------ | ------4 weeks------
BLOCK A, B | ---------------6 weeks------------ | ---------------6 weeks------------

Deadline (by Course Session, not by Program):

<table>
<thead>
<tr>
<th>Registration Opens</th>
<th>Tuition Deadline</th>
<th>Last Day for Add/Drop**</th>
<th>Last day for student to request a W</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>BLOCK 1</td>
<td>BLOCK A</td>
<td>BLOCK 2</td>
</tr>
<tr>
<td>February - - Open registration for all programs</td>
<td>Friday, April 29, 2016</td>
<td>5-27-16</td>
<td>5-27-16</td>
</tr>
<tr>
<td>5-27-16</td>
<td>5-17-16</td>
<td>5-27-16</td>
<td>6-14-16</td>
</tr>
<tr>
<td>6-03-16</td>
<td>5-27-16</td>
<td>6-03-16</td>
<td>6-24-16</td>
</tr>
</tbody>
</table>

*Late Registration Fee assessed starting 5pm on Tuition Deadline

**0% Tuition Refund for Term, Block A and Block B starting 5pm on Last Day for Add/Drop; 90% Tuition Refund for Block 1,2,3 on Last Day for Add/Drop, 0% Tuition Refund for Block 1,2,3 after 5pm on Last Day for Add/Drop.
CONTRACTS: Mentored Study, Internships and Senior Project (including Student Teaching)

Draft contract deadline (for continuing students) for ALL courses: **May 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)
  - Limited-Resident Undergraduate Evaluation page:
    - [https://my.prescott.edu/limited-residency-undergraduate-program-resources/limited-residency-undergraduate-evaluations.php](https://my.prescott.edu/limited-residency-undergraduate-program-resources/limited-residency-undergraduate-evaluations.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 **April 29, 2016.**

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

**Resident Undergraduate Tuition for Summer 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: **April 29, 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](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. **See REFUND policy under “Dates and Deadlines”**
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.**
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 Summer 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.
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 numbers
- 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:

<table>
<thead>
<tr>
<th>If convicted of an offense involving:</th>
<th>The possession of a controlled substance: Ineligibility period is:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First offense: ................................... 1 year</td>
</tr>
<tr>
<td></td>
<td>Second offense: ................................ 2 years</td>
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<tr>
<td></td>
<td>Third offense: ................................ Indefinite.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>The sale of a controlled substance: Ineligibility period is:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First offense: ................................... 2 years</td>
</tr>
<tr>
<td></td>
<td>Second offense: ................................ Indefinite.</td>
</tr>
</tbody>
</table>

(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>Potter, Jessica</td>
<td>ONLINE</td>
<td>4.00</td>
</tr>
<tr>
<td>UD</td>
<td></td>
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</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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</thead>
<tbody>
<tr>
<td>ACS47560</td>
<td>M001</td>
<td>Writing the Wild: A Creative Writing Workshop</td>
<td>Benson, Cara</td>
<td>ONLINE</td>
<td>4.00</td>
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<td>UD</td>
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What do writing and wildness have in common? What can the natural world teach us about accessing our most wild selves so we can create energized, potent, and engaging stories? In this creative writing workshop, students will explore the role of wildness in their lives through experiential assignments, reading, playful writing exercise, and the completion and revision of one polished piece. Whether you live in the city or the country, you will be asked to explore the world around you almost as much as you will be asked to write. This workshop is suitable for writers of all experience levels, and is especially friendly to beginners.

Special Notes: N/A
Pre-requisites: N/A
<table>
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</thead>
<tbody>
<tr>
<td>EDU47001</td>
<td>M001</td>
<td>Foundations of Education</td>
<td>Brown, Jennifer</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: N/A
Pre-requisites: N/A

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>EDU47004</td>
<td>M001</td>
<td>Structured English Immersion Complete</td>
<td>Hennings, Ron</td>
<td>ONLINE</td>
<td>3.00</td>
</tr>
</tbody>
</table>

"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’.

<table>
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</thead>
<tbody>
<tr>
<td>EDU47005</td>
<td>M001</td>
<td>Learning Theories</td>
<td>Silver, Sarah</td>
<td>ONLINE</td>
<td>3.00</td>
</tr>
</tbody>
</table>

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

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<tbody>
<tr>
<td>EDU47010</td>
<td>M001</td>
<td>Curriculum Design</td>
<td>Studnicka, Lenka</td>
<td>ONLINE</td>
<td>3.00</td>
</tr>
</tbody>
</table>

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
<table>
<thead>
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<tbody>
<tr>
<td>EDU47015</td>
<td>M001</td>
<td>Core Seminar: Educating for the Future: Multicultural and Environmental Issues</td>
<td>Brown, Jennifer</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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<tbody>
<tr>
<td>EDU47020</td>
<td>AXXX</td>
<td>Reading: Methods and Practice</td>
<td>Faculty-CF/Advisor, MENTOR</td>
<td></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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<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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</tbody>
</table>

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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<tbody>
<tr>
<td>EDU47035</td>
<td>M001</td>
<td>Introduction to Special Education</td>
<td>Battistato, Christina</td>
<td>ONLINE</td>
<td>3.00</td>
</tr>
</tbody>
</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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<tbody>
<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>
</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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<tbody>
<tr>
<td>EDU47803</td>
<td>AXXX</td>
<td>MENTORED: Child Growth and Development</td>
<td>Silver, Sarah</td>
<td></td>
<td>3.00</td>
</tr>
</tbody>
</table>

**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.

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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>EDU47821</td>
<td>AXXX</td>
<td>Child Guidance and Classroom Management</td>
<td>Silver, Sarah</td>
<td></td>
<td>3.00</td>
</tr>
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</table>

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

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

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

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<tr>
<td>EDU48750</td>
<td>AXXX</td>
<td>MENTORED: Foundations of Language and Literacy</td>
<td>Romano, Victoria</td>
<td>MENTOR</td>
<td>3.00</td>
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</tbody>
</table>

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

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
<table>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UD</td>
<td>M001</td>
<td>Core Seminar: Human Development Professional Perspectives</td>
<td>Young, Vicky</td>
<td>ONLINE</td>
<td>4.00</td>
</tr>
</tbody>
</table>

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>
</thead>
<tbody>
<tr>
<td>UD</td>
<td>M001</td>
<td>Disordered Eating, Body Image and Culture</td>
<td>Young, Vicky</td>
<td>ONLINE</td>
<td>4.00</td>
</tr>
</tbody>
</table>

This course will provide a comprehensive overview of body image and disordered eating within Western and other cultures. The students will examine the role of culture on the development of an individual’s body image inclusive of women, men and children. This review will cover cultural influences including media, age, social class, ethnicity, and sexuality. Finally, during this course students will explore the ways in which society and individuals can influence positive body images for both themselves and fellow human beings.

Special Notes: N/A  
Pre-requisites: N/A
## Other Courses

### EPF47001
- **Section**: M001
- **Course Title**: Capstone Eportfolio Lab
- **Instructor(s)**: Stogsdill, Gary
- **Meeting Notes**: ONLINE
- **Credits**: 1.00

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

### MTH47001
- **Section**: M001
- **Course Title**: Mathematical Explorations
- **Instructor(s)**: Stogsdill, Gary
- **Meeting Notes**: ONLINE
- **Credits**: 4.00

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

### OTE47000
- **Section**: M002
- **Course Title**: Orientation to the Teacher Education Certification Program
- **Instructor(s)**: Watson, Wendy
- **Meeting Notes**: ONLINE
- **Credits**: 1.00

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

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

### PASS47001
- **Section**: M002
- **Course Title**: PASS 1- Education
- **Instructor(s)**: Watson, Wendy
- **Meeting Notes**: ONLINE
- **Credits**: 2.00

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

### PASS47001
- **Section**: M001
- **Course Title**: PASS 1- Liberal Arts
- **Instructor(s)**: Bigknife Antonio, Molly
- **Meeting Notes**: ONLINE
- **Credits**: 2.00

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
### SU-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>PASS47002</td>
<td>M001</td>
<td>PASS 2</td>
<td>Stogsdill, Gary</td>
<td>ONLINE</td>
<td>2.00</td>
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<tr>
<td>LD/UD</td>
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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

<table>
<thead>
<tr>
<th>SCI27100</th>
<th>M001</th>
<th>Science Explorations</th>
<th>Stogsdill, Gary</th>
<th></th>
<th>4.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>LD</td>
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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

2/25/2016
### Sustainability & Environmental Studies

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<tr>
<th>Course</th>
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</tr>
</thead>
<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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<tbody>
<tr>
<td>SES47350</td>
<td>M001</td>
<td>Ecological Economics</td>
<td>Hunt, Rob</td>
<td>ONLINE</td>
<td>4.00</td>
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</table>

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