Summer 2021

Prescott College

All College Registration Instructions, Course Schedule & Descriptions

REGISTRATION DEADLINE: May 7, 2021
TUITION DEADLINE: May 7, 2021
The courses in this publication are subject to change. Please check MyAcademicServices for the most current course listing.

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General Information

Summer 2021 Term Dates

Term Dates: Tuesday, May 18 – August 9, 2021
Session E: Tuesday, May 18 – June 28, 2021
Summer Block 1: Tuesday, May 18 – June 10, 2021
Summer Block 2: Tuesday, June 15 – July 8, 2021
Summer Block 3: Tuesday, July 13 – August 8, 2021
Session F: Tuesday, June 29 – August 9, 2021

TERM [----------------------------12 weeks------------------------] ---
BLOCK 1, 2, 3, [-----4 weeks-----] [-----4 weeks--------] [----4 weeks------]
SESSIONS E & F [----------------------6 weeks----------] [------------6 weeks ---- ]

Limited Resident Orientation

- Online Undergraduate Online TBD
- All Graduate Online TBD

<table>
<thead>
<tr>
<th>Registration Opens</th>
<th>Monday, March 1, 2021 All Programs</th>
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<tbody>
<tr>
<td>Tuition Deadline</td>
<td>Friday, May 7, 2021*</td>
</tr>
<tr>
<td>Course Session/</td>
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</tr>
<tr>
<td>Start Date</td>
<td>Add/Drop</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
<tr>
<td></td>
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<td>0%</td>
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<tr>
<td></td>
<td>Tuition Refund</td>
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<tr>
<td></td>
<td>until midnight 5/17/2021</td>
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<tr>
<td></td>
<td>05/18/2021 through midnight 5/21/2021</td>
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<tr>
<td></td>
<td>5/22/2021 and later</td>
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<tr>
<td></td>
<td>Last Day for student</td>
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<tr>
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<td>to request a W</td>
</tr>
<tr>
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<tr>
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<td>05-21-2021</td>
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<tr>
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<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>07-23-2021</td>
</tr>
</tbody>
</table>

*Late Registration Fee assessed starting 5pm on Tuition Deadline. Note: Online Registration will close on Sunday one week (9 days) before term start at 11:59 PM. Add/drop can still be done via the Add/Drop form. No Shows for Block 1 or Session C will be dropped from ALL courses for the term.
Registration opens March 1, 2021 for Priority Registration.

See your EMAIL for your priority day and time.

New students will receive an email upon confirmation regarding registration.

Tuition and Enrollment Due Date - All Programs: Friday, May 7, 2021*

*$75.00 Late Registration /Payment Fee will be charged after 5pm on the above date (except in your first term).

Continuing students are held to the Tuition and Enrollment Due date.

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

LAST DAY TO ADD/DROP On-line is May 9, 2021 at 11:59 PM

Please use the add/drop form for changes after this date.

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

General Payment Information

Prescott College provides real-time account summaries via your Student Account Center at Prescott.afford.com (Tuition Management Systems ‘TMS’)

Please note: Financial Aid is updated once a week and will not immediately reflect changes made to credit levels.

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

For assistance logging in, please contact TMS at 800-208-5807.
How to Register On-line

Go to MyAcademicServices
Log in

To ADD courses:

Hover over REGISTRATION
Click on COURSES
Enter the CATALOD ID or COURSE PREFIX you want to search (e.g. ENV22116 or ADV) and hit ENTER
On the RIGHT HAND side you will see an ADD button
Click on the ADD BUTTON to add the course to your CART
Once all courses have been added and appear in the BOX on the right hand side of the screen you'll need to click the REGISTER BUTTON

To DROP a course:

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

Tips to successfully complete enrollment for the term:

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

**What to look for as you Search:**
Course code/course number – Our assigned number for a course.

Method of delivery - Lecture here with XXX’s in section number will indicate that the course is mentored and you will need to submit Mentored Course contracts.

“Online” will be here for those that you enroll in and will take online. Section will be M001. No further contracts are needed.

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

Address changed?? If you think any information in your file is NOT accurate, please submit the Information Update per below:
Update your ADDRESS on-line: https://academics.prescott.edu/Account/ChangeAddress.aspx

Update your PHONE on-line: https://academics.prescott.edu/Account/PhoneNumbers.aspx
Submit Mentored Course Contracts (not required for Moodle or Classroom based courses.)

Dropping Courses/Credits after you have initially enrolled

In order to revise your credits/courses for the term, you will need to log back in to MyAcademicServices and REMOVE courses from your enrollment, ADDING any new that you want to now do.

Once Drop/Add deadline is passed, Online Enrollment will no longer be available to make these changes.

Course Start/End Dates

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

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

**Prescott College**

## 2020/21 Tuition And Fees For All Programs

### On Campus Undergraduate

<table>
<thead>
<tr>
<th>Semester Credits</th>
<th>FIT</th>
<th>I.C.</th>
<th>A.c.</th>
<th>Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (12)</td>
<td>$7,176.00</td>
<td>6,134.00</td>
<td>6,134.00</td>
<td>$596.00</td>
</tr>
</tbody>
</table>

#### Activity Fee
- $100.00

#### Graduation Fee
- $225.00

#### On Campus Housing
- $4,745.00

#### On Campus Housing (Clinicals)
- $4,745.00

#### Meal Plan
- $450.00

#### Housing Deposit
- $150.00

#### Laundry Fee
- $45.00

#### Late Registration
- $75.00

#### Late Payment Fee
- $25.00

#### Orientation Fee
- $1,075.00

#### Sustainability Fee
- $25.00

#### Freedom Education Fund Fee
- $30.00

#### Technology Fee
- $115.00

#### Fire & Safety Insurance
- TBD

**SPSU21 Insurance**
- TBD

**Due Dates**
- Fall & Spring Terms
- Each Term (FA, SP, SU)

### Online Undergraduate and Post-Bac Teacher Prep

<table>
<thead>
<tr>
<th>Semester Credits</th>
<th>FIT or Over 12 Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (12)</td>
<td>$596.00</td>
</tr>
</tbody>
</table>

#### Graduation Fee
- $120.00

#### Late Registration
- $75.00

#### Late Payment Fee
- $25.00

#### Sustainability Fee
- $50.00

#### Technology Fee
- $115.00

#### Due Dates
- Fall Term: SP 21
- Spring Term: SU 21

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

<table>
<thead>
<tr>
<th>Semester Credits</th>
<th>FIT or Over 12 Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (12)</td>
<td>$596.00</td>
</tr>
</tbody>
</table>

#### Graduation Fee
- $120.00

#### Late Registration
- $75.00

#### Late Payment Fee
- $25.00

#### Due Dates
- Fall Term: SP 21
- Spring Term: SU 21

### Online Masters in Counseling and Master’s Certificate in Counseling

#### Tuition (12)
- $825.00

#### Due Dates
- Fall Term: SP 21
- Spring Term: SU 21

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

#### Tuition (12)
- $596.00

#### Due Dates
- Fall Term: SP 21
- Spring Term: SU 21

### Online Masters in Social Justice and Community Organizing

#### Tuition (12)
- $334.00

#### Due Dates
- Fall Term: SP 21
- Spring Term: SU 21

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

#### Tuition (12)
- $750.00

#### Due Dates
- Fall Term: SP 21
- Spring Term: SU 21

### PhD in Sustainability Education

#### Tuition (12)
- $1,298.00

#### Due Dates
- Fall Term: SP 21
- Spring Term: SU 21
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:

<table>
<thead>
<tr>
<th>Possession of a controlled substance:</th>
<th>Ineligibility period is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>First offense</td>
<td>1 year</td>
</tr>
<tr>
<td>Second offense</td>
<td>2 years</td>
</tr>
<tr>
<td>Third offense</td>
<td>Indefinite.</td>
</tr>
</tbody>
</table>

The sale of a controlled substance: Ineligibility period is:

<table>
<thead>
<tr>
<th>Sale of a controlled substance:</th>
<th>Ineligibility period is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>First offense</td>
<td>2 years</td>
</tr>
<tr>
<td>Second offense</td>
<td>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)).
Summer 2021 Undergraduate Registration Information

Registration is ON-LINE – Enrollment notices are in your Prescott College EMAIL.

If you did not receive an email notice please contact the Registrar’s Office at 928-350-1102 or at registrar@prescott.edu.

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

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

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

Block 1
- ENV22013 B001 Behavior & Conservation: East African Wildlife $2,200

Block 2
- ENV25114/45114 B002 Community-based Conservation in Costa Rica $1,611

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 2021 PLEASE COMPLETE THE PETITION FOR PROGRAM COMPLETION THIS MONTH.

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

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

Prescott College REQUIRES all On-Campus Undergraduate students to have insurance coverage. The coverage period for the Spring 2021 term is January 1, 2021 through July 31, 2021. Please contact Student Accounts at studentbilling@prescott.edu

- Prescott College offers insurance coverage for students. This insurance is a combination of health (sickness) and accident insurance.
- Your student account will be billed for this insurance for the entire Spring and Summer coverage period. Cost for Spring 2021 insurance is $2715.12.
- **ALL STUDENTS**: If you have your own insurance and wish to waive the College’s coverage, you must complete the online waiver process. The open date for the waiver process from AHP begins on November 12, 2020 and may be accessed here: prescott.myahpcare.com. *The waiver portal is only open through January 18, 2021.* Please read the questions for the waiver before attempting to waive. You will need specific benefit information regarding your coverage. If AHP has questions about your coverage, they will contact you via email.
- If you DO NOT complete the online waiver process by the designated date, you will be automatically enrolled in the Aetna Student Health Insurance Plan and you will be responsible for the insurance premium. **NO EXCEPTIONS. IT IS YOUR RESPONSIBILITY TO FOLLOW THE INSTRUCTIONS AND WAIVE OUT BY THE PUBLISHED DEADLINE.** The insurance waiver is good for the academic year only.
- **Continuing** students who have waived the College’s coverage in the past still need to waive out online at the beginning of each academic year, starting with the first term you are enrolled in for that year.
- You may waive online at [https://prescott.myahpcare.com](https://prescott.myahpcare.com).
- If the need arises for any student to purchase Prescott College’s coverage during the academic year, due to changes in personal coverage, please contact Student Accounts regarding changes to eligibility.

For questions regarding enrollment, call Aetna directly at 855.844.3001. For questions regarding the benefits, call Aetna directly at 877.480.4161. For any questions regarding billing, call Student Accounts at 928.350.4000.
**Undergraduate Mentored Study, Senior Project/Student Teaching Placeholder Registration Courses**

<table>
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<th>Block</th>
<th>Course ID</th>
<th>Section</th>
<th>Credits</th>
<th>Course ID</th>
<th>Section</th>
<th>Credits</th>
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<table>
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<th>Course ID</th>
<th>Section</th>
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<td>OCU10070</td>
<td>SX12</td>
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* Resident Undergraduates are REQUIRED to take Core Curriculum 4 CCC40005 with their Senior Project/Student Teaching

<table>
<thead>
<tr>
<th>Full-Term</th>
<th>Course ID</th>
<th>Section</th>
<th>Credits</th>
<th>Course ID</th>
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<th>Section</th>
<th>Credits</th>
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<tr>
<td>LRU49990</td>
<td>XX02</td>
<td>LRU Student Teaching **</td>
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<tr>
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<td>XX04</td>
<td>LRU Senior Project/Student Teaching **</td>
</tr>
<tr>
<td>LRU49990</td>
<td>XX08</td>
<td>LRU Senior Project/Student Teaching **</td>
</tr>
<tr>
<td>LRU49990</td>
<td>XX12</td>
<td>LRU Senior Project/Student Teaching **</td>
</tr>
</tbody>
</table>

** Limited-Residency Undergraduates are REQUIRED to take PASS2 PASS47002 with their Senior Project/Student Teaching
### 1. Undergraduate > Arts & Humanities

<table>
<thead>
<tr>
<th>Course #</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACS47560</td>
<td>4.00</td>
<td>22</td>
<td>Lee, Jessica</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**Session:** Session E

**Writing the Wild: A Creative Writing Workshop**

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** This course is a writing emphasis course.

**COURSE DESCRIPTION:** 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.
1. Undergraduate > Core Curriculum

**Course #**: CIEL18  
**Section**: MT01

**Session**: Full Term  
**Credits**: 18.00  
**Max Capacity**: 10  
**Instructor(s)**: Brown, Jennifer  

**PREREQUISITES**: None.

**COREQUISITES**: None.

**SPECIAL NOTES**: N/A

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

**Course #**: COR47001 UD  
**Section**: B001

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

**PREREQUISITES**: None.

**COREQUISITES**: None.

**SPECIAL NOTES**: N/A

**COURSE DESCRIPTION**: Professional and Academic Success Seminar (PASS 1) provides new students with the essential tools to successfully navigate their academic journey through the Online Undergraduate (OLU) program. PASS 1 addresses every advising need, including creation of the degree plan, and offers weekly academic and professional resource sites, which remain available at all times for each student’s entire duration of enrollment in OLU. In addition, PASS 1 teaches students how to create their eportfolio that displays and reflects on learning outcomes for each course.
## 1. Undergraduate > Core Curriculum

### PASS 2

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>COR47002</td>
<td>MB01</td>
<td>1.00</td>
<td>22</td>
<td>Stogsdill, Gary</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**FEE:** $120.00  
**PREREQUISITES:**  
None.  
**COREQUISITES:**  
None.  
**SPECIAL NOTES:** N/A  
COURSE DESCRIPTION: Professional and Academic Success Seminar 2 (PASS 2) provides soon-to-graduate Online Undergraduate students with all the information and guidance needed to successfully graduate. Students complete their final degree plan, the research paper requirement, the petition for program completion, and a 5-page synthesizing essay that reflects on their entire learning journey leading to graduation. In addition, PASS 2 offers feedback to students on their eportfolio that displays and reflects on learning outcomes for each course.

### Eco League Full Time

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO18</td>
<td>MT01</td>
<td>18.00</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### Individualized Studies

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

**PREREQUISITES:**  
None.  
**COREQUISITES:**  
None.  
COURSE DESCRIPTION: The Individualized Studies course serves as a homeroom to provide students with regular and substantive faculty oversight for any studies that fall outside of a regular class offering. Such studies may include independent learning, mentored learning, internship learning, structured noncredit learning, and any creative combination of these options. The Individualized Studies course offers students the opportunity to discuss their learning with peers and the instructor, who assesses student work.
1. Undergraduate > Core Curriculum

<table>
<thead>
<tr>
<th>Course #</th>
<th>MTH47001</th>
<th>UD</th>
<th>Section: MF01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical Explorations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session:</td>
<td></td>
<td>Credits:</td>
<td>4.00</td>
</tr>
<tr>
<td>Max Capacity:</td>
<td>22</td>
<td>Instructor(s): Stogsdiill, Gary</td>
<td></td>
</tr>
<tr>
<td>Class Schedule: ONLINE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: This course satisfies the Prescott College math requirement.

COURSE DESCRIPTION: Math Explorations provides liberal arts and education students the opportunity to transform a limited or unpleasant math background into a new and positive relationship with math. The three major components of this conceptual-based math course are: reasoning exercises that enable students to develop better quantitative thinking skills, a meaningful self-chosen experiential project, and self-chosen research into an interdisciplinary math-related topic of vital importance in the human quest to understand the world around us and our role within it.

<table>
<thead>
<tr>
<th>Course #</th>
<th>PLA19700</th>
<th>Section: MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior Learning Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session:</td>
<td>Full Term</td>
<td>Credits: 4.00</td>
</tr>
<tr>
<td>Instructor(s): Bigknife Antonio, Molly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Schedule: ONLINE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Instructor permission required. Please see application details and application deadline in the online PLA handbook, located here: https://prescott.digication.com/prior_learning_assessment_handbook/Welcome/
Students must utilize the current, required writing style manual for their discipline (APA or MLA).

COURSE DESCRIPTION: This Prior Learning Assessment Course (PLA) is required for all students approved to begin the prior learning process. In this course, students learn to develop their PLA toward one of these three processes: 1) Conversion Portfolio (CP); 2) Life Experience Portfolio (LEP); or, 3) Senior Project/Practicum Portfolio (SPP). Within this course, the student will explore and synthesize college-level learning gained from professional or volunteer experiences into a final electronic portfolio for review by experts in the field. Students must be able to verify the learning gained from past experience through official documentation. The CP is used for transferring non-credited coursework and trainings into lower division (LD) credits, where fifteen clock hours of past training/coursework may equate to 1 semester credit hour. For the LEP, the student must have at least five years of professional experience and can earn upper division (UD) credit. For the SPP, the student must have at least two years of professional experience in their area of competence and can earn either 4 UD credits or 8 UD credits to satisfy their Senior Project graduation requirement. Strong academic writing skills are required, including proficiency in using the student's style guide for their field. Students are advised to read all PLA process details on the college website.
Key to Course IDs: ADV = Adventure Education, ENV = Environmental Studies etc

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

1. Undergraduate > Education & Teacher Preparation

Course #: EDU41020  UD  Section: MB01

Experiential Education Practicum

<table>
<thead>
<tr>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1</td>
<td>4.00</td>
<td>10</td>
<td>Altrichter, Mariana</td>
<td>MTWThF 9:00 am - 3:00 pm Sinagua B</td>
</tr>
</tbody>
</table>

PREREQUISITES:
None.

COREQUISITES:
None.

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

Note: The offering of this program is subject to COVID risk level. If the CDC, Health Departments, and trusted authorities indicate that substantial risk Infection rates locally are rising and/or remaining at concerning levels the program will not be offered. Arizona Department of Public Safety Fingerprint Clearance Card required.

Course #: EDU41020  UD  Section: MT01

Experiential Education Practicum

<table>
<thead>
<tr>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Term</td>
<td>8.00</td>
<td>11</td>
<td>Altrichter, Mariana</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

PREREQUISITES:
None.

COREQUISITES:
None.

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

Note: The offering of this program is subject to COVID risk level. If the CDC, Health Departments, and trusted authorities indicate that substantial risk Infection rates locally are rising and/or remaining at concerning levels the program will not be offered. Arizona Department of Public Safety Fingerprint Clearance Card required.
### 1. Undergraduate > Education & Teacher Preparation

<table>
<thead>
<tr>
<th>Course #</th>
<th>EDU47035</th>
<th>UD</th>
<th>Section: MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course:</strong></td>
<td>Introduction to Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session:</strong></td>
<td>Full Term</td>
<td><strong>Credits:</strong></td>
<td>3.00</td>
</tr>
<tr>
<td><strong>Instructor(s):</strong></td>
<td>Sallu, Adama</td>
<td><strong>Class Schedule:</strong></td>
<td>ONLINE</td>
</tr>
<tr>
<td><strong>PREREQUISITES:</strong></td>
<td>None.</td>
<td><strong>COREQUISITES:</strong></td>
<td>None.</td>
</tr>
<tr>
<td><strong>SPECIAL NOTES:</strong></td>
<td>N/A</td>
<td><strong>COURSE DESCRIPTION:</strong></td>
<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course #</th>
<th>EDU47040</th>
<th>UD</th>
<th>Section: MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course:</strong></td>
<td>Creating &amp; Managing Learning Communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session:</strong></td>
<td>Full Term</td>
<td><strong>Credits:</strong></td>
<td>3.00</td>
</tr>
<tr>
<td><strong>Instructor(s):</strong></td>
<td>Wylie, Rachel</td>
<td><strong>Class Schedule:</strong></td>
<td>ONLINE</td>
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<tr>
<td><strong>PREREQUISITES:</strong></td>
<td>None.</td>
<td><strong>COREQUISITES:</strong></td>
<td>None.</td>
</tr>
<tr>
<td><strong>SPECIAL NOTES:</strong></td>
<td>N/A</td>
<td><strong>COURSE DESCRIPTION:</strong></td>
<td>This course provides students with the opportunity to examine the theories and practices necessary to effectively manage groups in classrooms and non-traditional settings. Students will explore the correlation among effective classroom management, engaging curriculum, and optimal learning. Through observation and study, students will identify and analyze a variety of approaches to classroom management and group management styles and techniques for their utility. Students will learn to create optimal learning environments designed to meet the needs of diverse learners.</td>
</tr>
</tbody>
</table>
### 1. Undergraduate > Education & Teacher Preparation

<table>
<thead>
<tr>
<th>Course #</th>
<th>EDU47315 UD</th>
<th>Section:</th>
<th>MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Management for Special Education Classrooms</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session:</td>
<td>Full Term</td>
<td>Credits:</td>
<td>3.00</td>
</tr>
<tr>
<td>Max Capacity:</td>
<td>22</td>
<td>Instructor(s):</td>
<td>Smith, Andy</td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>ONLINE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** This course explores the theoretical and practical aspects of classroom and behavior management for individuals with exceptional learning needs, with emphasis on creating learning environments that foster safety, emotional well-being, positive social interactions. The course provides practical and clinical opportunities to appraise, cultivate & manage relationships with exceptional students and their learning communities that enhance academic, social and cultural achievement.

<table>
<thead>
<tr>
<th>Course #</th>
<th>EDU47385 UD</th>
<th>Section:</th>
<th>MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Survey of the Exceptional Learners and Characteristics of the Specific Exceptionalities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session:</td>
<td>Full Term</td>
<td>Credits:</td>
<td>3.00</td>
</tr>
<tr>
<td>Max Capacity:</td>
<td>22</td>
<td>Instructor(s):</td>
<td>Smith, Andy</td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>ONLINE</td>
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<td></td>
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</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** This course provides each student an opportunity to research and construct a rich knowledge base and understanding of the primary characteristics commonly evidenced in at least four to five of the major special education exceptionalities, including learning disabilities, mental retardation, and emotional and behavioral disabilities. Topics addressed include the characteristics, causes, and management protocol for each of the identified exceptionalities; diagnostic and eligibility criteria; placement and IEP considerations; and common academic and behavioral strategies in the context of state and national academic standards. Students also consider issues of culturally, linguistically, and environmentally diverse backgrounds pertinent to the exceptionality.
### 1. Undergraduate > Education & Teacher Preparation

#### Early Childhood Special Education Practicum

<table>
<thead>
<tr>
<th>Course #</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU47697</td>
<td>4.00</td>
<td>22</td>
<td>Smith, Andy</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

#### Positive Child Guidance & Inclusive Classroom Management

<table>
<thead>
<tr>
<th>Course #</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU47820</td>
<td>3.00</td>
<td>22</td>
<td>TBA</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

This course addresses the classroom management skills building needs of students in the ECE teacher prep program who are, or will soon be, teaching in an early childhood classroom. Students are introduced to best practices for day to day organization and creative management of an inclusive classroom as well as strategies for successful differentiation of pedagogy for children with typical and atypical behaviors and diverse social and emotional needs. Emphasis is on developmentally appropriate and positive guidance practices for supporting social and emotional growth and development to enhance self-regulation skills and optimize academic learning.
1. Undergraduate > Education & Teacher Preparation

Course #: EDU48750 UD  Section: MT01

Foundations of Language & Literacy

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

PREREQUISITES:
None.

COREQUISITES:
None.

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).

COURSE DESCRIPTION: 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.
1. Undergraduate > Environmental Studies/Sustainable Community Development

**Course #:** ENV21700   LD  **Section:** MF01  
**Explorations in Sustainable Community Development**

<table>
<thead>
<tr>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MF01</td>
<td>4.00</td>
<td>22</td>
<td>Shorb, Terril</td>
</tr>
</tbody>
</table>

**Class Schedule:**
- **Session:** F
- **Max Capacity:** 22
- **Instructor(s):** Shorb, Terril

**PREREQUISITES:**
- None.

**COREQUISITES:**
- None.

**SPECIAL NOTES:** Estimated student expense of $50.00 for material for independent project.

**COURSE DESCRIPTION:** This course explores elements of creating a sustainable personal lifestyle, household, placed community, and genuine connection with the natural world. We will explore how aspects of your daily life can help to sustain the quality of your life, the life of your community and the natural world that surrounds it. We explore four realms of the sustainable community (also known as The Butterfly Curriculum): re-growing ancestral bonds between people and local nature; shrinking the human footprint through alternative practices and appropriate technology that support more sustaining pathways for securing water, food, shelter, energy, transportation, and waste; harmonizing our inner landscape/psyche with the living dynamics of the biophysical environment; sharing, educating, and celebrating across the generations collective practices to live more sustainably in human communities and natural systems. Students will forage for seed ideas during community walkabouts, course work, and classroom activities to grow one idea into a complete design for a community-based sustainable project they intend to implement in their home community.

**Course #:** ENV22013   LD  **Section:** B001  
**Behavior & Conservation: East African Wildlife**

<table>
<thead>
<tr>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B001</td>
<td>4.00</td>
<td>10</td>
<td>Riegner, Mark</td>
</tr>
</tbody>
</table>

**Class Schedule:**
- **Session:** Block 1
- **Max Capacity:** 10
- **Instructor(s):** Riegner, Mark
- **Session:** MTWHF 8:00 am - 5:00 pm
- **Location:** Sinagua A

**FEE:** $2,200.00  *** NON-REFUNDABLE FEE ***

**PREREQUISITES:**
- Permission of instructor: Mark Riegner

**COREQUISITES:**
- None.

**SPECIAL NOTES:** Students should anticipate approximately $300 for food and approximately $1400 for travel (plane ticket). In the event of a COVID related cancellation, the students will be refunded the non-refundable fee.

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

### Edible Biodiversity

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV22116</td>
<td>B001</td>
<td>4.00</td>
<td>14</td>
<td>Currey, Robin</td>
</tr>
</tbody>
</table>

**Class Schedule:**

- **M** 1:00 pm - 3:30 pm
  - Cicada
- **TTF** 8:30 am - 11:30 am
  - Mogollon BioLab
- **TTh** 1:00 pm - 3:30 pm
  - Mogollon BioLab

**FEE:** $100.00

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**FEE:** $100

The first day of the course will meet in Ciada, all following meetings will be held in the Biology Lab.

**SPECIAL NOTES:** This course will be based on the Prescott College campus, but uses a flipped, hyflex classroom model. In a flipped classroom, students will have online assignments and readings, but class meetings are project-based and activity-focused. Some portion of each day will be in a campus classroom or laboratory for group instruction, discussion and reflection, but most of the time will be experiential, with students engaged in a combination of laboratory activities, seasonal projects or work sessions in Prescott College campus gardens.

**COURSE DESCRIPTION:** Plants and animals become food when people decide they are edible or modify them through selection, domestication or processing (cooking, fermenting, etc.) so that they can be eaten. In this course we will explore the concept of “edibility” of plants and animals from cultural but also phytochemical perspectives. We will learn how to identify them and how they are related by studying prominent agricultural families (genera, species and varieties or breeds), structures, and physiological processes. We will also learn about their micronutrient and phytochemical composition and their relationship to health and wellness. The sustainability of diets is explored through the lens of resource management and ecosystem health related to the collection and cultivation of plants and animals that we classify as edible.
SU-21 One College Course Schedule

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

1. Undergraduate > Environmental Studies/Sustainable Community Development

Course #: ENV23812  LD  Section: B002
Small-scale Agriculture, Principles of
Session: Block 2  Credits: 4.00  Max Capacity: 7  Instructor(s): Tison, Eleanor
Class Schedule: MTWThF  8:00 am - 1:00 pm

FEE: $115.00

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Fee $100. This course will be based on the Prescott College campus, but uses a flipped, hyflex classroom model. In a flipped classroom, students will have online assignments and readings, but class meetings are project-based and activity-focused. Some portion of each day will be in a campus classroom for group instruction, discussion and reflection, but most of the time will be experiential, with students engaged in a combination of seasonal projects and work sessions in Prescott College campus gardens, or on field trips to a range of small-scale agricultural operations in the region. Field trips will include one Farmers’ Market visit on the first Saturday morning of the block.

COURSE DESCRIPTION: Small-scale farms account for nearly a third of global food production. The number of farms with fewer than 50 acres is increasing. This course aims to introduce students to practical small scale growing methods while also engaging with the question: How do we fashion a more sustainable agriculture for the Central Arizona Highlands or for your own bioregion? Various approaches to small scale agriculture-including community gardening, urban homesteading, and market farming-will be explored through readings, discussions, and site visits. Farm and garden work sessions will demonstrate such techniques as propagation, transplanting, direct seeding, weed and insect management, irrigation, and harvesting.

Course #: ENV25114  LD  Section: B002
Community-based Conservation in Costa Rica
Session: Block 2  Credits: 4.00  Max Capacity: 10  Instructor(s): Altrichter, Mariana Sherman, Peter
Class Schedule: MTWThF  8:00 am - 5:00 pm Sinagua B

FEE: $1,611.00  *** NON-REFUNDABLE FEE ***

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: This course requires a <<<<VALID PASSPORT>>>>> for INTERNATIONAL TRAVEL. Pre-meeting to be held <<<<TBD>>>>>. If you are unable to attend the meeting please contact instructors to arrange individual meeting. This course requires Instructor permission. Students will be required to do the online portion before departure. Students will arrange their own travel to San Jose’ Costa Rica. Additional expenses are estimated to be $550 for airfare, taxi, and exit taxis.

COURSE DESCRIPTION: This course explores the social, economic and cultural aspects of conservation and contrasts community-based vs. top-down (e.g., national parks) conservation approaches. The course also touches on topics of sustainable development, community organization and eco-tourism. Our course travels throughout Costa Rica for three weeks exploring a variety of sites that are representative of different ecosystems, cultures and conservation strategies. Among these sites, we will visit the subalpine paramo a tropical tundra at the highest elevation in Central America as well as lowland rainforests on the Pacific and Caribbean slopes. Students will analyze each one of the sites that we visit from different angles such as the nature of the environmental problem that is being addressed, the institutional and participatory aspects of the community conservation efforts, the effectiveness of the local efforts for biodiversity conservation, the distribution of community benefits and participation, and the long-term sustainability of the conservation efforts.
SU-21 One College Course Schedule

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

1. Undergraduate > Environmental Studies/Sustainable Community Development

Course #: ENV43812 UD Section: B002
Small-scale Agriculture, Principles of

| Session: Block 2 | Credits: 4.00 | Max Capacity: 7 | Instructor(s): Tison, Eleanor | Class Schedule: MTWThF Cicada 8:00 am - 1:00 pm |

FEE: $100.00

PREREQUISITES:
Course: -

COREQUISITES:
None.

SPECIAL NOTES: Fee $100. This course will be based on the Prescott College campus, but uses a flipped, hyflex classroom model. In a flipped classroom, students will have online assignments and readings, but class meetings are project-based and activity-focused. Some portion of each day will be in a campus classroom for group instruction, discussion and reflection, but most of the time will be experiential, with students engaged in a combination of seasonal projects and work sessions in Prescott College campus gardens, or on field trips to a range of small-scale agricultural operations in the region. Field trips will include one Farmers’ Market visit on the first Saturday morning of the block.

COURSE DESCRIPTION: Small-scale farms account for nearly a third of global food production. The number of farms with fewer than 50 acres is increasing. This course aims to introduce students to practical small scale growing methods while also engaging with the question: How do we fashion a more sustainable agriculture for the Central Arizona Highlands or for your own bioregion? Various approaches to small scale agriculture-including community gardening, urban homesteading, and market farming-will be explored through readings, discussions, and site visits. Farm and garden work sessions will demonstrate such techniques as propagation, transplanting, direct seeding, weed and insect management, irrigation, and harvesting.

Course #: ENV45114 UD Section: B002
Community-based Conservation in Costa Rica

| Session: Block 2 | Credits: 4.00 | Max Capacity: 10 | Instructor(s): Altrichter, Mariana Sherman, Peter | Class Schedule: |

FEE: $1,611.00 *** NON-REFUNDABLE FEE ***

PREREQUISITES:
None.

COREQUISITES:
Course: ENV45115
1. Undergraduate > Environmental Studies/Sustainable Community Development

Course #: ENV47001  UD  Section: 

Core Curriculum: Sustainability, Environmental Studies, and the Arts

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

PREREQUISITES: None.

COREQUISITES: None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Students pursuing degrees in sustainable community development, environmental studies, or the arts participate in this seminar to deepen understanding of how the natural world sustains itself and how we can sustain ourselves and our communities in ways that imaginatively conserve nature even as we enrich our lives through compassionate relationships in the community of all beings. Living in greater harmony with other people of diverse circumstances and backgrounds and with local nature invites our exploration of science, the arts, ecological mysteries and truths, social and psychological dynamics within ourselves and among our neighbors and citizen associates, and the ever-unfolding expressiveness of our psyches through our creative capacities. Students will engage in personal and traditional inquiry that informs and supports their respective degree tracks. This includes exploration of their sphere of interest, and discovering community-based options for livelihood, identification of key players to enrich their personal and professional networks, and scouting emerging trends in sustainability, environmental studies, and the arts—and the fusion of the three. The fulfillment of the final, community-based project design will support students’ understanding and prospective (or continuing) productivity as successful practitioners of their chosen livelihood path to more authentically sustain themselves even as they help to sustain our natural systems and communities.
1. Undergraduate > Human Development

**Course #**: HDP47000 UD  **Section**: ME01

**Core Curriculum: Human Development Professional Perspectives**

- **Instructor(s)**: Young, Vicky
- **Credits**: 4.00  **Max Capacity**: 22
- **Class Schedule**: ONLINE
- **Session**: Session E

**PREREQUISITES**: None.

**COREQUISITES**: None.

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

**Course #:** HDP47160 UD  **Section**: MF01

**Disordered Eating, Body Image and Culture**

- **Instructor(s)**: Young, Vicky
- **Credits**: 4.00  **Max Capacity**: 22
- **Class Schedule**: ONLINE
- **Session**: Session F

**PREREQUISITES**: None.

**COREQUISITES**: None.

**SPECIAL NOTES**: N/A

**COURSE DESCRIPTION**: 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.
2. Graduate > Counseling

**Course #:** MACP50020  **Section:** MT01

**Human Growth and Development**

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<th>Credits:</th>
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<th>Instructor(s):</th>
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**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** N/A

**COURSE DESCRIPTION:** This course provides an understanding of the nature and needs of individuals at all developmental levels, including: a. Theories of individual and family development and transitions across the life-span; b. Theories of learning and personality development; and c. Strategies for facilitating optimum development over the life-span.

**Course #:** MACP50020  **Section:** MT02

**Human Growth and Development**

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**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** N/A

**COURSE DESCRIPTION:** This course provides an understanding of the nature and needs of individuals at all developmental levels, including: a. Theories of individual and family development and transitions across the life-span; b. Theories of learning and personality development; and c. Strategies for facilitating optimum development over the life-span.
### 2. Graduate > Counseling

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

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<thead>
<tr>
<th>Course #</th>
<th>MACP50070</th>
<th>Section</th>
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**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** N/A

**COURSE DESCRIPTION:** This course provides an understanding of career development and related life factors, including: a. Career development theories and decision-making models; b. Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development; and c. Psychotherapy and career counseling processes, techniques, and resources, including those applicable to specific populations.

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

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</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** N/A

**COURSE DESCRIPTION:** This course provides an understanding of career development and related life factors, including: a. Career development theories and decision-making models; b. Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development; and c. Psychotherapy and career counseling processes, techniques, and resources, including those applicable to specific populations.
2. Graduate > Counseling

Course #: MACP51021  Section: MT01

Supervised Counseling Internship

Session: Full Term  Credits: 3.00  Max Capacity: 12  Instructor(s): Lung, Maurie

Class Schedule: ONLINE

PREREQUISITES:
Course: MACP50090 - Assessment: Psychological Testing and Appraisal in Counseling and
Course: MACP51020 - Supervised Counseling Practicum and
Permission of instructor: Keith Cross

COREQUISITES:
None.

SPECIAL NOTES: Meeting times are on AZ time. Please note instructor is on Arizona time so there will be a time change in Spring.

Meeting times: Mondays, 6:30 - 8 am AZ time.

IMPORTANT NOTES: (1) Students may register for the practicum or internship section associated with their supervision day/time choice; however, students will be dropped from the course if they do not submit an application by the published deadline or if their application is not approved. (2) Course sections may be cancelled due to low enrollment. Students enrolled in a cancelled section will be given the option to enroll in another section.

Internship is a total of 6 credits over two semesters. The standard credit load per semester is 3 credits.

For continuing students only: Requires approval of the Practicum / Internship Application by the deadline or enrollment for practicum or internship credits and any related hours accumulated will not be approved. Students are prohibited from engaging in any client contact and may not count hours toward practicum or internship without an approved application.

TECHNOLOGY REQUIRED: High-Speed Internet and headphones with attached microphone (ex. iPhone earbuds). The Counseling Internship is the final and most comprehensive professional clinical experience in the counseling program. The internship provides the opportunity to synthesize counseling theory and knowledge with practice under supervision. Interns select sites congruent with their career goals that serve clients representative of the ethnic, lifestyle, and demographic diversity in the community. Participation in both group and individual supervision support interns in their increasingly autonomous role with clients.
2. Graduate > Counseling

**Supervised Counseling Internship**

**Course #:** MACP51021  
**Section:** MT02  
**Credits:** 3.00  
**Max Capacity:** 12  
**Instructor(s):** Elliott, Tonya  
**Class Schedule:** ONLINE

**PREREQUISITES:**
- Course: MACP50090 - Assessment: Psychological Testing and Appraisal in Counseling
- Course: MACP51020 - Supervised Counseling Practicum
- Permission of instructor: Keith Cross

**COREQUISITES:**
None.

**SPECIAL NOTES:** Meeting times are on AZ time. Please note instructor is on Arizona time so there will be a time change in Spring.

Meeting times: Tuesdays, 8 - 9:30 am Arizona time

**IMPORTANT NOTES:**
1. Students may register for the practicum or internship section associated with their supervision day/time choice; however, students will be dropped from the course if they do not submit an application by the published deadline or if their application is not approved.
2. Course sections may be cancelled due to low enrollment. Students enrolled in a cancelled section will be given the option to enroll in another section.

Internship is a total of 6 credits over two semesters. The standard credit load per semester is 3 credits.

For continuing students only: Requires approval of the Practicum / Internship Application by the deadline or enrollment for practicum or internship credits and any related hours accumulated will not be approved. Students are prohibited from engaging in any client contact and may not count hours toward practicum or internship without an approved application.

**TECHNOLOGY REQUIRED:** High-Speed Internet and headphones with attached microphone (ex. iPhone earbuds).

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

**Marriage, Couple & Family Counseling**

**Course #:** MACP51150  
**Section:** MT01  
**Credits:** 3.00  
**Max Capacity:** 22  
**Instructor(s):** O'Connor, Janet  
**Class Schedule:** ONLINE

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** N/A

**COURSE DESCRIPTION:** Provides a broad understanding of the structure and dynamics of the family, including assessment and methods of couple and family intervention and counseling. Reviews the major theories, principles, and applications of couples and family counseling, from systemic and postmodern approaches.
2. Graduate > Counseling

<table>
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<th>MACP51150</th>
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<tr>
<td>Title</td>
<td>Marriage, Couple &amp; Family Counseling</td>
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<td>Max Capacity</td>
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<td>Class Schedule</td>
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PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Provides a broad understanding of the structure and dynamics of the family, including assessment and methods of couple and family intervention and counseling. Reviews the major theories, principles, and applications of couples and family counseling, from systemic and postmodern approaches.

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<th>Course #</th>
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<td>Session</td>
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<td>Max Capacity</td>
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PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course includes studies that are limited to providing a broad understanding of the stages, processes, and effects of chemical dependency, social and psychological dynamics of chemical dependency, and the professional's role in prevention, intervention, and aftercare. The course covers the following competencies and objectives: gain an understanding of theories and methods of chemical dependency counseling; become aware of drug classifications and effects; and learn strategies for assessing chemical dependency.
2. Graduate > Counseling

Addiction Counseling

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<tr>
<th>Course #</th>
<th>MACP51170</th>
<th>Section</th>
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<td>Instructor(s):</td>
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PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course includes studies that are limited to providing a broad understanding of the stages, processes, and effects of chemical dependency, social and psychological dynamics of chemical dependency, and the professional's role in prevention, intervention, and aftercare. The course covers the following competencies and objectives: gain an understanding of theories and methods of chemical dependency counseling; become aware of drug classifications and effects; and learn strategies for assessing chemical dependency.

The Neurobiology of Relationships: Applications in Clinical Practice

<table>
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<th>Course #</th>
<th>MACP55032</th>
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<td>Instructor(s):</td>
<td>Taurek, Davida</td>
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PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: This elective is open to all Counseling students, and is also one of the approved courses for the Somatic Counseling Emphasis.

COURSE DESCRIPTION: The burgeoning and exciting field of neuroscience and interpersonal neurobiology has provided an amazing array of potent and fascinating inroads to understanding human behavior and the impact of attachment in relationships. This course provides an introduction to key anatomical and neurological substrates of human experience and bases of behavior, and locates them in the field of clinical and somatic counseling and the therapeutic relationship. Some of the concepts to be explored include how early experiences shape the brain, the development of self, the difference between subjective experience and objective knowledge, and healthy development and relational functioning. The application of research and theory in neuroscience to clinical practice, somatic counseling, and therapeutic interventions will be explored.
2. Graduate > Counseling

Course #: MACP55032  Section: MT02
The Neurobiology of Relationships: Applications in Clinical Practice

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

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: This elective is open to all Counseling students, and is also one of the approved courses for the Somatic Counseling Emphasis.

DESCRIPTION: The burgeoning and exciting field of neuroscience and interpersonal neurobiology has provided an amazing array of potent and fascinating inroads to understanding human behavior and the impact of attachment in relationships. This course provides an introduction to key anatomical and neurological substrates of human experience and bases of behavior, and locates them in the field of clinical and somatic counseling and the therapeutic relationship. Some of the concepts to be explored include how early experiences shape the brain, the development of self, the difference between subjective experience and objective knowledge, and healthy development and relational functioning. The application of research and theory in neuroscience to clinical practice, somatic counseling, and therapeutic interventions will be explored.

Course #: MACP55120  Section: MT01
Treatment in Addiction Counseling

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

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Students are encouraged to take MACP51170 Addiction Counseling prior to taking this course. This elective is open to all counseling students, and is also one of the approved courses for the Addiction Counseling Emphasis.

COURSE DESCRIPTION: This course provides an advanced study of the etiology and treatment of addictive behaviors (e.g. substance use disorders, dual diagnosis, and process addictions). Attention will be given to professional, legal and ethical considerations specific to addiction counseling.
SU-21 One College Course Schedule

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

2. Graduate > Eco/Adventure-Based Counseling

<table>
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<tr>
<th>Course #</th>
<th>MAEP51020</th>
<th>Section:</th>
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<td>Instructor(s):</td>
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<td>Lug, Maurie</td>
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PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: Students are required to take MAEPINTENSIVE as a co-requisite.

COURSE DESCRIPTION: This course is required for those who are enrolled in one of the MAEPINTENSIVES as a practicum experience for either the Adventure-based Counseling or Nature-based Ed.S. degrees. This course involves scheduled online learning both prior to and following the Intensive and explores planning and development, program administration, program evaluation, and application to a specific setting or population.

<table>
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<th>Course #</th>
<th>MAEP51031</th>
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<td>Treatment Applications in Nature-based Counseling</td>
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<tr>
<td>Session:</td>
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<td></td>
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PREREQUISITES:
Course: MAEP51010 - Foundations of Experiential Counseling or Course: MAEP51030 - Foundations of Ecotherapy

COREQUISITES:
None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course explores how the concepts of nature-based are incorporated in counseling interventions with a variety of populations and settings. Of particular focus is co-creating therapeutic alliance, incorporating elements of the natural environment, facilitating towards clinical change, guiding processing of experiences, integrating environmental stewardship, and matching nature-based philosophies and activities with clinical goals. Special attention is paid to the specific and diverse context of various clients (e.g., social, cultural, systemic, ethnic, gender, and sexual orientation, etc.)
2. Graduate > Eco/Adventure-Based Counseling

**Course #**: MAEP51033  **Section**: MT01

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

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**PREREQUISITES:**
Course: MAEP51010 - Foundations of Experiential Counseling  
or  
Course: MAEP51030 - Foundations of Ecopsychology

**COREQUISITES:**
None.

**SPECIAL NOTES:** NONE

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

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**Course #**: MAEP51034  **Section**: MT01

**Research & Evaluation in Nature-based Counseling**

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<td>Full Term</td>
<td>3.00</td>
<td>22</td>
<td>Wynn, Tiffany</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
Course: MAEP51010 - Foundations of Experiential Counseling  
or  
Course: MAEP51030 - Foundations of Ecotherapy  
and  
Course: MACP50040 - Research and Program Evaluation in Mental Health Counseling

**COREQUISITES:**
None.

**SPECIAL NOTES:** NONE

**COURSE DESCRIPTION:** This course explores evaluation processes, research methods, and current published research as it relates to nature-based counseling with a variety of populations and settings. Of particular focus will be evaluation processes of treatment planning, progress monitoring, clinical outcomes, and evidence-based treatment. Students may also choose to participate in an active research project.
SU-21 One College Course Schedule

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

2. Graduate > Eco/Adventure-Based Counseling

Course #: MAEP51035  Section: MT01
Advanced Treatment Applications in Nature-based Counseling
Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): TBA  Class Schedule: ONLINE

PREREQUISITES:
- Course: MAEP51010 - Foundations of Experiential Counseling  or
- Course: MAEP51030 - Foundations of Ecotherapy  and
- Course: MAEP51031 - Treatment Applications in Nature-based Counseling

COREQUISITES:
None.

COURSE DESCRIPTION: This course explores how nature-based counseling interventions are applied in program or organizational settings, providing clinical supervision of paraprofessionals or counselors, and application in complex populations and settings. The broad field of nature-based counseling has evolved into a unique interdisciplinary field of clinical practice with practitioners providing nature-based therapy services across the world. Nature-based counseling exists in community mental health centers, employment assistance programs, residential treatment programs, schools, as well as private practice, and clients of all ages are participating in this intervention. This course is a critical exploration that brings together the foundational concepts of nature-based counseling and merges with those with evolving areas of clinical practice to provide a clear model for the practical application in any treatment setting. This course will delve into the concepts and skills needed to effectively develop, implement, and evaluate nature-based counseling programs in a variety of contexts or settings. Advanced techniques will be explored to do this work and affect meaningful change through a deeper understanding of ecological perspective, the impact of neuroscience and trauma, and within the context of relationships. Specific strategies regarding problem identification, targeted outcomes, use of interventions, and administration by clinically trained professionals will also be included.

Course #: MAEP51041  Section: MT01
Treatment Applications in Adventure-based Counseling
Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): Wynn, Tiffany  Class Schedule: ONLINE

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

COREQUISITES:
None.

COURSE DESCRIPTION: This course explores how the concepts of adventure-based are incorporated in counseling interventions with a variety of populations and settings. Of particular focus is co-creating therapeutic alliance, incorporating the natural environment, facilitating toward clinical change, guiding processing of experiences, and matching adventure activities with clinical goals. Special attention is paid to the specific and diverse context of various clients (e.g., social, cultural, systemic, ethnic, gender, and sexual orientation, etc.)
2. Graduate > Eco/Adventure-Based Counseling

Course #: MAEP51043  Section: MT01
Ethics & Risk Mitigation in Adventure-based Counseling

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

PREREQUISITES:
Course: MAEP51010 - Foundations of Experiential Counseling

COREQUISITES:
None.

COURSE DESCRIPTION: This course explores how the concepts of adventure-based are incorporated in counseling interventions with a variety of populations and settings. Of particular focus is co-creating therapeutic alliance, incorporating the natural environment, facilitating toward clinical change, guiding processing of experiences, and matching adventure activities with clinical goals. Special attention is paid to the specific and diverse context of various clients (e.g., social, cultural, systemic, ethnic, gender, and sexual orientation, etc.)

Course #: MAEP51044  Section: MT01
Research & Evaluation in Adventure-based Counseling

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

PREREQUISITES:
Course: MAEP51010 - Foundations of Experiential Counseling  or  
Course: MAEP51030 - Foundations of Ecotherapy  and  
Course: MACP50040 - Research and Program Evaluation in Mental Health Counseling

COREQUISITES:
None.

COURSE DESCRIPTION: This course explores evaluation processes, research methods, and current published research as it relates to adventure-based counseling with a variety of populations and settings. Of particular focus will be evaluation processes of treatment planning, progress monitoring, clinical outcomes, and evidence-based treatment. Students may also choose to participate in an active research project.
SU-21 One College Course Schedule

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

2. Graduate > Eco/Adventure-Based Counseling

Course #: MAEP51045  Section: MT01
Advanced Treatment Applications in Adventure-based Counseling

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

PREREQUISITES:
Course: MAEP51041 - Treatment Applications in Adventure-based Counseling  and
Course: MAEP51010 - Foundations of Experiential Counseling  or
Course: MAEP51040 - Foundations of Adventure-based Psychotherapy

COREQUISITES:
None.

COURSE DESCRIPTION: This course explores how adventure-based counseling interventions are applied in program or organizational settings, providing clinical supervision of paraprofessionals or counselors, and application in complex populations and settings. The field of adventure-based counseling has evolved into a unique interdisciplinary field of clinical practice with practitioners providing adventure therapy services across the world. Adventure-based counseling exists in community mental health centers, employment assistance programs, residential treatment programs, schools, as well as private practice, and clients of all ages are participating in this intervention. This course is a critical exploration that brings together the foundational concepts of adventure therapy and merges with those with evolving areas of clinical practice to provide a clear model for the practical application in any treatment setting. This course will delve into the concepts and skills needed to effectively develop, implement, and evaluate adventure-based counseling programs in a variety of contexts or settings. Advanced techniques will be explored to do this work and affect meaningful change through a deeper understanding of ecological perspective, the impact of neuroscience and trauma, and within the context of relationships. Specific strategies regarding problem identification, targeted outcomes, use of interventions, and administration by clinically trained professionals will also be included.

Course #: MAEP51050  Section: MT01
Capstone for Adventure-based Counseling or Nature-based Counseling

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

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

COREQUISITES:
None.

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
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<tbody>
<tr>
<td>MAEPINTENSIVE 4</td>
<td>Session E</td>
<td>0.00</td>
<td>20</td>
<td>TBA</td>
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</table>

**FEE:** $650.00

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**NON REFUNDABLE COURSE FEE** $650.00

**SPECIAL NOTES:** Participants taking the course for 2 credits must also enroll in MAEP51020, which is a block course with scheduled online learning both prior to the course and following the course that explores planning and development, program administration, program evaluation, and application to a specific setting or population. Participants taking this for 0 credits will only attend the 3-5 day residential portion. This course is open to current Prescott students, students in similar fields, and professionals in mental health/behavioral health fields.

Intensive take place: <<<< Need Dates>>>>>

**COURSE DESCRIPTION:** The purpose of the intensives are to provide participants with an adventure and nature-based experience that 1) deepens their awareness of who they are/aim-to-be in the helping profession; 2) increases compassion and capacity to provide opportunities for healing and restoration of dignity; and 3) exposes them field experts that will broaden their professional networking. The special issue intensive particularly focuses on current trends or research of interventions applied in natural areas, including its application for clinical goals, its current use in both adventure-based and nature-based counseling, its cultural relevance to a variety of populations, and specific topic-related safety.
SU-21 One College Course Schedule

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

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

2. Graduate > Education Leadership

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Collaboratively Meeting the Needs of Students</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDL50026</td>
<td>MT01</td>
<td>Current Issues in Educational Leadership</td>
<td>3.00</td>
<td>22</td>
<td>Talamante-Montoya, Dayna</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

PREREQUISITES: None.

COREQUISITES: None.

COURSE DESCRIPTION: In this course Educational Leadership candidates will focus on delving deeper into current issues relevant to their future positions as educational leaders and will select from a variety of contemporary issues to further research individually and in a collaborative course setting with their colleagues. Within the approach of developing a "collaborative team" to meet the needs of students and staff in regards to the current issue(s) selected for further research, candidates will explore coordination and collaboration with various stakeholders involved in schools, districts, and the supporting community.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Ethics, Equity and Educational Leadership</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
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<tbody>
<tr>
<td>MEDL50046</td>
<td>MT01</td>
<td></td>
<td>3.00</td>
<td>22</td>
<td>TBA</td>
<td>ONLINE</td>
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</table>

PREREQUISITES: None.

COREQUISITES: None.

COURSE DESCRIPTION: In this course Educational Leadership candidates will explore ethical issues and decision making in PK-12 schools while keeping the focus of the "best interest of the student" at the forefront to effectuate positive and sustaining change. Leadership candidates will apply theoretical perspectives to complex challenges when implementing policies and procedures regarding diversity, equity, and social justice. Alongside the focus of a student-centered process, candidates will explore professional standards and codes of ethics, as well as the ethics of the community where they live and work in order to determine best practices of ethical leadership.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Education Politics and Policy</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
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</thead>
<tbody>
<tr>
<td>MEDL50047</td>
<td>MT01</td>
<td></td>
<td>3.00</td>
<td>22</td>
<td>Curtis, Lori</td>
<td>ONLINE</td>
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</table>

PREREQUISITES: None.

COREQUISITES: None.

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

Course #: MEDL59002  Section: MT01
Master of Educational Leadership Portfolio Project

Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): Hennings, Ron

Class Schedule:

PREREQUISITES:
None.

COREQUISITES:
None.

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

### Education Capstone

<table>
<thead>
<tr>
<th>Course #:</th>
<th>EDU57700 UD</th>
<th>Section: MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits:</td>
<td>0.00</td>
<td>Max Capacity: 10</td>
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<tr>
<td>Instructor(s):</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>ONLINE</td>
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</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

### Practicum for Education: Non-cert

<table>
<thead>
<tr>
<th>Course #:</th>
<th>MAED51020</th>
<th>Section: ME01</th>
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<tbody>
<tr>
<td>Credits:</td>
<td>8.00</td>
<td>Max Capacity: 1</td>
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<tr>
<td>Instructor(s):</td>
<td>Richards, Centae</td>
<td></td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>ONLINE</td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

Note: The offering of this program is subject to COVID risk level. If the CDC, Health Departments, and trusted authorities indicate that substantial risk Infection rates locally are rising and/or remaining at concerning levels the program will not be offered. Arizona Department of Public Safety Fingerprint Clearance Card required.

### Introduction to Special Education

<table>
<thead>
<tr>
<th>Course #:</th>
<th>MAED57035</th>
<th>Section: MT01</th>
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</thead>
<tbody>
<tr>
<td>Credits:</td>
<td>3.00</td>
<td>Max Capacity: 22</td>
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<tr>
<td>Instructor(s):</td>
<td>Sallu, Adama</td>
<td></td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>ONLINE</td>
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**PREREQUISITES:**
None.

**COREQUISITES:**
None.
2. Graduate > Education, Teacher Preparation, School Counseling

<table>
<thead>
<tr>
<th>Course #</th>
<th>MAED57040</th>
<th>Section</th>
<th>MT01</th>
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<tbody>
<tr>
<td>Creating and Managing Learning Communities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Session</td>
<td>Full Term</td>
<td>Credits</td>
<td>3.00</td>
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<tr>
<td>Instructor(s):</td>
<td>Wylie, Rachel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Schedule:</td>
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<td>PREREQUISITES:</td>
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<td>COREQUISITES:</td>
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<table>
<thead>
<tr>
<th>Course #</th>
<th>MAED57315</th>
<th>Section</th>
<th>MT01</th>
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<tbody>
<tr>
<td>Classroom Management for Special Education</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Session</td>
<td>Full Term</td>
<td>Credits</td>
<td>3.00</td>
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<tr>
<td>Instructor(s):</td>
<td>Smith, Andy</td>
<td></td>
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<td>Class Schedule:</td>
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<td>PREREQUISITES:</td>
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<td></td>
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<tr>
<td>COREQUISITES:</td>
<td>None</td>
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SU-21 One College Course Schedule

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

2. Graduate > Education, Teacher Preparation, School Counseling

<table>
<thead>
<tr>
<th>Course #</th>
<th>MAED57385</th>
<th>Section</th>
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<tbody>
<tr>
<td>Survey of the Exceptional Learners and Characteristics of the Specific Exceptionalities</td>
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<td></td>
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<tr>
<td>Session:</td>
<td>Full Term</td>
<td>Credits:</td>
<td>3.00</td>
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<tr>
<td>Instructor(s):</td>
<td>Smith, Andy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>ONLINE</td>
<td></td>
<td></td>
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</table>

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: This course provides each student an opportunity to research and construct a rich knowledge base and understanding of the primary characteristics commonly evidenced in at least four to five of the major special education exceptionalities, including learning disabilities, mental retardation, and emotional and behavioral disabilities. Topics addressed include the characteristics, causes, and management protocol for each of the identified exceptionalities; diagnostic and eligibility criteria; placement and IEP considerations; and common academic and behavioral strategies in the context of state and national academic standards. Students also consider issues of culturally, linguistically, and environmentally diverse backgrounds pertinent to the exceptionality.


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

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: Practicum in Early Childhood Education (birth through pre-K) is an opportunity for Early Childhood Education (ECE) teacher candidates to have a guided learning experience in a professional agency that provides services to children and families. Students will use their practicum experience to connect theory and practice as they develop professional behaviors and build a comprehensive understanding of the demographics of their community, the impact of early education in that community, and how to create a positive, supportive, and collaborative learning culture. The course uses the practicum experience to examine the developing child in a societal context and focuses on the importance of respectful, reciprocal relationships that support and empower families in a diverse society. It also examines culturally relevant and linguistically appropriate anti-bias approaches that support children in becoming competent members of society their communities and explores anti-bias strategies that can be utilized in parenting, classroom, or social settings to support families and children. Students develop skills and techniques in parent-teacher conferencing, home-school communication, parent education, group contacts with parents, and parent involvement in early childhood education.
### SU-21 One College Course Schedule

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

#### 2. Graduate > Education, Teacher Preparation, School Counseling

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Instructor(s)</th>
<th>Max Capacity</th>
<th>Credits</th>
<th>Session</th>
<th>Corequisites:</th>
<th>Special Notes:</th>
<th>Course Description</th>
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<tr>
<td>MAED58750</td>
<td>MT01</td>
<td>Watson, Wendy</td>
<td>22</td>
<td>3.00</td>
<td>Full Term</td>
<td>None.</td>
<td>N/A</td>
<td>This course introduces the history, philosophy, development and trends in school counseling and educational systems, as well as the roles and responsibilities of a school counselor. This course provides an overview of the functions and skills critical to delivering a comprehensive competency-based school counseling program (ASCA Model) for all students P-12.</td>
</tr>
<tr>
<td>MASG50000</td>
<td>MT01</td>
<td>Delgado, Cristal</td>
<td>22</td>
<td>3.00</td>
<td>Full Term</td>
<td>None.</td>
<td>N/A</td>
<td>COURSE DESCRIPTION: This course introduces students of individual, family, and life-span developmental theories. Developmental differences influenced by social forces, cultural backgrounds, socioeconomic status, gender, race, sexual orientation, age and environment will be examined, as well as the exploration of typical and atypical development.</td>
</tr>
<tr>
<td>MASG50020</td>
<td>MT01</td>
<td>Hoop, Michelle</td>
<td>22</td>
<td>3.00</td>
<td>Full Term</td>
<td>None.</td>
<td>N/A</td>
<td>COURSE DESCRIPTION: This course introduces the history, philosophy, development and trends in school counseling and educational systems, as well as the roles and responsibilities of a school counselor. This course provides an overview of the functions and skills critical to delivering a comprehensive competency-based school counseling program (ASCA Model) for all students P-12.</td>
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</table>
2. Graduate > Education, Teacher Preparation, School Counseling

Course #: MASG50030  Section: MT01
Social and Ecological Perspectives
Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): Callender, Rachaun  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course provides a broad understanding of the cultural, ethical, economic, legal and political issues surrounding diversity, equity and excellence in terms of student learning. Students will explore the implications for providing school counseling to the diverse groups in the U.S., and understand the ways in which educational policies, programs, and practices can be developed, adapted and modified to be culturally congruent with the needs of students and their families.

Course #: MASG50070  Section: MT01
Vocational Counseling and Career Develop
Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): Morris, Michael  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course examines career and vocational development theories; occupational and advanced education planning, information sources and systems. During this course, the students will be exposed to curriculum design, lesson plan development, classroom management strategies and differentiated instructional strategies for teaching counseling and guidance related material.
2. Graduate > Education, Teacher Preparation, School Counseling

Group Dynamics Processing and Counseling

<table>
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<tr>
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<th>MASM50080</th>
<th>Section</th>
<th>MT01</th>
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<tbody>
<tr>
<td>Credits</td>
<td>3.00</td>
<td>Max Capacity</td>
<td>22</td>
</tr>
<tr>
<td>Instructor(s):</td>
<td>Brown, Heather</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session:</td>
<td>Full Term</td>
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<td></td>
</tr>
<tr>
<td>Class Schedule:</td>
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</table>

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Through this course, the student will gain a theoretical and experiential understanding of group development, dynamics, group counseling theories, methods and skills and the effectiveness of using group counseling to address the influence of multiple factors, (e.g. abuse, violence, eating disorders, ADHD, childhood depression) on the personal, social and academic functioning of students. Students will explore individual and small group appraisal and advisement, group process assessment, counseling and consultation processes, and knowledge and skill requirements for school counselors. Peer intervention programs will also be explored as viable options for supporting and enhancing student academic, career, and personal/social development.

The Transformed School Counselor: 21st Century Ready

<table>
<thead>
<tr>
<th>Course #</th>
<th>MASM50081</th>
<th>Section</th>
<th>MT01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
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<tr>
<td>Instructor(s):</td>
<td>Newbury, Joel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session:</td>
<td>Full Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>ONLINE</td>
<td></td>
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</table>

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course will provide students with the final preparation needed to transition into their supervised school practicum and beyond, to their role as a 21st century school counselor. They will review their prior learning from course work and field experience application through the lens of technology and the tools needed to effectively maximize their roles in leadership, advocacy, consultancy, coordination, collaboration, and resource management, as well as effectively maximizing legal and ethical behavior while meeting their program vision of supporting a safe and equitable school environment and educational system to meet the needs of all students.
2. Graduate > Education, Teacher Preparation, School Counseling

**Course #:** MASM50090  
**Section:** MT01  
**Current Issues in School Counseling: Meeting the Needs of the Whole Child in a Collaborative Team Ap**

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

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES: N/A**

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

---

**Course #:** MASM50112  
**Section:** MT01  
**Program Development, Implementation, & Evaluation**

<table>
<thead>
<tr>
<th>Session:</th>
<th>Full Term</th>
<th>Credits:</th>
<th>3.00</th>
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<th>Instructor(s):</th>
<th>Talamante-Montoya, Dayna</th>
<th>Class Schedule:</th>
<th>ONLINE</th>
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</thead>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES: N/A**

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

### Counseling Theories and Techniques

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
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<tr>
<td>MASH51010</td>
<td>MT01</td>
<td>Full Term</td>
<td>3.00</td>
<td>22</td>
<td>Gray, Tara</td>
<td>ONLINE</td>
</tr>
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</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** N/A

**COURSE DESCRIPTION:** This course introduces and applies counseling theories and techniques along with case studies and counseling skill development. The study and application of major counseling theories and techniques includes an evidence-based, developmental, multicultural and social justice and advocacy approach to helping diverse individuals and groups. Application of theories and techniques provides skills-based counseling practice throughout the course.
SU-21 One College Course Schedule

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

2. Graduate > Environmental Studies/Resilient and Sustainable Communities

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Session</th>
<th>Texture</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
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</thead>
<tbody>
<tr>
<td>ENV50505</td>
<td>Environmental History &amp; Philosophy</td>
<td>E</td>
<td>INF</td>
<td>3.00</td>
<td>22</td>
<td>Gilcrest, David</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: This course provides a systematic historical and philosophical analysis of environmental perspectives and the motives that shape human relationships to more-than-human nature. Students will explore the historical roots of Western attitudes towards nature as well as those of select non-Western and Indigenous traditions. Special emphasis will be placed on the evolution of American environmental ethics and land-use policy in the twentieth century in the work of Pinchot, Muir, and Leopold. Students will also be introduced to foundational texts and theory associated with Environmental Justice (including Climate Justice). Written work engaging "wicked" bioregional environmental problems will be framed by pragmatic environmental value analysis and argumentation.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Session</th>
<th>Texture</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
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</thead>
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<tr>
<td>ENV51020</td>
<td>MSES Practicum</td>
<td>E</td>
<td>INF</td>
<td>3.00</td>
<td>22</td>
<td>Curtis, Lori</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

PREREQUISITES:
Permission of instructor: Lori Curtis

COREQUISITES:
None.

COURSE DESCRIPTION: This course offers a practicum experience the student carries out in the profession they are or want to be employed in. The student will construct a working and learning environment in which knowledge and skills are brought to bear on a significant issue or set of issues, within the context of the student’s Environmental Studies concentration. Final products of the practicum will vary, depending upon track and goals as stated by the student in the practicum proposal. In cases where a student is already well-integrated into the local community of professionals, the practicum can be waived and an additional elective taken to complete the 36-hour credit count.
2. Graduate > Environmental Studies/Resilient and Sustainable Communities

Course #: ENV51020  UD  Section: MF01
MSES Practicum

Session: Session F  Credits: 3.00  Max Capacity: 22  Instructor(s): Curtis, Lori
Course Schedule: ONLINE

PREREQUISITES:
Permission of instructor: Lori Curtis

COREQUISITES:
None.

COURSE DESCRIPTION: This course offers a practicum experience the student carries out in the profession they are or want to be employed in. The student will construct a working and learning environment in which knowledge and skills are brought to bear on a significant issue or set of issues, within the context of the student’s Environmental Studies concentration. Final products of the practicum will vary, depending upon track and goals as stated by the student in the practicum proposal. In cases where a student is already well-integrated into the local community of professionals, the practicum can be waived and an additional elective taken to complete the 36-hour credit count.

Course #: ENV51250  UD  Section: MF01
Land Use Planning & Policy

Session: Session F  Credits: 3.00  Max Capacity: 22  Instructor(s): Andrews, Alisa
Course Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

Course #: ENV51950  UD  Section: ME01
Ecological Design

Session: Session E  Credits: 3.00  Max Capacity: 22  Instructor(s): Keller, Andy
Course Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: Rotating through a series of special topics, this course provides students an opportunity to explore a variety of approaches to ecological design. Some topics might include, but are not limited to, permaculture, sustainable architecture, design and build projects, and creating comprehensive plans for communities.
2. Graduate > Environmental Studies/Resilient and Sustainable Communities

**Energy and the Environment**

**Course #:** ENV52225  UD  **Section:** ME01

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

**PREREQUISITES:** None.

**COREQUISITES:** None.

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

**Resilient Infrastructure & Transportation Systems**

**Course #:** ENV53000  UD  **Section:** MF01

**Credits:** 3.00  **Max Capacity:** 22  **Instructor(s):** TBA  **Class Schedule:** ONLINE

**PREREQUISITES:** None.

**COREQUISITES:** None.

**COURSE DESCRIPTION:** This course examines existing and potential transportation methods, policies, and infrastructures at the municipal level, with a special interest in energy efficiency, safety, and resilience in the face of possible disruptions. Students will use their own communities as case studies, collecting and interpreting data and developing a preliminary set of recommendations.

**Geographic Information Systems**

**Course #:** ENV54100  UD  **Section:** MF01

**Credits:** 3.00  **Max Capacity:** 22  **Instructor(s):** Gielstra, Dianna  **Class Schedule:** ONLINE

**PREREQUISITES:** None.

**COREQUISITES:** None.

**COURSE DESCRIPTION:** This is an introductory course that will cover the historical development, theoretical basis and practical application of geographic information systems (GIS) technologies. This course will accomplish these goals by providing you with an understanding of: (1) numerous data formats and how to obtain freely distributed data, (2) a variety of open-source and freely distributed GIS software packages, (3) how to manage and construct GIS databases, and (4) applied GIS through case studies and individualized projects.
SU-21 One College Course Schedule

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

2. Graduate > Environmental Studies/Resilient and Sustainable Communities

<table>
<thead>
<tr>
<th>Course #</th>
<th>ENVS7101</th>
<th>UD</th>
<th>Section: MF01</th>
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<tbody>
<tr>
<td>Ecology</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Credits</td>
<td>3.00</td>
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<td>Max Capacity: 22</td>
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<td>Instructor(s):</td>
<td>Gannes, Lenny</td>
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<tr>
<td>COREQUISITES:</td>
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</table>

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>ENVS7901</th>
<th>UD</th>
<th>Section: ME01</th>
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<tbody>
<tr>
<td>Place, Sustainability and Diets: Eco-nutrition</td>
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<td></td>
<td></td>
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<tr>
<td>Credits</td>
<td>3.00</td>
<td></td>
<td>Max Capacity: 22</td>
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<tr>
<td>Instructor(s):</td>
<td>Troch-Ralkits, Lisa</td>
<td></td>
<td>Class Schedule: ONLINE</td>
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<td>COREQUISITES:</td>
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<td>SPECIAL NOTES: N/A</td>
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</table>

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>ENVS7910</th>
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<td>Building Diverse Networks</td>
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<tr>
<td>Credits</td>
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<tr>
<td>Instructor(s):</td>
<td>Troch-Ralkits, Lisa</td>
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<td>Class Schedule: ONLINE</td>
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<td>PREREQUISITES:</td>
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<tr>
<td>COREQUISITES:</td>
<td>None.</td>
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</tbody>
</table>

COURSE DESCRIPTION: Mirroring what we know about the necessary role of diversity in building healthy agroecological systems, students explore the value of cultivating a diverse social ecology when engaged in sustainability-based work with multiple stakeholders. The course content emphasizes the theories, practical skills, and analysis tools essential for organizing and facilitating a shared leadership structure within inclusive, self-organized networks as an action-based strategy for sustainable, just, and resilient change.
### 2. Graduate > Environmental Studies/Resilient and Sustainable Communities

#### The Living Soil: Concepts in Soil Science & Compost

<table>
<thead>
<tr>
<th>Course #</th>
<th>ENV57920</th>
<th>UD</th>
<th>Section: MF01</th>
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</thead>
<tbody>
<tr>
<td>Instructor(s):</td>
<td>Harper, Wendy Sue</td>
<td></td>
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</table>

**Credits:** 3.00  
**Max Capacity:** 22  
**Class Schedule:** ONLINE  
**Session:** Session F  

**PREREQUISITES:** None.

**COREQUISITES:** None.

**COURSE DESCRIPTION:** This course is designed to help students understand soil systems and decomposition from an integrated ecological perspective by using the lenses of decomposers and their importance to food systems and agriculture. It provides foundational information in soil science, as well as complex processes and interactions that help create the soil food web of life. It emphasizes a systems approach to soils science, decomposition processes, the interactions of organisms, and management of decomposition for soil health and the regeneration of food, yard and farm wastes by composting. Various compost systems are examined.

#### Social Values and Value Chains: Farm to Plate Sustainability

<table>
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<tr>
<th>Course #</th>
<th>ENV57955</th>
<th>UD</th>
<th>Section: ME01</th>
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<td>Instructor(s):</td>
<td>Harper, Wendy Sue</td>
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</table>

**Credits:** 3.00  
**Max Capacity:** 22  
**Class Schedule:** ONLINE  
**Session:** Session E  

**PREREQUISITES:** None.

**COREQUISITES:** None.

**Course Description:** Beginning with the differing challenges of growing annuals versus perennials and the integration of animals in agroecosystems, this course will explore current trends and production methods for growing and raising before moving into the often hidden methods and difficulties in processing, storing, distributing, preparing, and consuming these foods. Various business models and management systems will be explored, with a careful eye toward "sustainable value chains" that focus on environmental, nutritional, economic and cultural sustainability.

#### Food and Agriculture: Advanced Policy

<table>
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<th>Course #</th>
<th>ENV57960</th>
<th>UD</th>
<th>Section: MF01</th>
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<td>Instructor(s):</td>
<td>Gemmill-Herren, Barbara</td>
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**Credits:** 3.00  
**Max Capacity:** 22  
**Class Schedule:** ONLINE  
**Session:** Session F  

**PREREQUISITES:** None.

**COREQUISITES:** None.

**COURSE DESCRIPTION:** This course addresses primarily federal government food and agriculture policy. It addresses policies intended to influence crop prices and farm income; to reduce risk due to crop losses or price declines; to regulate environmental impacts of agriculture; to assure food safety; to enhance both voluntary and compulsory collective action among farmers; to protect competition in food manufacturing; to inform consumer choices; and to shape the global markets for agricultural products and farm labor. The course will focus on intended and unintended effects of policies, who benefits at whose expense, the impact of these policies on the development, adoption, and practice of sustainable agriculture and local food systems, and the interest groups whose influence helps shape these policies.
### Limnology

**Course #:** ENV58285  UD  

**Session:** Session E  

**Credits:** 3.00  

**Max Capacity:** 22  

**Instructor(s):** Fayram, Andrew  

**Class Schedule:** ONLINE  

**PREREQUISITES:**  
None.  

**COREQUISITES:**  
None.  

**COURSE DESCRIPTION:** Limnology is the study of the interrelationships of the ecological functions and trophic structures of the organisms of fresh and saline inland waters as they are affected by their dynamic physical, chemical, and biotic environments. It encompasses the integration of drainage basin, movements of water through the basins, and biogeochemical changes that occur as water moves and as waters remain standing. Thus limnology includes study of the ecological systems of streams, rivers, reservoirs, ponds, and lakes of incredible size and compositional variation. Students will apply the major theories, concepts and practices upon which limnology relies, including aspects of biology, chemistry, physics and geology, to a bioregional or case study, and be able to articulate the differences and commonalities among the components of limnological systems and how some techniques of limnology might be applied to practical conservation problems.

### Field Journaling

**Course #:** ENV58350  UD  

**Session:** Session E  

**Credits:** 3.00  

**Max Capacity:** 22  

**Instructor(s):** Christensen, Laird  

**Class Schedule:** ONLINE  

**PREREQUISITES:**  
None.  

**COREQUISITES:**  
None.  

**COURSE DESCRIPTION:** This course’s emphasis on discovering, carefully observing, and accurately recording information in the field provides a natural foundation for further environmental writing workshops. Guided by naturalists such as Clare Walker Leslie, Ann Zwinger, and Frederick Franck, students not only will practice sustained field inquiry—with special emphasis on sketching as a technique of identification and classification—but they will also consider the epistemological implications of their habits of perception. Throughout the class, students will create thorough profiles of objects and organisms discovered in the field; coursework will culminate in a portfolio of these profiles, prefaced by a reflective essay exploring the challenges and insights encountered during the process of dedicated field investigation.
## 2. Graduate > Environmental Studies/Resilient and Sustainable Communities

### Sustainability & Resilience: From Theory to Practice

**Course #:** ENV58750  **Section:** ME01

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

**PREREQUISITES:** None.

**COREQUISITES:** None.

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

### Food System Biodiversity: Conservation in the Marketplace

**Course #:** ENV58903  **Section:** ME01

**Credits:** 3.00  **Max Capacity:** 22  **Instructor(s):** Harper, Wendy Sue  **Class Schedule:** ONLINE

**PREREQUISITES:** None.

**COREQUISITES:** None.

**SPECIAL NOTES:** N/A

**COURSE DESCRIPTION:** This course is designed to help students understand biodiversity conservation from farm fields to the world’s marketplace with policy level implications. It contextualizes these issues in the framework of farm livelihoods. This course will provide the foundational material on farm biodiversity conservation and its role in agroecosystems. It examines world treaties that conserve biodiversity, food security issues, marketplace certifications, payment for ecological services, and market-based instruments to conserve biodiversity in the marketplace and effective policy measures to promote biodiversity.

### Triple Bottom Line Measurement, Reporting, & Data Analytics

**Course #:** SBM52000  **Section:** MF01

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

**PREREQUISITES:** None.

**COREQUISITES:** None.

**COURSE DESCRIPTION:** This course prepares the manager to use the principles of data analysis and to apply data analysis tools to management problems. Topics include research; techniques of classification, summarization, and display of data; application of probability models for inference and decision making; and social and environmental performance measurement and analysis, including social and environmental performance reporting frameworks.
SU-21 One College Course Schedule

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

2. Graduate > Environmental Studies/Resilient and Sustainable Communities

Course #: SBMS2001 UD Section:
Accounting Practices in the Ethical Organization

<table>
<thead>
<tr>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s):</th>
<th>Class Schedule:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session E</td>
<td>3.00</td>
<td>22</td>
<td>Eisenberg, Daniel</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

PREREQUISITES:
None.

COREQUISITES:
None.

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

Course #: SBMS2002 UD Section:
Financial Decision Making in the Triple Bottom Line Organization

<table>
<thead>
<tr>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s):</th>
<th>Class Schedule:</th>
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<tbody>
<tr>
<td>Session E</td>
<td>3.00</td>
<td>22</td>
<td>Cognetti, Stacy</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

PREREQUISITES:
None.

COREQUISITES:
None.

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

Course #: SBMS3000 UD Section: MF01
The Economics of Sustainable Organizations & Communities

<table>
<thead>
<tr>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s):</th>
<th>Class Schedule:</th>
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<tbody>
<tr>
<td>Session F</td>
<td>3.00</td>
<td>22</td>
<td>Dube, Benjamin</td>
<td>ONLINE</td>
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</table>

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course examines the principles and tools of economics for management decision-making in sustainable organizations, communities, and projects. Beginning with an introduction to theories of economic and community development, students will evaluate classic and alternative economic models and become familiar with existing policies that may facilitate or hinder sustainable economic development and effective management of sustainable organizations.
2. Graduate > Environmental Studies/Resilient and Sustainable Communities

**Organization Transformation and Sustainable Leadership**

<table>
<thead>
<tr>
<th>Course #: SBM57501</th>
<th>Section: ME01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits: 3.00</td>
<td>Max Capacity: 22</td>
</tr>
<tr>
<td>Instructor(s): Grimm, Tamara</td>
<td></td>
</tr>
<tr>
<td>Class Schedule: ONLINE</td>
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</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**COURSE DESCRIPTION:** This course examines leadership theory relating to community and organizational transformation with a focus on leading for socially responsible institutions. Students consider variables that influence effective leadership in general, and the idiosyncrasies that characterize environmental issues and social change in particular. Throughout the course students examine several integral and connected issues—leadership theory and systems thinking, key environmental and related social issues for organizations, and a variety of different leadership modalities, along with Triple Bottom Line management concepts. These broad topics intertwine to provide a solid grounding to develop students’ understanding of their strengths and potential as leaders for innovating environmental and social change.

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**Strategic Sustainable Management Capstone**

<table>
<thead>
<tr>
<th>Course #: SBM59000</th>
<th>Section: ME01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits: 3.00</td>
<td>Max Capacity: 22</td>
</tr>
<tr>
<td>Instructor(s): Villaverde, Hava</td>
<td></td>
</tr>
<tr>
<td>Class Schedule: ONLINE</td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**COURSE DESCRIPTION:** This course examines classic and emerging strategic management frameworks and the application of these frameworks. As part of the course, students focus on integrating the multiple stakeholder approach in the development and implementation of effective strategy that creates sustainable competitive advantage from social and/or environmental performance. Students with the assistance of a capstone advisor, may prepare (as appropriate for the student’s post-graduation goals: (1) a comprehensive strategy and strategy implementation plan, or (2) a market-ready business plan, or (3) an applied project demonstrating the student’s ability to utilize the skills developed in the MBA program, or (4) a research project/thesis.

---

**Strategic Sustainable Management Capstone**

<table>
<thead>
<tr>
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<th>Section: MF01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits: 3.00</td>
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<tr>
<td>Instructor(s): Villaverde, Hava</td>
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<td>Class Schedule: ONLINE</td>
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</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**COURSE DESCRIPTION:** This course examines classic and emerging strategic management frameworks and the application of these frameworks. As part of the course, students focus on integrating the multiple stakeholder approach in the development and implementation of effective strategy that creates sustainable competitive advantage from social and/or environmental performance. Students with the assistance of a capstone advisor, may prepare (as appropriate for the student’s post-graduation goals: (1) a comprehensive strategy and strategy implementation plan, or (2) a market-ready business plan, or (3) an applied project demonstrating the student’s ability to utilize the skills developed in the MBA program, or (4) a research project/thesis.
2. Graduate > Expressive Arts Therapy

**Supervised Expressive Art Therapy Practicum**

**Course #:** MAAT51020  
**Section:** MT01

<table>
<thead>
<tr>
<th>Session</th>
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<tr>
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<td>Carlock-Russo, Margaret</td>
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</table>

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

**COREQUISITES:**
- None.

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

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

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

**Supervised Expressive Art Therapy Internship: Clinical Case Consultation**

**Course #:** MAAT51021  
**Section:** MT01

<table>
<thead>
<tr>
<th>Session</th>
<th>Credits</th>
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<th>Instructor(s)</th>
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<tr>
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**PREREQUISITES:**
- Course: MAAT51301 - Expressive Art Therapies I: History and Theory of Expressive Art Therapy  
- Course: MAAT51302 - Expressive Art Therapies II: Materials and Techniques of Practice in Expressive Art Therapy  
- Course: MAAT51303 - Expressive Art Therapies III: Applications of Art Therapy w/People in Different Treatment Setting  
- Course: MAAT51305 - Expressive Art Therapies V: Assessment in Expressive Art Therapy  
- Course: MAAT51306 - Expressive Art Therapies VI: Ethical & Legal Issues-Standards of Good Practice in Expressive Art Therapy

**COREQUISITES:**
- None.

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

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

Course #: MAAT51303  Section: MT01
Expressive Art Therapies III: Applications of Exp Art Therapy w/People in Different Treatment Setting

Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): Epstein, Cheri

Class Schedule: ONLINE

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

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course examines clinical interventions for the treatment of children, adolescents, adults, couples and families within in-patient, partial treatment programs, and aftercare; essential interviewing and counseling skills for developing the therapeutic relationship; exploration of verbal, behavioral, and artistic and expressive communication, assessment, treatment planning approaches, relationship dynamics and role on the treatment team. The student will continue study of the Expressive Therapies Continuum as a tool in designing art/expressive therapy interventions. The student will continue to deepen understanding of symbolism and metaphor and their uses in art/expressive therapies.

Course #: MAAT51304  Section: MT01
Expressive Art Therapies IV: Group Work and Dynamics in Expressive Art Therapy

Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): Haley, Carmen

Class Schedule: ONLINE

PREREQUISITES:
Course: MAAT51301 - Expressive Art Therapies I: History and Theory of Expressive Art Therapy and Course: MAAT51302 - Expressive Art Therapies II: Materials and Techniques of Practice in Expressive Art Therapy

COREQUISITES:
None.

SPECIAL NOTES: Not open to students not approved for the concentration.

COURSE DESCRIPTION: This course examines theoretical and experiential understanding of group expressive art therapy as distinct from other forms of group therapy. Areas of focus include group counseling methods and skills as applied in expressive art therapy; principles of group dynamics, therapeutic factors, member roles and behaviors, leadership styles and approaches; short and long-term group process. Special emphasis is placed on understanding the applications of group expressive art therapy processes appropriate for different diagnostic issues, developmental levels and presenting problems in a variety of settings with diverse clients.
2. Graduate > General / Elective

Individualized Studies

<table>
<thead>
<tr>
<th>Course #</th>
<th>COR50000</th>
<th>UD</th>
<th>Section</th>
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<td>Instructor(s):</td>
<td>TBA</td>
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PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: The Individualized Studies course serves as a homeroom to provide students with regular and substantive faculty oversight for any studies that fall outside of a regular class offering. Such studies may include independent learning, mentored learning, internship learning, structured noncredit learning, and any creative combination of these options. The Individualized Studies course offers students the opportunity to discuss their learning with peers and the instructor, who assesses student work.

Critical Foundations of Research & Scholarship

<table>
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<th>UD</th>
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<tr>
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PREREQUISITES:
None.

COREQUISITES:
None.

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

Sustainable Food Systems Solutions: Capstone Project

<table>
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<tr>
<th>Course #</th>
<th>COR57550</th>
<th>UD</th>
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<tr>
<td>Session</td>
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<tr>
<td>Instructor(s):</td>
<td>Currey, Robin</td>
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</table>

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: As the concluding experience in the graduate program, the Capstone Project provides students with the opportunity to leverage the skills and knowledge acquired through the program into a project that launches students into their anticipated professional/academic trajectory. Culminating in a project that offers a solution to a food sustainability challenge or a thesis, the capstone is a mentored networking and professional development experience that is the strategic step between the graduate program and a student's career and/or academic aspirations.
### 2. Graduate > General / Elective

<table>
<thead>
<tr>
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</table>

**COURSE DESCRIPTION:** As the concluding experience in the graduate program, the Capstone Project provides students with the opportunity to leverage the skills and knowledge acquired through the program into a project that launches students into their anticipated professional/academic trajectory. Culminating in a project that offers a solution to a food sustainability challenge or a thesis, the capstone is a mentored networking and professional development experience that is the strategic step between the graduate program and a student's career and/or academic aspirations.

<table>
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<tr>
<th>Course #</th>
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<td>COREQUISITES:</td>
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</table>

**COURSE DESCRIPTION:** Following completion of the coursework, the student will draw upon the completed materials to create a portfolio that demonstrates accomplishments in accordance with program goals and a set of goals the student has drafted. Typically a student will decide at the end of the first year if they are moving working toward a capstone project or a portfolio. The portfolio is tied together by a substantive reflective paper, which describes the case for the academic integrity of her coursework, the activities she has engaged within the coursework, and the connection to the student's career.
2. Graduate > General / Elective

Course #: GRA59700  UD  Section: ME01
Sustainability Intensive: Mediterranean Diet and Culinary Workshop

Session: Session E  Credits: 1.00  Max Capacity: 22  Instructor(s): Palmer, Sharon  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: This hands-on course will review the health and environmental benefits of traditional, plant-based Mediterranean diets, as well as the various types of whole foods that are present within these cultural food traditions. The workshop will culminate in an interactive culinary class, in which students will discuss the benefits and methods for including foods within a traditional plant-based Mediterranean diet, share bioregional ingredients and cultural food traditions, and cook together in their own kitchens on Saturday (5/28 11-3 pm PT and Sunday (5/29 11-3 PM). This workshop will be followed with a skills-based final assignment. A shopping list will be distributed in advance of the workshop and students should expect food expenditures of up to $60 (depending on what is in the pantry).

COURSE DESCRIPTION: Many components of sustainable systems draw on a specialized skill set and body of knowledge and are best learned in an intensive setting that combines theory and practice. This course will immerse students in a particular aspect of sustainable systems. Students will work with sustainability faculty or practitioners to explore and apply the theory and knowledge regarding the topic at hand in a workshop format.
2. Graduate > Human Development

Course #: HDP59900  UD  Section: MF01
Capstone: Critical Psychology & Human Services

Session: Session F  Credits: 6.00  Max Capacity: 22  Instructor(s): Grant, Sebastienne
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

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

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

**Course #:** AHU53000  UD  **Section:** ME01
**Course Name:** The Rise of Performance Art in the Fine Arts World
**Credits:** 3.00  **Max Capacity:** 22

**Instructor(s):** Cullors, Patrisse
**Class Schedule:** ONLINE

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** NONE

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

---

**Course #:** AHU55001  UD  **Section:** MF01
**Course Name:** Methods in Identity, Archive and Documentary Photography
**Credits:** 3.00  **Max Capacity:** 22

**Instructor(s):** Montana, Star
**Class Schedule:** ONLINE

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** NONE

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

---

**Course #:** AHU57001  UD  **Section:** ME01
**Course Name:** The Art of Social Practice: Changing the World
**Credits:** 3.00  **Max Capacity:** 22

**Instructor(s):** Cullors, Patrisse
**Class Schedule:** ONLINE

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** NONE

**COURSE DESCRIPTION:** This course examines the ways in which social practice has evolved from 1960 to the present. Students study the artists and movements that have utilized social practice to evolve the political landscape. Topics include: How social practice has navigated the private and public spheres; and how artists and movements negotiate the difference between the individual and the collective. Students explore the most critical theorists, artists, and movements inside of social practice.
2. Graduate > Social and Environmental Arts Practice

### Art & Healing

<table>
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</thead>
<tbody>
<tr>
<td>Session: Session F</td>
<td>Credits: 3.00</td>
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</table>

**Instructor(s):** Olivas, Noe  
**Class Schedule:** ONLINE

**PREREQUISITES:** None.

**SPECIAL NOTES:** None.

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

### Studio Practice I

<table>
<thead>
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<th>Course #: AHU59900</th>
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<tbody>
<tr>
<td>Session: Session F</td>
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<td>Max Capacity: 22</td>
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</tbody>
</table>

**Instructor(s):** Dorriz, Alexandre  
**Class Schedule:** ONLINE

**PREREQUISITES:** None.

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

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

### Studio Practice II

<table>
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<tbody>
<tr>
<td>Session: Session F</td>
<td>Credits: 3.00</td>
<td>Max Capacity: 22</td>
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</table>

**Instructor(s):** Dorriz, Alexandre  
**Class Schedule:** ONLINE

**PREREQUISITES:** None.

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

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

Course #: AHUS9903  UD  Section: MF01
Studio Practice: IV

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

PREREQUISITES:
None.

COREQUISITES:
None.

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

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

Course #: MASJC50001C  Section:  
Organizing 3  
Session: Session E  Credits: 1.00  Max Capacity: 22  Instructor(s): Saadeh, Cirien  
Class Schedule: ONLINE  

PREREQUISITES:  
Course: MASJC50001B - Organizing 2  

COREQUISITES:  
None.  

SPECIAL NOTES: N/A  

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

Course #: MASJC50001D  Section: MF01  
Organizing 4  
Session: Session F  Credits: 1.00  Max Capacity: 22  Instructor(s): Saadeh, Cirien  
Class Schedule: ONLINE  

PREREQUISITES:  
Course: MASJC50001C - Organizing 3  

COREQUISITES:  
None.  

SPECIAL NOTES: N/A  

COURSE DESCRIPTION: “We make the road by walking…” A crucial component of learning to be an organizer is direct experience. Each new entering cohort will be assigned, as a group, to work directly for an online social justice organization. Students will attend regular online organizing meetings, take on tasks and responsibilities, attend periodic on-line skills trainings, and reflect on their learning through written responses and discussions with their peers and instructor. The instructor will meet regularly with the cohort as well as with each student individually to support personal and group goal-setting, time-management, problem solving, critical reflections, and the development of the dispositions required for effective, collaborative organizing work. This ongoing organizing class will inform and be informed by all of the other classes in the curriculum, and will provide real world professional connections and work experience for students’ resumes.
SU-21 One College Course Schedule

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

### 2. Graduate > Social Justice / Community Organizing

<table>
<thead>
<tr>
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<th>Max Capacity</th>
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<td>Medina, Oscar</td>
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**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES: N/A**

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
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**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** The study of urbanization has become crucial to understanding processes of uneven development, social decision making, and struggles for liberation and sustainability. Contemporary globalization has reconfigured landscapes of power, in part, through the emergence of global cities such as Los Angeles. Also, for the first time in history, the majority of humans live in urban areas. This course explores themes of justice, home, and community through the viewpoints of community organizers working in the global city of Los Angeles. This course exposes SJCO students to major questions and debates in the interdisciplinary and applied study of urbanization and globalization with an emphasis on their relevance to community organizing and social movement building.
2. Graduate > Social Justice / Community Organizing

**Theories of Change**

<table>
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<th>Course #: MASJC50004</th>
<th>Section: MF01</th>
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<tbody>
<tr>
<td><strong>Session:</strong> Session F</td>
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<tr>
<td><strong>Instructor(s):</strong> TBA</td>
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**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** Theories of Change and Comparative Political and Social Theory are designed to build upon and speak to each other, though need not be taken in any particular order. In each class, students engage with contemporary social and political theory to develop an analysis of social change, develop the ability to apply critical frameworks for understanding organizing and movements and taking stands within key debates about mobilization. These courses explore comparative critical approaches to the study of systemic and institutional social power relations, the dynamics of social, cultural, and political change, and movements for social transformation with an emphasis on engaged scholarship. We will read closely, discuss, reflect on, and write about texts (including scholarly and movement based articles and books, videos, documentaries, and discussions with scholars and activists) that address the following questions: How do ordinary people build the power to participate in social decisions that impact their communities? How do groups engaged in social movement building as well as scholars and movement intellectuals engage in understanding the world with the purpose of changing it? How are socio-environmental crises and systemic injustices produced, reproduced, resisted, and challenged by human beings acting across and within different scales and modalities of time and space?

**Mobilizing Change**

<table>
<thead>
<tr>
<th>Course #: MASJC50005</th>
<th>Section: MF01</th>
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<tbody>
<tr>
<td><strong>Session:</strong> Session F</td>
<td><strong>Credits:</strong> 3.00</td>
</tr>
<tr>
<td><strong>Instructor(s):</strong> Saadeh, Cirien</td>
<td><strong>Class Schedule:</strong> ONLINE</td>
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</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** What does it mean to "build power" and what is the role of organizers in this process? In this course, students investigate contemporary theories and learn to practice key skills for building power to make change as they participate in and reflect on grassroots organizing. Students will explore, analyze, and practice different approaches to developing leadership and designing and driving strategic campaigns. At the completion of the two organizing courses, students will demonstrate knowledge in: 1. community organizing, 2. electoral organizing, and 3. union organizing.
2. Graduate > Social Justice / Community Organizing

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<tr>
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<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
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<td>MASJC50020</td>
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<td>Gleason, Melanie</td>
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<tr>
<td><strong>Landscapes of Neoliberalism</strong></td>
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<tr>
<td>Session: Session F</td>
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**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** N/A

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

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<th>Max Capacity</th>
<th>Instructor(s)</th>
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<td>ME01</td>
<td>3.00</td>
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<td>Wilise, Craig</td>
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<tr>
<td><strong>Comparative Political and Social Theory</strong></td>
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<tr>
<td>Session: Session E</td>
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**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**SPECIAL NOTES:** N/A

**COURSE DESCRIPTION:** Theories of Change and Comparative Political and Social Theory are designed to build upon and speak to each other, though need not be taken in any particular order. In each class, students engage with contemporary social and political theory to develop an analysis of social change, develop the ability to apply critical frameworks for understanding organizing and movements and taking stands within key debates about mobilization. These seminars explore comparative critical approaches to the study of systemic and institutional social power relations, the dynamics of social, cultural, and political change, and movements for social transformation with an emphasis on engaged scholarship. We will read closely, discuss, reflect on, and write about texts (including scholarly and movement based articles and books, videos, documentaries, and discussions with scholars and activists) that address the following questions: How do ordinary people build the power to participate in social decisions that impact their communities? How do groups engaged in social movement building as well as scholars and movement intellectuals engage in understanding the world with the purpose of changing it? How are socio-environmental crises and systemic injustices produced, reproduced, resisted, and challenged by human beings acting across and within different scales and modalities of time and space?
2. Graduate > Social Justice / Community Organizing

Leadership Development

<table>
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<tr>
<th>Course #</th>
<th>MASJC50060</th>
<th>Section:</th>
<th>Credits:</th>
<th>Max Capacity:</th>
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<tr>
<td>COREQUISITES:</td>
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<td>SPECIAL NOTES:</td>
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COURSE DESCRIPTION: What does it mean to “build power” and what is the role of organizers in this process? In these two, related courses (that can be taken in any order), students investigate contemporary theories and learn to practice key skills for building power to make change as they participate in and reflect on grassroots organizing. Students will explore, analyze, and practice different approaches to developing leadership and designing and driving strategic campaigns. At the completion of these two courses, students will demonstrate knowledge in: 1. community organizing, 2. electoral organizing, and 3. union organizing.

Advocacy Research

<table>
<thead>
<tr>
<th>Course #</th>
<th>MASJC51111</th>
<th>Section:</th>
<th>Credits:</th>
<th>Max Capacity:</th>
<th>Instructor(s):</th>
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<td>Session:</td>
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<td>3.00</td>
<td>22</td>
<td>McCullough, Aletha</td>
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<td>PREREQUISITES:</td>
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<tr>
<td>COREQUISITES:</td>
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<tr>
<td>SPECIAL NOTES: This course is only for SJCO graduate students.</td>
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COURSE DESCRIPTION: Advocacy Research prepares SJCO students to plan and complete their capstone projects and to conduct ethical, and effective movement-based research. Students will explore the role of research in planning and implementing campaigns and learn appropriate research methods as well as the skills required to frame, disseminate, and position research effectively for the purposes of building power. At the end of the course, students will present and defend their capstone plans and proposals.
SU-21 One College Course Schedule

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

2. Graduate > Social Justice / Community Organizing

<table>
<thead>
<tr>
<th>Course #</th>
<th>MASJC52000</th>
<th>Section: ME01</th>
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<tbody>
<tr>
<td>Race, Class, and Housing Justice</td>
<td></td>
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<tr>
<td>Credits: 3.00</td>
<td>Max Capacity: 22</td>
<td>Instructor(s): Willse, Craig</td>
</tr>
<tr>
<td>Class Schedule: ONLINE</td>
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</table>

PREREQUISITES:
None.

COREQUISITES:
None.

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>MASJC57705</th>
<th>Section: MT01</th>
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<tbody>
<tr>
<td>Community Journalism for Social Movement: An Experiential Introduction</td>
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<tr>
<td>Credits: 3.00</td>
<td>Max Capacity: 20</td>
<td>Instructor(s): Saadeh, Cirien</td>
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<tr>
<td>Class Schedule: ONLINE</td>
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</tbody>
</table>

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: Resistance writing can be understood to be an emancipatory tool aimed at members of oppressed communities meant to decolonize and force members of oppressed groups (and others) to take action against the normalization of systemic oppression. Such resistance can take a variety of forms, including poetry and classroom writing, and journalism. In this course, students will study the structures and practices within community-centered resistance journalism by serving different roles in the classroom “newsroom” and each will be responsible for developing multimedia content on a website for a student-centered “news organization.” Students will report on racial and social justice centered issues pertinent to the Prescott College community using the Journalism of Color methodology and develop text, photography, audio, and/or video content. Students will learn to pitch stories, develop guiding interviews, conduct interviews, edit content, take photos, and promote their work. These experiences will help the students expand their portfolios, organizing capacity, career opportunities, and narrative-building experience.
2. Graduate > Social Justice / Community Organizing

Course #: MASJC59001    Section: MF01
Capstone: Social Justice and Community Organizing

Session: Session F  Credits: 5.00  Max Capacity: 22  Instructor(s): Hoffman, April Ruth
Class Schedule: ONLINE

PREREQUISITES:
Course: MASJC51111 - Advocacy Research

COREQUISITES:
None.

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

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

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

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

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

Course #: GRA58003
Section: UD

Advanced Research Design

Session: Session E
Credits: 3.00
Max Capacity: 22
Instructor(s): Gano, Gretchen

Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: This is a course for students interested in conducting or performing research. Through this course, students will research and build conceptual frameworks, and work alongside the professor in order to outline, organize, and generate original research. Students in this course will discuss general research structure, methodologies, research questions, and work to build a student’s research plan, often including an IRB proposal. This course is exceptionally well suited for students preparing for capstone papers, theses, dissertations or any original education research. Previous courses in research methods are strongly recommended.
SU-21 One College Course Schedule

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