Summer 2022

Registration Instructions

Summer 2022
May 17 – August 7, 2022

REGISTRATION DEADLINE
IS MAY 8, 2022

TUTION DEADLINE IS MAY 6, 2022

Please check MyAcademicServices for the most current course listing.
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## Summer 2022 Term Dates

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Term Dates:</th>
<th>Session E:</th>
<th>Block 1:</th>
<th>Block 2:</th>
<th>Session F:</th>
<th>Block 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, May 17 – Sunday, August 7, 2022</td>
<td>Tuesday, May 17 – Sunday, June 26, 2022</td>
<td>Tuesday, May 17 – Thursday, June 9, 2022</td>
<td>Tuesday, June 12 – Thursday, July 7, 2022</td>
<td>Tuesday, June 28 – Sunday, August 7, 2022</td>
<td>Tuesday, July 12 – Thursday, August 4, 2022</td>
<td></td>
</tr>
</tbody>
</table>

### Term
- [-----------------------------------12 weeks -----------------------------------]

### Block 1, 2, 3
- [------4 weeks------] [------4 weeks------] [------4 weeks------]

### Session E & F
- [--------------6 weeks------------] [---------------6 weeks-------------]

### Online Orientation
<table>
<thead>
<tr>
<th>Online Undergraduate</th>
<th>May 10, 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Graduate</td>
<td>May 10, 2022</td>
</tr>
</tbody>
</table>

### Grading Deadlines
- **Full Term**: Friday, August 12, 2022
- **Session E**: Friday, July 1, 2022
- **Session F**: Friday, August 12, 2022
- **Block 1**: Tuesday, June 14, 2022
- **Block 2**: Tuesday, July 12, 2022
- **Block 3**: Friday, August 12, 2022

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

### Deadlines (by Course Session):

<table>
<thead>
<tr>
<th>Course Session/Start Date</th>
<th>Last Day for Add/Drop</th>
<th>Tuition Refund</th>
<th>Last Day for student to request a W</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term Course 05-17-2022</td>
<td>05-31-2022</td>
<td>05-31-22</td>
<td>07-23-2022</td>
</tr>
<tr>
<td>Session E Course 05-17-2022</td>
<td>05-24-2022</td>
<td>05-24-22</td>
<td>06-11-2022</td>
</tr>
<tr>
<td>Block 1 Course 05-17-2022</td>
<td>05-19-2022</td>
<td>05-19-22</td>
<td>05-28-2022</td>
</tr>
<tr>
<td>Block 2 Course 06-14-2022</td>
<td>06-16-2022</td>
<td>06-16-22</td>
<td>06-25-2022</td>
</tr>
<tr>
<td>Block 3 Course 07-12-2022</td>
<td>07-14-2022</td>
<td>07-14-22</td>
<td>07-23-2022</td>
</tr>
</tbody>
</table>

**Registration Opens**: **Monday, March 7, 2022**; Online Registration closes on Sunday, May 8th, at 11:59 PM. Add/drop can still be done via the Add/Drop form after that point.

**Tuition Deadline**: **Friday, May 6, 2022**; $75 Late Registration Fee begins starting 5pm.
General Information

Registration Timeline
Registration opens March 7, 2022 for priority registration. See your email for your priority day and time.

New students starting in Summer 2022 that have confirmed with Admissions that they will be attending, will be able to register beginning March 11, 2022 and will receive an email with registration instructions.

The last day to add/drop online is May 8, 2022 at 11:59 PM for continuing students. Add/drop forms (found on the website) need to be submitted after this date for updates or changes to registration. Please review all add/drop deadlines as outlined in the Summer 2022 Term Dates.

Tuition Due Date and Late Registration
Tuition is due Friday, May 6, 2022. A late registration fee ($75) will be charged after 5 pm on May 6, 2022. Late payment fees will be charged monthly after this date.

New students beginning in Summer 2022 will not be charged a late registration fee in their first term.

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

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

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

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

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

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

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

Go to MyAcademicServices and log in

From Registration menu drop down, choose Courses

To ADD courses:

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

To DROP courses:

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

Tips to successfully complete enrollment for the term:

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

What to look for as you Search for courses:

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

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

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

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

Video instructions on how to register/unregister: https://www.loom.com/share/e5501a74a6784ba4b0fe059d5e85fbfe
# Prescott College 2021/22 Tuition And Fees For All Programs

## On Campus Undergraduate

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>3 Cr.</th>
<th>4 Cr.</th>
<th>Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 22</td>
<td>$16,489</td>
<td>$5,496</td>
<td>$4,996</td>
<td>$1,374.25</td>
</tr>
<tr>
<td>Spring 22</td>
<td>$16,489</td>
<td>$5,496</td>
<td>$4,996</td>
<td>$1,374.25</td>
</tr>
</tbody>
</table>

### Tuition (12+ cr.)
- **Fall & Spring Terms**
- **One Time**

### Graduation Fee
- **One Time**

### On Campus Housing
- **Campus Village Apartments - Single Occupancy**
- **Per Student**

### On Campus Housing
- **Campus Village Apartments - Single Occupancy Shared Bath**
- **Per Student**

### On Campus Housing
- **Campus Village Apartments - Double Occupancy**
- **Per Student**

### On Campus Housing
- **Campus Village Apartments - Triple Occupancy**
- **Per Student**

### On Campus Housing
- **Campus Village Apartments - Quad Occupancy**
- **Per Student**

### Meal Plan Fee
- **For On-Campus Housing - To be returned if no damage (true deposit)**

### Housing Deposit
- **Per Term Upon Student Request**

### Laundry Fee
- **$25.00**

### Late Registration Fee
- **$75.00**

### Late Payment Fee
- **Monthly**

### Orientation Fee
- **One Time (or per orientation)**

### Parking Fee
- **Monthly**

### Student Fee
- **Each Term (PA, SP, SU)**

### Technology Fee
- **Each Term (PA, SP, SU)**

### Freedom Education Fund Fee
- **Per Term**

### Insurance Fee
- **TBD**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>3 Cr.</th>
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<td>$4,996</td>
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</tr>
</tbody>
</table>

### Online Undergraduate and Post-Bacc Teacher Prep

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>3 Cr.</th>
<th>4 Cr.</th>
<th>Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$9,875</td>
<td>$651</td>
<td>$565</td>
<td>$191.67</td>
</tr>
</tbody>
</table>

### Graduation Fee
- **$283.00**
- **One Time**

### Late Registration Fee
- **$283.00**
- **One Time**

### Late Payment Fee
- **Monthly**

### Late Payment Fee
- **Monthly**

### Sustainability Fee
- **Monthly**

### Technology Fee
- **Each Term**

### Online Masters (MS) in Counseling and graduate certificates in Counseling

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>3 Cr.</th>
<th>4 Cr.</th>
<th>Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$14,490</td>
<td>$966</td>
<td>$816</td>
<td>$171.75</td>
</tr>
</tbody>
</table>

### Graduation Fee
- **$283.00**
- **One Time**

### Late Registration Fee
- **$283.00**
- **One Time**

### Late Payment Fee
- **Monthly**

### Late Payment Fee
- **Monthly**

### Sustainability Fee
- **Monthly**

### Technology Fee
- **Monthly**

### Online Masters (MS) in Critical Psychology

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>3 Cr.</th>
<th>4 Cr.</th>
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<td>$14,490</td>
<td>$966</td>
<td>$816</td>
<td>$171.75</td>
</tr>
</tbody>
</table>

### Graduation Fee
- **$283.00**
- **One Time**

### Late Registration Fee
- **$283.00**
- **One Time**

### Late Payment Fee
- **Monthly**

### Late Payment Fee
- **Monthly**

### Sustainability Fee
- **Monthly**

### Technology Fee
- **Monthly**

### Online Masters (MFA) in Social & Environmental Arts Practice

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>3 Cr.</th>
<th>4 Cr.</th>
<th>Per Credit</th>
</tr>
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<tbody>
<tr>
<td>Tuition</td>
<td>$14,490</td>
<td>$966</td>
<td>$816</td>
<td>$171.75</td>
</tr>
</tbody>
</table>

### Graduation Fee
- **$283.00**
- **One Time**

### Late Registration Fee
- **$283.00**
- **One Time**

### Late Payment Fee
- **Monthly**

### Late Payment Fee
- **Monthly**

### Sustainability Fee
- **Monthly**

### Technology Fee
- **Monthly**

### Online Masters (M.Ed) in Education and post-degree certification in Education

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>3 Cr.</th>
<th>4 Cr.</th>
<th>Per Credit</th>
</tr>
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### Graduation Fee
- **$283.00**
- **One Time**

### Late Registration Fee
- **$283.00**
- **One Time**

### Late Payment Fee
- **Monthly**

### Late Payment Fee
- **Monthly**

### Sustainability Fee
- **Monthly**

### Technology Fee
- **Monthly**

### Online Masters (MS) in Environmental Studies

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>3 Cr.</th>
<th>4 Cr.</th>
<th>Per Credit</th>
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<tbody>
<tr>
<td>Tuition</td>
<td>$14,490</td>
<td>$966</td>
<td>$816</td>
<td>$171.75</td>
</tr>
</tbody>
</table>

### Graduation Fee
- **$283.00**
- **One Time**

### Late Registration Fee
- **$283.00**
- **One Time**

### Late Payment Fee
- **Monthly**

### Late Payment Fee
- **Monthly**

### Sustainability Fee
- **Monthly**

### Technology Fee
- **Monthly**

### Online Masters (MBA) in Sustainability Leadership

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>3 Cr.</th>
<th>4 Cr.</th>
<th>Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$14,490</td>
<td>$966</td>
<td>$816</td>
<td>$171.75</td>
</tr>
</tbody>
</table>

### Graduation Fee
- **$283.00**
- **One Time**

### Late Registration Fee
- **$283.00**
- **One Time**

### Late Payment Fee
- **Monthly**

### Late Payment Fee
- **Monthly**

### Sustainability Fee
- **Monthly**

### Technology Fee
- **Monthly**

### Online Masters (MA) Social Justice and Community Organizing

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>3 Cr.</th>
<th>4 Cr.</th>
<th>Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$966</td>
<td>$816</td>
<td>$171.75</td>
</tr>
</tbody>
</table>

### Graduation Fee
- **$283.00**
- **One Time**

### Late Registration Fee
- **$283.00**
- **One Time**

### Late Payment Fee
- **Monthly**

### Late Payment Fee
- **Monthly**

### Sustainability Fee
- **Monthly**

### Technology Fee
- **Monthly**

### Plan in Sustainability Education

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>3 Cr.</th>
<th>4 Cr.</th>
<th>Per Credit</th>
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<tr>
<td>Tuition</td>
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</table>

### Graduation Fee
- **$283.00**
- **One Time**

### Late Registration Fee
- **$283.00**
- **One Time**

### Late Payment Fee
- **Monthly**

### Late Payment Fee
- **Monthly**

### Sustainability Fee
- **Monthly**

### Technology Fee
- **Monthly**

### Online Masters (MA) Teach out Program Only in Adventure Education, Education, Environmental Studies or Humanities

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>3 Cr.</th>
<th>4 Cr.</th>
<th>Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$14,490</td>
<td>$966</td>
<td>$816</td>
<td>$171.75</td>
</tr>
</tbody>
</table>

### Graduation Fee
- **$283.00**
- **One Time**

### Late Registration Fee
- **$283.00**
- **One Time**

### Late Payment Fee
- **Monthly**

### Late Payment Fee
- **Monthly**

### Sustainability Fee
- **Monthly**

### Technology Fee
- **Monthly**

### On Campus Masters in Social Justice and Community Organizing (Teach Out)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>3 Cr.</th>
<th>4 Cr.</th>
<th>Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$14,490</td>
<td>$966</td>
<td>$816</td>
<td>$171.75</td>
</tr>
</tbody>
</table>

### Graduation Fee
- **$283.00**
- **One Time**

### Late Registration Fee
- **$283.00**
- **One Time**

### Late Payment Fee
- **Monthly**

### Late Payment Fee
- **Monthly**

### Sustainability Fee
- **Monthly**

### Technology Fee
- **Monthly**

### Online Masters (MA) Teach out Program Only in Adventure Education, Education, Environmental Studies or Humanities
Annual Notification to Students of FERPA (Family Educational Rights and Privacy Act)

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

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

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

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

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

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

**Directory Information**

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

- Student name
- Home and local addresses
- Email and web site addresses
- All phone numbers
- Date and place of birth
- Photographs
- Fields of study, including competence, breadth, and primary degree/program area
- Dates of attendance and full-time/part-time status
- All degrees earned and award received
- Anticipated graduation/completion date
- Advisor(s) name(s)
- Recently attended previous educational institution(s)
- Participation in officially recognized activities
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>

<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)).
Undergraduate Mentored Study Placeholder Courses

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

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

<table>
<thead>
<tr>
<th>Block</th>
<th>Course ID</th>
<th>Section</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OCU10000</td>
<td>BX04</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full Term</th>
<th>Course ID</th>
<th>Section</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OCU10000</td>
<td>MX04</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>LRU37000</td>
<td>XX01</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>LRU37000</td>
<td>XX02</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>LRU37000</td>
<td>XX03</td>
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<td>LRU37000</td>
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Graduate Mentored Study Placeholder Courses

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

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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Section</th>
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<tr>
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<td>PLACEHOLDER XX02</td>
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<td>PLACEHOLDER XX12</td>
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## Undergraduate > ??-ESES

### Edible Biodiversity

<table>
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<tr>
<th>Course #: ENV22116 LD</th>
<th>Section: ME01</th>
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<tbody>
<tr>
<td><strong>Session:</strong> Session E</td>
<td><strong>Credits:</strong> 4.00</td>
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<tr>
<td><strong>Instructor(s):</strong> Currey, Robin</td>
<td>Class Schedule: MTTThF 8:00 am -12:00 pm</td>
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<tr>
<td><strong>Course #:</strong> ENV22116 LD</td>
<td><strong>Section:</strong> ME01</td>
</tr>
<tr>
<td><strong>Credits:</strong> 4.00</td>
<td><strong>Max Capacity:</strong> 12</td>
</tr>
<tr>
<td><strong>Instructor(s):</strong> Currey, Robin</td>
<td></td>
</tr>
<tr>
<td><strong>Class Schedule:</strong> MTTThF 8:00 am -12:00 pm</td>
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</table>

**FEE:** $26.00

**PREREQUISITES:** None.

**COREQUISITES:** None.

**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.

### Small-Scale Agricultural Production

<table>
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<tr>
<th>Course #: ENV23812 LD</th>
<th>Section: ME01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session:</strong> Session E</td>
<td><strong>Credits:</strong> 4.00</td>
</tr>
<tr>
<td><strong>Instructor(s):</strong> Tison, Eleanor</td>
<td>Class Schedule: MTThF 1:00 pm - 5:00 pm</td>
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<tr>
<td><strong>Course #:</strong> ENV23812 LD</td>
<td><strong>Section:</strong> ME01</td>
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<tr>
<td><strong>Credits:</strong> 4.00</td>
<td><strong>Max Capacity:</strong> 8</td>
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<td><strong>Instructor(s):</strong> Tison, Eleanor</td>
<td></td>
</tr>
<tr>
<td><strong>Class Schedule:</strong> MTThF 1:00 pm - 5:00 pm</td>
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</tbody>
</table>

**PREREQUISITES:** None.

**COREQUISITES:** None.

**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 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.
Undergraduate > ??-ESES

Course #: ENV43812 UD  Section: ME01
Small-Scale Agricultural Production
Session:  Session E  Credits:  4.00  Max Capacity:  8  Instructor(s): Tison, Eleanor

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: This course will be based on the Prescott College campus, but uses a flipped, hyflex classroom model. (In other words, students will have the ability to choose between taking this class online or in-person after registering.) 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.

Core Curriculum: Sustainability, Environmental Studies, and the Arts
Course #: ENV47001 UD  Section: ME01
Session:  Session E  Credits:  4.00  Max Capacity:  22  Instructor(s): Bigknife Antonio, Molly

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.
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.
**Undergraduate > ??-FSES**

<table>
<thead>
<tr>
<th>Course #</th>
<th>ENV21700</th>
<th>Section:</th>
<th>MF01</th>
<th>Explorations in Sustainable Community Development</th>
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<tbody>
<tr>
<td>Session</td>
<td>Session F</td>
<td>Credits:</td>
<td>4.00</td>
<td>Max Capacity: 22</td>
</tr>
<tr>
<td>Instructor(s):</td>
<td>Shorb, Terril</td>
<td>Class Schedule:</td>
<td></td>
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**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.

<table>
<thead>
<tr>
<th>Course #</th>
<th>HDP47160</th>
<th>Section:</th>
<th>MF01</th>
<th>Disordered Eating, Body Image and Culture</th>
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<tbody>
<tr>
<td>Session</td>
<td>Session F</td>
<td>Credits:</td>
<td>4.00</td>
<td>Max Capacity: 22</td>
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<tr>
<td>Instructor(s):</td>
<td>Young, Vicky</td>
<td>Class Schedule:</td>
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</table>

**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.
Undergraduate > ??-FSES

Course #: MTH47001 UD  Section: MF01
Mathematical Explorations

Session: Session F  Credits: 4.00  Max Capacity: 22  Instructor(s): Stogsdill, Gary
Class Schedule: ONLINE

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.
Undergraduate > Block 1

**Course #**: COR47001 UD  **Section**: MBB1  
**PASS 1- Liberal Arts**

**Session**: Block 1  **Credits**: 1.00  **Max Capacity**: 22  **Instructor(s)**: Bigknife Antonio, Molly  
**Class Schedule**: ONLINE

**PREREQUISITES**: None.

**COREQUISITES**: None.

**SPECIAL NOTES**: N/A

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

---

**Course #**: COR47002 UD  **Section**: MBB1  
**PASS- Education**

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

**PREREQUISITES**: None.

**COREQUISITES**: None.

**SPECIAL NOTES**: N/A

**COURSE DESCRIPTION**: Professional and Academic Success Seminar (PASS) provides new students with the essential tools to successfully navigate their academic journey through the Online Undergraduate (OU) program. PASS addresses every advising need, including creation of the degree plan, and offers weekly academic and professional resource sites, which remain available at all times for each student's entire duration of enrollment in OU. In addition, PASS teaches students how to create their eportfolio that displays and reflects on learning outcomes for each course.
## Undergraduate > Block 3

<table>
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<tr>
<th>Course #</th>
<th>ENV25114 LD</th>
<th>Section:</th>
<th>MBB1</th>
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<tbody>
<tr>
<td>Community-based Conservation in Costa Rica</td>
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</tr>
<tr>
<td>Session:</td>
<td>Block 3</td>
<td>Credits:</td>
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<td>Altrichter, Mariana&lt;br&gt; Sherman, Peter</td>
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<td>*** NON-REFUNDABLE FEE ***</td>
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<td>COREQUISITES:</td>
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<tr>
<td>SPECIAL NOTES:</td>
<td>This course requires a VALID PASSPORT for INTERNATIONAL TRAVEL. This course requires instructor permission. Students will arrange their own travel to Costa Rica and meet faculty there on July 12th. There is a required pre-meeting, date TBD.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COURSE DESCRIPTION:</td>
<td>This course explores the environmental, social, and economic aspects of conservation of biodiversity and culture, and contrasts community-based vs. top-down (e.g., national parks) conservation approaches. The course also explores topics of sustainable development, food security, 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 visit the subalpine cloud forest, lowland rainforests, and Pacific beaches. Students analyze each one of the projects 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.</td>
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<table>
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<tr>
<td>Community-based Conservation in Costa Rica</td>
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<tr>
<td>Session:</td>
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<td>Max Capacity:</td>
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<td>COREQUISITES:</td>
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<tr>
<td>SPECIAL NOTES:</td>
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<tr>
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<td></td>
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</table>
Undergraduate > Full Term

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

**Prior Learning Assessment**

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

**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/Wel come/

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.

---

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

**Core Curriculum: Senior Project**

**Session:** Full Term  **Credits:** 4.00  **Max Capacity:** 22  **Instructor(s):** Stogsdill, Gary  **Class Schedule:** ONLINE

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

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

**Course #:** COR40005  UD  **Section:** MT02  
**Core Curriculum: Senior Project**

<table>
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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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</thead>
<tbody>
<tr>
<td>Full Term</td>
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<td>22</td>
<td>Stogsdill, Gary</td>
<td>ONLINE</td>
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**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

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

**Course #:** LRU20000  LD  **Section:** MT01  
**Individualized Studies**

<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>0.00</td>
<td>11</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 course offers students the opportunity to discuss their learning with peers and the instructor, who oversees assessment of the student’s work.

**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>9</td>
<td>Yost, Abby</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

In accordance with the Interstate Teacher Assessment & Support Consortium, (InTASC) The Master of Education practicum course takes advantage of occupational environments within the field of education where students can apply knowledge and skills acquired from coursework in a program of study. Practica in education are courses used either to prepare students for capstone courses, or are culminating experiences in and of themselves. In education programs, practicum experiences are required in order to complete specific programs of study, often under supervision.
Undergraduate > Full Term

Course #: EDU47004 UD  Section: MT01
Structured English Immersion Complete

Session: Full Term  Credits: 3.00  Max Capacity: 11  Instructor(s): Sallu, Adama  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

Course #: EDU47035 UD  Section: MT01
Introduction to Special Education

Session: Full Term  Credits: 3.00  Max Capacity: 11  Instructor(s): Sallu, Adama  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course introduces the various categories of special education eligibility and provides information about accommodating individuals with exceptional learning needs in the regular classroom setting. Categories addressed include learning disabilities, mental retardation, emotional and behavioral disorders, physical handicaps, sensory and speech impairments, severe and multiple disabilities, and the gifted and talented. Current special education law and pertinent state and national standards, including the national common core standards, are examined. Attention is also given to issues of culturally and environmentally diverse backgrounds in the education of individuals with exceptional learning needs.

Course #: EDU47040 UD  Section: MT01
Creating & Managing Learning Communities

Session: Full Term  Credits: 3.00  Max Capacity: 11  Instructor(s): Kuehne, Bahne  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course provides students with the opportunity to examine the theories and practices necessary to effectively manage groups in classrooms and non-traditional settings. Students will explore the correlation among effective classroom management, engaging curriculum, and optimal learning. Through observation and study, students will identify and analyze a variety of approaches to classroom management and group management styles and techniques for their utility. Students will learn to create optimal learning environments designed to meet the needs of diverse learners.
Undergraduate > Full Term

Course #: EDU47315 UD  Section: MT01  
Classroom Management for Special Education Classrooms

Session: Full Term  Credits: 3.00  Max Capacity: 11  Instructor(s): Smith, Andy  
Class Schedule: ONLINE

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.

Course #: EDU47385 UD  Section: MT01  
Survey of the Exceptional Learners and Characteristics of the Specific Exceptionalities

Session: Full Term  Credits: 3.00  Max Capacity: 11  Instructor(s): Smith, Andy  
Class Schedule: ONLINE

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.
### Undergraduate > Full Term

<table>
<thead>
<tr>
<th>Course #: EDU47697 UD</th>
<th>Section: MT01</th>
<th>Early Childhood Special Education Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session: Full Term</td>
<td>Credits: 4.00</td>
<td>Instructor(s): Ohm, Paul</td>
</tr>
<tr>
<td>Max Capacity: 10</td>
<td></td>
<td>Class Schedule: 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.

<table>
<thead>
<tr>
<th>Course #: EDU47802 UD</th>
<th>Section: MT01</th>
<th>Foundations of Early Childhood &amp; Early Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session: Full Term</td>
<td>Credits: 3.00</td>
<td>Instructor(s): Ohm, Paul</td>
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<tr>
<td>Max Capacity: 22</td>
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</table>

**PREREQUISITES:**
None.

**COREQUISITES:**
None.
Early Childhood Education Practicum

Course #: EDU47898 UD  Section: MT01

Instructor(s): Ohm, Paul

Max Capacity: 10

Credits: 4.00

Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: This course requires prior approval from core faculty/student teaching coordinator prior to enrollment.

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-22 One College Course Schedule**

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

## Graduate > ??-ESES

### MAEP51020  ME01

**Adventure-based & Nature-based Counseling Intensive Practicum**

**Course #: MAEP51020  Section: ME01**  
**Session: Session E  Credits: 1.00  Max Capacity: 15**  
**Instructor(s): Cavanaugh, Daniel**  
**Class Schedule: ONLINE**

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**NON REFUNDABLE COURSE FEE** $650.00  
SPECIAL NOTES: Students are required to take MAEPINTENSIVE <<<NEED # OF INTENSIVE>>>as a co-requisite.

**COURSE DESCRIPTION:** This course is required for those who are enrolled in the 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.

### MASJC50050  ME01

**Comparative Political and Social Theory**

**Course #: MASJC50050  Section: ME01**  
**Session E  Credits: 3.00  Max Capacity: 22**  
**Instructor(s): Willse, Craig**  
**Class Schedule: ONLINE**

**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?
SU-22 One College Course Schedule

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

Graduate > ??-ESES

<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>MASJC50003</td>
<td>ME01</td>
<td>3.00</td>
<td>22</td>
<td>Hoffman, April Ruth</td>
<td>ONLINE</td>
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</table>

Globalization and Urban Politics

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.

<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>MASJC50020</td>
<td>ME01</td>
<td>3.00</td>
<td>22</td>
<td>Willse, Craig</td>
<td>ONLINE</td>
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</tbody>
</table>

Landscapes of Neoliberalism

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.
**SU-22 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

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**Graduate > ??-ESES**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
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<tbody>
<tr>
<td>MASJC50060</td>
<td>ME01</td>
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</tbody>
</table>

**Leadership Development**

**Session:** Session E

**Credits:** 3.00

**Max Capacity:** 22

**Instructor(s):** Saadeh, Cirien

**Class Schedule:** ONLINE

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**PREREQUISITES:**

None.

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**COREQUISITES:**

None.

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**SPECIAL NOTES:** N/A

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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.

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<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
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<tbody>
<tr>
<td>MAEPINTENSIV</td>
<td>ME01</td>
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</tbody>
</table>

**MAEPINTENSIVE 4 - Special Issue Intensive**

**Session:** Session E

**Credits:** 0.00

**Max Capacity:** 12

**Instructor(s):** Cavanaugh, Daniel

**Class Schedule:**

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**FEE:** $650.00

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**PREREQUISITES:**

None.

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**COREQUISITES:**

None.

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**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>>>>>

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**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.
Graduate > ??-ESES

**Course #:** MASJC50002  
**Section:** ME01  
**Radical Pedagogy as Praxis**

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

**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.

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**Course #:** COR57550 UD  
**Section:** ME01  
**Sustainable Food Systems Solutions: Capstone Project**

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

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

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

### Environmental History & Philosophy

**Course #:** ENV50505 UD  |  **Section:** ME01  
**Credits:** 3.00  |  **Max Capacity:** 22  
**Instructor(s):** Gilcrest, David  
**Class Schedule:** ONLINE

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**COURSE DESCRIPTION:** This course provides an introduction to historical and philosophical analyses of environmental attitudes and values. After establishing the vital connection between ontology ("worldview") and ethics, students address select indigenous and traditional environmental perspectives. The course then turns to the nature/culture schism under the sign of modernity (agriculture, science and instrumental rationality, theories of property). Students will also consider figures associated with Romantic responses to modernity (and their critics). The course concludes by focusing on Environmental Justice (including Climate Justice). For their final project, students will craft a personal, bioregionally grounded "ecosophy," an environmental credo responsive to human and more-than-human community informed by class reading and discussion.

### Ecological Design

**Course #:** ENV51950 UD  |  **Section:** ME01  
**Credits:** 3.00  |  **Max Capacity:** 22  
**Instructor(s):** Steinreuck, Nathaniel  
**Class 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.

### 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.
SU-22 One College Course Schedule

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

Graduate > ??-ESES

Course #: ENV57135 UD  Section: ME01
Field Botany
Session: Session E  Credits: 3.00  Max Capacity: 22  Instructor(s): Gielstra, Dianna  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: A review of topics in plant anatomy, morphology, physiology, evolution, systematics, and field methods to provide students with the botanical knowledge and skills they need to support work in ecological research, plant conservation, forestry, range management, sustainable agriculture, ecological landscape design, land use planning, education, and related fields. Prerequisite: Ecology.

Course #: ENV57901 UD  Section: ME01
Place, Sustainability and Diets: Eco-nutrition
Session: Session E  Credits: 3.00  Max Capacity: 22  Instructor(s): Trocchia-Balkits, Lisa  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: N/A

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.
SU-22 One College Course Schedule

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

Graduate > ??-ESES

Course #: ENV57904 UD   Section: ME01
Biodiversity Issues in Food Systems: Sustainable Diets and Biodiversity
Session: Session E   Credits: 3.00   Max Capacity: 22   Instructor(s): Palmer, Sharon
Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: Sustainable Diets are "...those diets with low environmental impacts which contribute to food and nutrition security and to healthy life for present and future generations (Food and Agriculture Organization of the United Nations)." Students will examine dietary traditions from across the world while gaining knowledge and skills about diverse diets with low environmental impacts. The exploration of the linkages between agricultural diversity and dietary diversity and the environmental impacts of different diets (vegetarian; vegan; etc.) is the foundation of the course. The important role that sustainable diets can play in ensuring food and nutrition security for all will be examined.

Course #: ENV57920 UD   Section: ME01
The Living Soil: Concepts in Soil Science & Compost
Session: Session E   Credits: 3.00   Max Capacity: 22   Instructor(s): Harper, Wendy Sue
Class Schedule: ONLINE

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.
### Graduate > ??-ESES

<table>
<thead>
<tr>
<th>Course #</th>
<th>ENV58350</th>
<th>UD</th>
<th>Section: ME01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Field Journaling</strong></td>
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<tr>
<td>Session:</td>
<td>Session E</td>
<td>Credits: 3.00</td>
<td>Max Capacity: 22</td>
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<tr>
<td>Instructor(s):</td>
<td>Christensen, Laird</td>
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<tr>
<td>Class Schedule:</td>
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<tr>
<td><strong>PREREQUISITES:</strong></td>
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<tr>
<td><strong>COREQUISITES:</strong></td>
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</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Course #</th>
<th>ENV58500</th>
<th>UD</th>
<th>Section: ME01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sustainable Solutions: Impact Measurement and Program Design</strong></td>
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<tr>
<td>Session:</td>
<td>Session E</td>
<td>Credits: 3.00</td>
<td>Max Capacity: 22</td>
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<tr>
<td>Instructor(s):</td>
<td>Hodges Snyder, Elizabeth</td>
<td></td>
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<td><strong>PREREQUISITES:</strong></td>
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<tr>
<td><strong>COREQUISITES:</strong></td>
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<tr>
<td><strong>SPECIAL NOTES:</strong></td>
<td>N/A</td>
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</tbody>
</table>

**COURSE DESCRIPTION:** Agents of change develop programs and projects with stakeholders that translate theories of change into concrete action plans that are implementable and measure impact. The design of high-quality programs, their efficient and effective implementation and the measurement of outcomes and impacts are critical to finding solutions and being accountable to stakeholders. Project design, monitoring and evaluation tools and techniques will be introduced in this course. Impact measurement indicators and their association with theories of change and program activities are explored. Students will come to understand the links among them through course assignments, culminating in the design of a project with its implementation and impact measurement plan.
Graduate > ??-ESES

Course #: ENV58750 UD  Section: ME01
Sustainability & Resilience: From Theory to Practice
Session: Session E  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.

Course #: HDP54000 UD  Section: ME01
Peace Psychology
Session: Session E  Credits: 3.00  Max Capacity: 22  Instructor(s): Kurtis, Tugce
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: Peace psychology is an emerging field that focuses on the application of psychological theories and practices to the promotion of harmony, equity, and health in relationships and systems. This course explores a historically grounded, contextualized perspective on the psychological dimensions of intrapersonal, interpersonal, intragroup and intergroup harmony and conflict. Students will examine patterns of thoughts, feelings, and actions that can counteract conflict and facilitate relationships based on positive interdependence, mutual wellbeing and trust. Additionally, students will consider and identify systemic and macro-level factors (i.e. economic, political, and cultural) that contribute to peace and conflict. Finally, students will apply this knowledge by analyzing an issue of conflict and creating an action plan to address this and facilitate peace and collective wellbeing.

Course #: SBM52001 UD  Section: ME01
Accounting Practices in the Ethical Organization
Session: Session E  Credits: 3.00  Max Capacity: 22  Instructor(s): Eisenberg, Daniel
Class Schedule: ONLINE

PREREQUISITES:
Course: SBM55501 - Building Blocks of Sustainable Business  or
Permission of instructor: William Prado

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.
**Graduate > ??-ESES**

<table>
<thead>
<tr>
<th>Course #</th>
<th>SBM59000 UD</th>
<th>Section</th>
<th>ME01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Sustainable Management Capstone</strong></td>
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<tr>
<td>Session</td>
<td>Session E</td>
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<tr>
<td>Credits</td>
<td>3.00</td>
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<tr>
<td>Max Capacity</td>
<td>22</td>
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<tr>
<td>Instructor(s)</td>
<td>Villaverde, Hava</td>
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<tr>
<td>Class Schedule</td>
<td>ONLINE</td>
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</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.
SU-22 One College Course Schedule

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

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

Graduate > ??-FSES

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASJC51111</td>
<td>MF01</td>
<td>Banks, Michelle</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

Advocacy Research

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

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: This course is only for SJCO graduate students.

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.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASJC59001</td>
<td>MF01</td>
<td>Hoffman, April Ruth</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

Capstone: Social Justice and Community Organizing

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.
<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Course Name</th>
<th>Session</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASJC51000</td>
<td>MF01</td>
<td>Critical Youth Organizing and Transformation</td>
<td>Session F</td>
<td>3.00</td>
<td>22</td>
<td>Medina, Oscar</td>
<td>ONLINE</td>
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<td>COURSE DESCRIPTION:</td>
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<td>An emphasis on critical and radical youth-led resistance and mobilization is needed to fully comprehend the historical and contemporary struggles of youth-led organizing and transformation resistance. This course will focus on youth activism and resistance from a historical and contemporary movement-building place where social and political mobilization emerges under hegemonic forces and systemic oppression fueled by institutionalized racism, heteropatriarchy, and capitalism. An examination of critical media literacy, youth intersectional identity development, youth participatory action research, and critical pedagogy are key to comprehending the rise of youth sociopolitical consciousness and youth mobilization. The course will provide examples of intersectional and coalition-led movements focused on undocumented youth organizing for immigrant rights, BIPOC youth organizing for racial justice, youth climate organizing, youth gender nonconformity, and the formation of transgender identities. Key theories and examples of youth counter-hegemony, youth resistance, and critical pedagogy will be employed to comprehend critical youth organizing and transformational resistance.</td>
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<tr>
<td>MASJC50005</td>
<td>MF01</td>
<td>Mobilizing Change</td>
<td>Session F</td>
<td>3.00</td>
<td>22</td>
<td>Saadeh, Cirien</td>
<td>ONLINE</td>
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<td>PREREQUISITES:</td>
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<td>SPECIAL NOTES: N/A</td>
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<td>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.</td>
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</table>
## SU-22 One College Course Schedule

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

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

### Graduate > ??-FSES

#### Theories of Change

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Credits</th>
<th>Max Capacity</th>
<th>Instructor(s)</th>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASJC50004</td>
<td>MF01</td>
<td>3.00</td>
<td>22</td>
<td>Herzing, Rachel</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**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?

#### MFA Capstone

<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>AHU59500 UD</td>
<td>MF01</td>
<td>3.00</td>
<td>22</td>
<td>Cullors, Patrisse</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**

Course: AHU59900 - Studio Practice I and Course: AHU59901 - Studio Practice II and Course: AHU59902 - Studio Practice III and Course: AHU59903 - Studio Practice: IV

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** In this course students complete and present the capstone work developed during studio practice I-IV. The capstone work is typically a juried show, performance, campaign or other significant initiative documented in an electronic portfolio with accompanying capstone essay.

Prerequisites: Completion of Studio Practice I-IV.
### Graduate > FSES

#### Critical Foundations of Research & Scholarship
- **Course #:** COR57114
- **Section:** MF01
- **Credits:** 3.00
- **Max Capacity:** 11
- **Instructor(s):** Kurtis, Tugce
- **Class Schedule:** ONLINE

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

#### Sustainable Food Systems Solutions: Capstone Project
- **Course #:** COR57550
- **Section:** MF01
- **Credits:** 3.00
- **Max Capacity:** 22
- **Instructor(s):** Currey, Robin
- **Class Schedule:** ONLINE

**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.

#### Capstone Portfolio
- **Course #:** COR57702
- **Section:** MF01
- **Credits:** 3.00
- **Max Capacity:** 22
- **Instructor(s):** Gilcrest, David
- **Class Schedule:** ONLINE

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

**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.
Graduate > ??-FSES

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

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

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: This course reviews traditional legal controls over land in the United States, including zoning ordinances and subdivision regulations at the local level, and state-wide planning initiatives found in states such as Vermont and Oregon. Students will attain a solid understanding of constitutional legal principles and foundations of land use planning. Students will consider those land-use laws and societal factors that contribute to blighted inner cities and suburban sprawl, assess growth management techniques, develop familiarity with relevant policies in their own bioregions, and consider modern planning techniques and emerging trends in sustainable and resilient community development.

Course #: ENV53000 UD  Section: MF01
Resilient Infrastructure & Transportation Systems

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

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.

Course #: ENV57101 UD  Section: MF01
Ecology

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

PREREQUISITES:
None.

COREQUISITES:
None.

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

**Course #**: ENV57130 UD  
**Section**: MF01  
**Credits**: 3.00  
**Max Capacity**: 22  
**Instructor(s)**: Fayram, Andrew  
**Class Schedule**: ONLINE  
**PREREQUISITES**:  
Course: ENV57101 - Ecology  
**COREQUISITES**:  
None.

**COURSE DESCRIPTION**: Biogeography is an advanced course in the study of historic and current organism distributions. It treats both the patterns of these distributions and the possible causes suggested by these patterns. The course examines questions of distribution in historic, evolutionary, ecological, and geological perspectives. The last segment of the course will be devoted to the role biogeography plays in conservation of species and systems. Students will research regional problems and bring their expertise to bear by proposing a potential solution based on their understanding of biogeographic process. Prerequisite: ENV57101 Ecology or permission of the instructor and program director.

# Theory and Practice in Agroecological Systems

**Course #**: ENV57950 UD  
**Section**: MF01  
**Credits**: 3.00  
**Max Capacity**: 22  
**Instructor(s)**: Harper, Wendy Sue  
**Class Schedule**: ONLINE  
**PREREQUISITES**:  
None.  
**COREQUISITES**:  
None.

**COURSE DESCRIPTION**: This course is designed to help students understand sustainable agricultural systems from an integrated agroecosystem perspective and relate this perspective to their bioregion, the food system and agriculture. This course will provide the foundational theory and practice of agroecology with an emphasis on a systems approach to ecosystem processes, soil health, crop management, energy use, integration of animals into systems, complex agroecological landscape level system interactions, and indicators of sustainability. Various sustainable agricultural systems are examined.

# Food and Agriculture: Advanced Policy

**Course #**: ENV57960 UD  
**Section**: MF01  
**Credits**: 3.00  
**Max Capacity**: 22  
**Instructor(s)**: Gemmill-Herren, Barbara  
**Class Schedule**: ONLINE  
**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.
### Graduate > ??-FSES

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

<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>6.00</td>
<td>22</td>
<td>Grant, Sebastienne</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**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.

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**Course #:** SBM52000 UD  **Section:** MF01  
**Triple Bottom Line Measurement, Reporting, & Data Analytics**

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<tr>
<th>Session</th>
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<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>Prado, William</td>
<td>ONLINE</td>
</tr>
</tbody>
</table>

**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.

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**Course #:** SBM53000 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>Cognetti, Stacy</td>
<td>ONLINE</td>
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</tbody>
</table>

**PREREQUISITES:**
Course: SBM55501 - Building Blocks of Sustainable Business  or  
Permission of instructor: William Prado

**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.
**SU-22 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

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**Graduate > ??-FSES**

**Course #:** SBM59000  UD  **Section:** MF01

**Strategic Sustainable Management Capstone**

**Instructor(s):** Villaverde, Hava

**Max Capacity:** 22

**Credits:** 3.00

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**Session:** Session F  **Class Schedule:** ONLINE

**PREREQUISITES:**

None.

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**COREQUISITES:**

None.

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**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.
SU-22 One College Course Schedule

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

Graduate > Block 3

Course #: MAENV55114     Section: MBB1
Community-based Conservation in Costa Rica, I

Session: Block 3    Credits: 4.00    Max Capacity: 3    Instructor(s):    Class Schedule:

FEE: $1,742.78  *** NON-REFUNDABLE FEE ***

PREREQUISITES:
  Permission of instructor: Peter Sherman or
  Permission of instructor: Mariana Altrichter

COREQUISITES:
  None.

SPECIAL NOTES: This course requires a VALID PASSPORT for INTERNATIONAL TRAVEL. This course requires instructor permission. Students will arrange their own travel to Costa Rica and meet faculty there on July 12th. There is a required pre-meeting, date TBD.

COURSE DESCRIPTION: This course explores the environmental, social, and economic aspects of conservation of biodiversity and culture, and contrasts community-based vs. top-down (e.g., national parks) conservation approaches. The course also explores topics of sustainable development, food security, 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 visit the subalpine cloud forest, lowland rainforests, and Pacific beaches. Students analyze each one of the projects 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-22 One College Course Schedule

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

Graduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
<th>MACP51170</th>
<th>Section: MT01</th>
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</thead>
<tbody>
<tr>
<td>Addiction Counseling</td>
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<tr>
<td>Session:</td>
<td>Full Term</td>
<td>Credits: 3.00</td>
</tr>
<tr>
<td>Max Capacity:</td>
<td>22</td>
<td>Instructor(s): O'Connor, Janet</td>
</tr>
<tr>
<td>Class Schedule:</td>
<td>ONLINE</td>
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</tbody>
</table>

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.

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<thead>
<tr>
<th>Course #</th>
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<th>Section: MT02</th>
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<tbody>
<tr>
<td>Addiction Counseling</td>
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<tr>
<td>Full Term</td>
<td>3.00</td>
<td>Instructor(s): O'Connor, Janet</td>
</tr>
<tr>
<td>Max Capacity:</td>
<td>22</td>
<td>Class Schedule: ONLINE</td>
</tr>
</tbody>
</table>

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.
SU-22 One College Course Schedule

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

Graduate > Full Term

Course #: MACP55121  Section: MT01
Addiction Counseling & Community Resources

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

PREREQUISITES:
None.

COREQUISITES:
None.

SPECIAL NOTES: While this elective is open to all counseling students, it is also one of the approved courses for the Addiction Counseling emphasis.

COURSE DESCRIPTION: This course focuses on substance use prevention, intervention and social policy, including the political, legal and social effects of substance use disorders. The course also addresses the ecological risk factors of substance use.

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

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

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

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.
SU-22 One College Course Schedule

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

Graduate > Full Term

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

PREREQUISITES:
Course: MAEP51010 - Foundations of Experiential Counseling or Course: MAEP51030 - Foundations of Ecotherapy or 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 #: MAEP51050  Section: MT01
Capstone for Adventure-based Counseling or Nature-based Counseling
Session: Full Term  Credits: 3.00  Max Capacity: 22  Instructor(s): Cavanaugh, Daniel
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.
Graduate > Full Term

Course #: MACP50070  Section: MT01
Career and Lifestyle Development: Challenges of Adulthood

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

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.

Course #: MACP50070  Section: MT02
Career and Lifestyle Development: Challenges of Adulthood

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

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.

Course #: MAED57315  Section: MT01
Classroom Management for Special Education

Session: Full Term  Credits: 3.00  Max Capacity: 11  Instructor(s): Smith, Andy  Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.
### Graduate > Full Term

**Course #:** MASG51010  
**Section:** MT01  
**Course:** Counseling Theories and Techniques  
**Credits:** 3.00  
**Max Capacity:** 22  
**Instructor(s):** Gray, Tara  
**Class Schedule:** ONLINE

**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.

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**Course #:** MAED57040  
**Section:** MT01  
**Course:** Creating and Managing Learning Communities  
**Credits:** 3.00  
**Max Capacity:** 11  
**Instructor(s):** Kuehne, Bahne  
**Class Schedule:** ONLINE

**PREREQUISITES:** None.

**COREQUISITES:** None.

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**Course #:** MEDL50026  
**Section:** MT01  
**Course:** Current Issues in Leadership: A Collaborative Team Approach  
**Credits:** 3.00  
**Max Capacity:** 11  
**Instructor(s):** Talamante-Montoya, Dayna  
**Class Schedule:** ONLINE

**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.
### Current Issues in School Counseling: Meeting the Needs of the Whole Child in a Collaborative Team Ap

**Course #:** MASG50090  
**Section:** MT01  
**Credits:** 3.00  
**Max Capacity:** 22  
**Instructor(s):** Newbury, Joel  
**Class Schedule:** FULL TERM  
**Online:** ONLINE

**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.

### Early Childhood Education Practicum

**Course #:** MAED57898  
**Section:** MT01  
**Credits:** 4.00  
**Max Capacity:** 10  
**Instructor(s):** Ohm, Paul  
**Class Schedule:** FULL TERM  
**Online:** ONLINE

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Session</th>
<th>Credits</th>
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<td><strong>Education Capstone</strong></td>
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**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.

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<th>Course #</th>
<th>Section</th>
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<th>Credits</th>
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<tr>
<td>MEDL50047</td>
<td>MT01</td>
<td>Full Term</td>
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<td>22</td>
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<td><strong>Education Politics and Policy</strong></td>
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**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.

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<tr>
<th>Course #</th>
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<th>Session</th>
<th>Credits</th>
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<tr>
<td>MAEP51043</td>
<td>MT01</td>
<td>Full Term</td>
<td>3.00</td>
<td>22</td>
<td>Sacksteder, Kim</td>
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<td><strong>Ethics &amp; Risk Mitigation in Adventure-based Counseling</strong></td>
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**PREREQUISITES:**
Course: MAEP51010 - Foundations of Experiential Counseling or
Course: MAEP51030 - Foundations of Ecotherapy or
Course: MAEP51040 - Foundations of Adventure-based Psychotherapy

**COREQUISITES:**
None.
SU-22 One College Course Schedule

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

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

Graduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
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<tr>
<td>MAEP51033</td>
<td>MT01</td>
<td>Ethics and Risk Mitigation in Nature-based Counseling</td>
<td>Sacksteder, Kim</td>
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<td>Credits: 3.00</td>
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<td>PREREQUISITES: Course: MAEP51010 - Foundations of Experiential Counseling or Course: MAEP51030 - Foundations of Ecotherapy and Course: MAEP51040 - Foundations of Adventure-based Psychotherapy</td>
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<td>COREQUISITES: None.</td>
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<td>SPECIAL NOTES: NONE</td>
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<td>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.</td>
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<th>Course #</th>
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<td>MEDL50046</td>
<td>MT01</td>
<td>Ethics, Equity and Educational Leadership</td>
<td>Alleyne, Teja</td>
<td>ONLINE</td>
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<td>Credits: 3.00</td>
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<td>COREQUISITES: None.</td>
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<td>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.</td>
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</table>
Expressive Arts Therapies III: Applications of Exp Arts Therapy w/People in Different Trtmnt Setting

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

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

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.

Expressive Arts Therapies IV: Group Work and Dynamics in Expressive Arts Therapy

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

PREREQUISITES:
None.

SPECIAL NOTES: Not open to students not approved for the concentration
This course may be taken concurrently with the EATSI if other EATSI aligned courses have been taken.

COURSE DESCRIPTION: This course examines theoretical and experiential understanding of group art therapy and expressive arts 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 art therapy and expressive arts therapy processes appropriate for different diagnostic issues, developmental levels and presenting problems in a variety of settings with diverse clients.
### Foundations of Early Childhood and Early Childhood Special Education

**Course #:** MAED57802  
**Section:** MT01  
**Instructor(s):** Ohm, Paul  
**Credits:** 3.00  
**Max Capacity:** 11  

**Course Schedule:** Full Term  
**Class Schedule:** ONLINE

**PREREQUISITES:** None.

**COREQUISITES:** None.

**SPECIAL NOTES:**

**COURSE DESCRIPTION:** This foundations course provides an overview of historical, philosophical, legal, and social domains of the early childhood teaching professions, including special education, and explores how these roots have influenced current educational theory, practice, and policy regarding access to early childhood and early childhood special education programs and services. Diverse models of early childhood education such as Montessori and Reggio Emilia, and Developmentally Appropriate Practice standards are introduced. Students study these models as well as current public policies on standards, access, and equity in schooling of all children and families in our diverse society. Students are introduced to teacher resources such as assessment data, professional member organizations, research studies, and technological tools to utilize in creative and informed teaching in all early education fields. The course challenges students to establish an individual sense of professionalism by articulating and defending their personal philosophies of, and advocacy for, early childhood and early childhood special education.

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### Foundations of School Counseling

**Course #:** MASG50000  
**Section:** MT01  
**Instructor(s):** Delgado, Cristal  
**Credits:** 3.00  
**Max Capacity:** 22  

**Course Schedule:** Full Term  
**Class Schedule:** ONLINE

**PREREQUISITES:** None.

**COREQUISITES:** None.

**SPECIAL NOTES:** N/A

**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.
SU-22 One College Course Schedule

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

Graduate > Full Term

Course #: MASG50080  Section: MT01
Group Dynamics Processing and Counseling

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

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.

Course #: MACP50020  Section: MT01
Human Growth and Development

Full Term  3.00  Max Capacity: 22  Instructor(s): Surmitis, Kendra  Class Schedule: ONLINE

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.
### SU-22 One College Course Schedule

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

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

#### Graduate > Full Term

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<th>Course #</th>
<th>Section</th>
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<tbody>
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<td>MASC50020</td>
<td>MT01</td>
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<tr>
<td>Session</td>
<td>Full Term</td>
<td>Credits: 3.00</td>
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</table>

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** N/A

**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.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Introduction to Special Education</th>
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<tbody>
<tr>
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<td>MT01</td>
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</tr>
<tr>
<td>Session</td>
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Marriage, Couple &amp; Family Counseling</th>
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<td>MACP51150</td>
<td>MT01</td>
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<td>Session</td>
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<td>Credits: 3.00</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.
## Graduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Course</th>
<th>Instructor(s)</th>
<th>Max Capacity</th>
<th>Class Schedule</th>
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<tbody>
<tr>
<td>MACP51150</td>
<td>MT02</td>
<td>Marriage, Couple &amp; Family Counseling</td>
<td>O'Connor, Janet</td>
<td>22</td>
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<td>SPECIAL NOTES:</td>
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<tr>
<td>COURSE DESCRIPTION:</td>
<td></td>
<td>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.</td>
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<table>
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<th>Course #</th>
<th>Section</th>
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<th>Class Schedule</th>
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<tbody>
<tr>
<td>MEDL59002</td>
<td>MT01</td>
<td>Master of Educational Leadership Portfolio Project</td>
<td>TBA</td>
<td>22</td>
<td>TBA</td>
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<tr>
<td>COURSE DESCRIPTION:</td>
<td></td>
<td>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.</td>
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<table>
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<tr>
<th>Course #</th>
<th>Section</th>
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<th>Instructor(s)</th>
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<tr>
<td>MAED51020</td>
<td>MT01</td>
<td>Practicum for Education: Non-cert</td>
<td>Yost, Abby</td>
<td>10</td>
<td>ONLINE</td>
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<td>COREQUISITES:</td>
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<tr>
<td>COURSE DESCRIPTION:</td>
<td></td>
<td>In accordance with the Interstate Teacher Assessment &amp; Support Consortium, (InTASC) The Master of Education practicum course takes advantage of occupational environments within the field of education where students can apply knowledge and skills acquired from coursework in a program of study. Practica in education are courses used to prepare students for capstone courses or may evidence culminating experiences in and of themselves. In education programs, practicum experiences are required in order to complete specific programs of study, often under supervision.</td>
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### Graduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
<th>MAED57697</th>
<th>Section: MT01</th>
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<tbody>
<tr>
<td>Practicum in Early Childhood Special Education</td>
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<td></td>
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<tr>
<td>Session: Full Term</td>
<td>Credits: 4.00</td>
<td>Max Capacity: 11</td>
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</table>

#### Instructor(s): Ohm, Paul

#### Class Schedule: ONLINE

**PREREQUISITES:**
None.

**COREQUISITES:**
None.

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>MAEP51044</th>
<th>Section: MT01</th>
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<tbody>
<tr>
<td>Research &amp; Evaluation in Adventure-based Counseling</td>
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<tr>
<td>Full Term</td>
<td>3.00</td>
<td>Max Capacity: 22</td>
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#### Instructor(s): Newes, Sandy

#### Class Schedule: ONLINE

**PREREQUISITES:**
- Course: MAEP51010 - Foundations of Experiential Counseling  
- Course: MAEP51030 - Foundations of Ecotherapy  
- 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.
Graduate > Full Term

**Course #:** MAEP51034  **Section:** MT01  
**Research & Evaluation in Nature-based Counseling**

<table>
<thead>
<tr>
<th>Session: Full Term</th>
<th>Credits: 3.00</th>
<th>Max Capacity: 22</th>
<th>Instructor(s): Newes, Sandy</th>
<th>Class Schedule: ONLINE</th>
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**PREREQUISITES:**
- Course: MAEP51010 - Foundations of Experiential Counseling  
- Course: MAEP51030 - Foundations of Ecotherapy  
- 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.

**Course #:** MARG50112  **Section:** MT01  
**School Counseling: Program Development**

<table>
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<tr>
<th>Session: Full Term</th>
<th>Credits: 3.00</th>
<th>Max Capacity: 22</th>
<th>Instructor(s): Talamante-Montoya, Dayna</th>
<th>Class Schedule: ONLINE</th>
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</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.
### Graduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
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<th>Section: MT01</th>
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<tbody>
<tr>
<td><strong>Course:</strong> Social and Ecological Perspectives</td>
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<tr>
<td><strong>Session:</strong> Full Term</td>
<td><strong>Credits:</strong> 3.00</td>
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<tr>
<td><strong>Instructor(s):</strong> Callender, Rachaun</td>
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**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.

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<table>
<thead>
<tr>
<th>Course #</th>
<th>MAED57004</th>
<th>Section: MT01</th>
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<tbody>
<tr>
<td><strong>Course:</strong> Structured English Immersion Complete</td>
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<tr>
<td><strong>Session:</strong> Full Term</td>
<td><strong>Max Capacity:</strong> 11</td>
<td><strong>Instructor(s):</strong> Sallu, Adama</td>
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<td><strong>Class Schedule:</strong> ONLINE</td>
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**PREREQUISITES:** None.

**COREQUISITES:** None.

**SPECIAL NOTES: N/A**

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

Course #: MACP51021  Section: MT01

Credits: 0.00  Max Capacity: 12  Instructor(s): Cross, Keith  Class Schedule: ONLINE

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

COREQUISITES:
None.

SPECIAL NOTES: Meeting times are on AZ time.

Internship is a total of 6 credits over two semesters. The standard credit load per semester is 3 credits. Students wishing to complete internship over more than two semesters should consult the Director of Practicum and Internship.
You will also need to enroll for COU INTERN for 1, 2 or 3 credits as this Moodle course is 0 credits until your Application packet is approved.

PREREQUISITES: Requires completion Prerequisites, except MACP 50090 Assessment: Psychology Testing & Appraisal in Counseling may be approved with concurrent enrollment in first semester of internship only
For those in specializations, the following must also be complete before enrolling in internship:
Addiction Counseling Specialization Requires MACP51170; Marriage, Couple, and Family Counseling Specialization Requires MACP51150; School Counseling Specialization Requires MASC53112.

For continuing students only: Requires approval of the Practicum / Internship Application Packet by the Practicum and Internship Director by the deadline or enrollment for practicum or internship credits and any related hours accumulated will not be approved.

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.
### Graduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
<th>MACP51021</th>
<th>Section</th>
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<tbody>
<tr>
<td><strong>Supervised Counseling Internship</strong></td>
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<tr>
<td>Session</td>
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<tr>
<td>Credits</td>
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<td>Instructor(s)</td>
<td>Darby, Tara</td>
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<td>Class Schedule</td>
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**PREREQUISITES:**
- Course: MACP50090 - Assessment: Psychological Testing and Appraisal in Counseling
- Course: MACP51020 - Supervised Counseling Practicum

**COREQUISITES:**
None.

**SPECIAL NOTES:** Meeting times are on AZ time.

Internship is a total of 6 credits over two semesters. The standard credit load per semester is 3 credits. Students wishing to complete internship over more than two semesters should consult the Director of Practicum and Internship.

You will also need to enroll for COU INTERN for 1, 2 or 3 credits as this Moodle course is 0 credits until your Application packet is approved.

**PREREQUISITES:** Requires completion Prerequisites, except MACP 50090 Assessment: Psychology Testing & Appraisal in Counseling may be approved with concurrent enrollment in first semester of internship only.

For those in specializations, the following must also be complete before enrolling in internship:
- Addiction Counseling Specialization Requires MACP51170
- Marriage, Couple, and Family Counseling Specialization Requires MACP51150
- School Counseling Specialization Requires MASC53112

For continuing students only: Requires approval of the Practicum / Internship Application Packet by the Practicum and Internship Director by the deadline or enrollment for practicum or internship credits and any related hours accumulated will not be approved.

**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.
Supervised Counseling Internship

Course #: MACP51021  Section: MT03

Credits: 0.00  Max Capacity: 12  Instructor(s): Lung, Maurie

Class Schedule: ONLINE

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

COREQUISITES:
None.

SPECIAL NOTES: Meeting times are on AZ time.

Internship is a total of 6 credits over two semesters. The standard credit load per semester is 3 credits. Students wishing to complete internship over more than two semesters should consult the Director of Practicum and Internship. You will also need to enroll for COU INTERN for 1, 2 or 3 credits as this Moodle course is 0 credits until your Application packet is approved.

PREREQUISITES: Requires completion Prerequisites, except MACP 50090 Assessment: Psychology Testing & Appraisal in Counseling may be approved with concurrent enrollment in first semester of internship only. For those in specializations, the following must also be complete before enrolling in internship:
- Addiction Counseling Specialization Requires MACP51170
- Marriage, Couple, and Family Counseling Specialization Requires MACP51150
- School Counseling Specialization Requires MASC53112

For continuing students only. Requires approval of the Practicum / Internship Application Packet by the Practicum and Internship Director by the deadline or enrollment for practicum or internship credits and any related hours accumulated will not be approved.

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.
Graduate > Full Term

**Course #:** MACP51021  **Section:** MT04

**Supervised Counseling Internship**

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<tr>
<th>Session: Full Term</th>
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<th>Class Schedule: ONLINE</th>
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**PREREQUISITES:**
- Course: MACP50090 - Assessment: Psychological Testing and Appraisal in Counseling
- Course: MACP51020 - Supervised Counseling Practicum

**COREQUISITES:**
- None.

**SPECIAL NOTES:** Meeting times are on AZ time.

Internship is a total of 6 credits over two semesters. The standard credit load per semester is 3 credits. Students wishing to complete internship over more than two semesters should consult the Director of Practicum and Internship.

You will also need to enroll for COU INTERN for 1, 2 or 3 credits as this Moodle course is 0 credits until your Application packet is approved.

**PREREQUISITES:**
- Requires completion of Prerequisites, except MACP 50090 Assessment: Psychology Testing & Appraisal in Counseling may be approved with concurrent enrollment in first semester of internship only
- For those in specializations, the following must also be complete before enrolling in internship:
  - Addiction Counseling Specialization Requires MACP51170
  - Marriage, Couple, and Family Counseling Specialization Requires MACP51150
  - School Counseling Specialization Requires MASC53112.

For continuing students only: Requires approval of the Practicum / Internship Application Packet by the Practicum and Internship Director by the deadline or enrollment for practicum or internship credits and any related hours accumulated will not be approved.

**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.

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

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

<table>
<thead>
<tr>
<th>Session: Full Term</th>
<th>Credits: 2.00</th>
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<th>Instructor(s): TBA</th>
<th>Class Schedule: ONLINE</th>
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**PREREQUISITES:**
- Course: MAAT51301 - EAT I: Foundation in Expressive Arts Therapy: History and Theory of Expressive Arts Therapy
- Course: MAAT51302 - Expressive Arts Therapies II: Materials and Techniques of Practice in Expressive Arts Therapy
- Course: MAAT51303 - Expressive Arts Therapies III: Applications of Exp Arts Therapy w/People in Different Trtmnt Setting
- Course: MAAT51304 - Expressive Arts Therapies IV: Group Work and Dynamics in Expressive Arts 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 ongoing 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.
SU-22 One College Course Schedule

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

Graduate > Full Term

Course #: MAAT51020  Section: MT01
Supervised Expressive Arts Therapy Practicum

Session: Full Term  Credits: 1.00  Max Capacity: 22  Instructor(s): TBA
Class Schedule: ONLINE

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

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

Course #: MAED57385  Section: MT01
Survey of the Exceptional Learners and Characteristics of the Specific Exceptionalities

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

PREREQUISITES:
None.

COREQUISITES:
None.

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.

## Graduate > Full Term

<table>
<thead>
<tr>
<th>Course #</th>
<th>MACP55032</th>
<th>Section</th>
<th>MT01</th>
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</thead>
<tbody>
<tr>
<td><strong>Course:</strong></td>
<td>The Neurobiology of Relationships: Applications in Clinical Practice</td>
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<td></td>
</tr>
<tr>
<td><strong>Session:</strong></td>
<td>Full Term</td>
<td></td>
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<tr>
<td><strong>Credits:</strong></td>
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<td><strong>Max Capacity:</strong></td>
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<tr>
<td><strong>Instructor(s):</strong></td>
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<td><strong>Class Schedule:</strong></td>
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<td></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.

### 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.

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<table>
<thead>
<tr>
<th>Course #</th>
<th>MACP55032</th>
<th>Section</th>
<th>MT02</th>
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<tbody>
<tr>
<td><strong>Course:</strong></td>
<td>The Neurobiology of Relationships: Applications in Clinical Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session:</strong></td>
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<td><strong>Credits:</strong></td>
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<tr>
<td><strong>Max Capacity:</strong></td>
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<tr>
<td><strong>Instructor(s):</strong></td>
<td>Norman, Amber</td>
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<tr>
<td><strong>Class Schedule:</strong></td>
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<td></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.

### 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.
SU-22 One College Course Schedule

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

Graduate > Full Term

Course #: MAEP51041  Section: MT01
Treatment Applications in Adventure-based Counseling

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

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

COREQUISITES:
None.

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

Course #: MAEP51031  Section: MT01
Treatment Applications in Nature-based Counseling

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

PREREQUISITES:
Course: MAEP51030 - Foundations of Ecotherapy   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 toward clinical change, guiding processing of experiences, integrating environmental stewardship, and matching nature-based philosophies and activities with clinical goals. Special attention is paid to the specific and diverse context of various clients (e.g., social, cultural, systemic, ethnic, gender, and sexual orientation, etc.)

Course #: MASC50070  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.
Graduate > Full Term

Course #: COR50000  UD  Section: MT01

Individualized Studies

Session: Full Term  Credits: 0.00  Max Capacity: 11  Instructor(s): Stogsdill, Gary  Class Schedule: ONLINE

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.
Doctorate > ??-ESES

Course #: EDU71014  Section: ME01

Climate Advocacy & Praxis

Session: Session E  Credits: 3.00  Max Capacity: 22  Instructor(s): Ramsey, Scott

Class Schedule: ONLINE

PREREQUISITES:
None.

COREQUISITES:
None.

COURSE DESCRIPTION: Climate Advocacy and Praxis is a foundational doctoral course designed to explore the many complex and interconnected facets of climate change. The course will purposefully investigate how these conditions are influencing human, other than human, and natural systems, as well as the connections between climate change and a multitude of contemporary issues we are facing. To move towards addressing the critical issue of climate change, students will investigate basic climate science as well as examine how past climatic changes have influenced social, cultural, and economic arenas. Additionally, students will dive into current and future planetary, regional, and local disturbances and consider how these trends are disproportionately impacting segments of the population. Through the process of community-based experiential projects, students will deepen their capacity for being able to promote climate change communication, advocacy, and climate education. Within this framework, students will have the opportunity to deepen their critical thinking skills, enhance their research techniques, and enrich their ability to analyze complex arguments regarding climate change.
## Critical Foundations of Research and Scholarship

**Course #:** EDU71010 | **Section:** MF01  
**Instructor(s):** Kurtis, Tugce  
**Credits:** 3.00  
**Max Capacity:** 11  
**Session:** Session F  
**Class Schedule:** ONLINE

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

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

## Advanced Research Design

**Course #:** GRA58003 UD | **Section:** MF01  
**Instructor(s):** Greeson, Kimberley  
**Credits:** 3.00  
**Max Capacity:** 22  
**Session:** Session F  
**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.
Doctorate > Full Term

Course #: EDU71040  Section: MT01
Decolonizing Research in East Africa

Session: Full Term  Credits: 6.00  Max Capacity: 10  Instructor(s): Affolter, Emily
Hoffman, April Ruth

Class Schedule:

FEE: $1,216.25

PREREQUISITES:
None.

COREQUISITES:
None.

Today’s innovative equity-minded research scholars are turning their attention to decolonizing research which recognizes that a researcher’s arena of positionality too often has been used as extractive and not shared with the communities researched. The Prescott College Dopoi center was set up to intervene in and disrupt that dynamic. Dopoi was established in 2007 and has produced mostly land rights research that has led to court cases and to the return of indigenous Massai land. To strengthen the agenda to return community land, DC/Prescott collaboration has engaged in community leadership and activists’ empowerment through training and fellowship and activists’ support effort. Based on that experience, Prescott College graduate programs are offering a course to produce research protocols that honor and reflect indigenous ways of knowing, areas of interest and need, and reestablish a power dynamic that elevates the communities themselves.

In order for research to contribute to social justice, indigenous leadership structures must be strengthened as consumers of the product of research work. In other words, informed leadership can put research into good use—to advance land rights, cultural knowledge systems, and create synergy at that point of intersection. We can learn a lot from the indigenous Maasai system of inquiry, what research validity in the context of indigenous people, their methodologies applied, and how indigenous research is used to advance and entrench the system of justice at personal and collective levels.

Many global indigenous communities have been developing their own research protocols to identify how external researchers can work with them to adopt a decolonizing approach. The Dopoi center is ready for this step. In this research-based intensive course, students will undergo theoretical research into practices, protocols, and recommended principles established by other indigenous communities, perhaps even contacting people involved directly in that work. The initial theoretical underpinnings would take place on Moodle, in students’ respective homes and communities. Roughly a month after the course kickoff, students will travel to Nairobi, Kenya, and reside at the Prescott College satellite campus Dopoi Center to do field-work. During this time, they will learn from Massai community members and especially those associated with Prescott College’s partner, the Institute for Massai = Education, Research, and Conservation (MERC) about the research needs in Masaailand specifically. The Dopoi center is designed to immerse students in this work. Students will build, as a result of engaging with the Massai community, a series of protocols for researchers working in Masaailand to facilitate research that benefits the Massai community first, that is just, equitable, and symbiotic for the community and researcher.

The learning outcomes include a hands-on, practical engagement with decolonizing research, coupled with an analysis of the theoretical underpinnings of decolonizing research, broadly. After students have returned to home, they will apply the decolonizing theoretical framework they have learned to their ongoing graduate work in dissertation, thesis, or capstone by way of a conceptual framework and in part, a literature review, among other outputs. As a practical application of decolonizing research, we would need to focus the research on one or more critical areas—as determined by the community. Indigenous Maasai have very elaborate research methodologies that employ almost similar frameworks as western research. Research is known as Enjurore (investigation) or Enkikilikuanare (inquiry) and applies similar data collection methods as qualitative research, except that there are no written questionnaires—the entire research process is oral. It also considers the purpose of the research and the researcher’s positionality in the research process. In terms of ethics, researchers are required to bring benefits to the community.
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