

Summer 2020



All College  
Registration Instructions,  
Course Schedule  
&  
Descriptions

Summer 2020  
May 18 – August 7, 2020

REGISTRATION DEADLINE: May 8, 2020  
TUITION DEADLINE: May 8, 2020

The courses in this publication are subject to change. Please check [MyAcademicServices](#) for the most current course listing.

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## General Information

### Summer 2020 Term Dates

Term Dates:	Monday, May 18 - August 7, 2020
Block 1:	Monday, May 18 - June 12, 2020
Block A:	Monday, May 18 – June 26, 2020
Block 2:	Monday, June 15 - July 10, 2020
Block B:	Monday, June 29 - August 7, 2020
Block 3:	Monday, July 13 - August 7, 2020

<b>TERM</b>	[-----12 weeks-----]		
<b>BLOCK 1, 2, 3</b>	[-----4 weeks-----]	[-----4 weeks-----]	[-----4 weeks-----]
<b>BLOCK A, B</b>	[-----6 weeks-----]		[-----6 weeks-----]

Deadlines (by Course Session, not by Program):

	<b>TERM</b>	<b>BLOCK 1</b>	<b>BLOCK A</b>	<b>BLOCK 2</b>	<b>BLOCK B</b>	<b>BLOCK 3</b>
Registration Opens			Monday, March 2, 2020	All Programs		
Tuition Deadline			Friday, May 8, 2020*			
Last Day for Add/Drop**	5-26-2020	5-19-2020	5-19-2020	06-16-2020	06-30-2020	07-14-2020
Last day for student to request a W	7-17-2020	5-29-2020	06-05-2020	06-26-2020	07-17-2020	07-24-2020

**Registration opens March 2, 2020 for Priority Registration.**

See your EMAIL for your priority day and time.

**New students will receive an email upon confirmation regarding registration.**

**Tuition and Enrollment Due Date - All Programs: Friday, May 8, 2020\***

\*\$75.00 Late Registration /Payment Fee will be charged after 5pm on the above date (*except in your first term*).  
Continuing students are held to the Tuition and Enrollment Due date.

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

**LAST DAY TO ADD/DROP On-line is MAY 9, 2020 at 11:59 PM**

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

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

### General Payment Information

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

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

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

For assistance logging in, please contact TMS at 800-208-5807.

## Quick steps for On-line Registration

Go to MyAcademicServices

Log in

To **ADD** courses:

Click on **FIND COURSES**

Search using the **BASIC SEARCH** tab or **ADVANCED SEARCH** tab

Click the **ADD** button to put the course in your **CART**

When you have all courses in your **CART** click **Proceed to REGISTER**

Use the **NEXT** buttons at the bottom of the page to complete the process

View your **SCHEDULE**

To **DROP** a course:

Click the **REGISTER** tab

Select the year/term you want

Click the **DROP** box on the left of the course to select

Use the **NEXT** buttons at the bottom of the page to complete the process

View your **SCHEDULE**

### Tips to successfully complete enrollment for the term:

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

### What to look for as you Search-

Course code/course number	Method of delivery	Dates of course and enrollment period	Session	Credits
MA.PHD PLACEHOLDER/Lecture/XX01	Mentored Placeholder Course	8/29/2017 - 12/15/2017	2017 Fall Full Term	1.00

#### Instructors:

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

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

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

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

**Address changed????** If you think any information in your file is NOT accurate, please submit the Information Update per below:

Update your **ADDRESS** on-line: <https://academics.prescott.edu/Account/ChangeAddress.aspx>

Update your **PHONE** on-line: <https://academics.prescott.edu/Account/PhoneNumbers.aspx>

**Submit Mentored Course Contracts** (not required for Moodle or Classroom based courses.)

### **Dropping Courses/Credits after you have initially enrolled**

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

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

### **Course Start/End Dates**

Prescott College has aligned calendars across programs. This now makes it possible to offer courses across programs and delivery models.

There are multiple time periods (**Sessions**) within, and including, the **Full Term**. Course schedule has a **Session** line which will let you know which **Session** course is in. Run **Dates** of the course are to the left.

Date	Session	Credits	Fees	Schedule
5/16/2016 - 6/10/2016	2016 Summer Block 1	4.00	Fees Applicable	MTWTh 9:00 AM - 4:00 PM; Prescott College, Mogolio Room BioLab
5/16/2016 - 8/5/2016	2016 Summer Full Term	4.00		

Registration Type	Traditional
Fees	N/A
Instructors	Piccari, Joseph F.
Duration	1/12/2016 - 5/6/2016
Schedule	
Prerequisites	N/A
Co-requisites	N/A

\*\*Also identifiable by **Duration** (start and end dates of session shown) on MyAcademic Services when you open the course description. \*\*

**Prescott College**  
**2019/20 Tuition And Fees For All Programs**

<b>Resident Undergraduate (OCU)</b>					
<b>Semester Credits</b>	<b>F/T</b>	<b>8 cr.</b>	<b>4 cr.</b>	<b>Per Credit</b>	
Tuition (12+) OCU	\$ 15,444.00	\$ 10,296.00	\$ 5,148.00	\$ 1,287.00	
Activity Fee	\$ 100.00	<i>Fall &amp; Spring Terms</i>			
Graduation Fee (includes Video)	\$ 120.00	<i>One Time</i>			
On Campus Housing	\$ 4,745.00	Campus Village Apartments - Single Occupancy Pvt Bath (includes laundry fee)			
On Campus Housing	\$ 4,295.00	Campus Village Apartments - Single Occupancy Shared Bath (includes laundry fee)			
On Campus Housing	\$ 3,495.00	Campus Village Apartments - Double Occupancy (includes laundry fee)			
On Campus Housing	\$ 2,945.00	Campus Village Apartments - Triple Occupancy (includes laundry fee)			
Meal Plan	\$ 400.00	Minimum Required for Freshmen in On-Campus Housing (Fall and Spring Terms)			
Housing Deposit	\$ 250.00	For On Campus Housing - To be returned if no damage (true deposit)			
Laundry Fee	\$ 45.00	Per Term Upon Student Request			
Late Registration	\$ 75.00	<i>Per Occurance</i>			
Late Payment Fee	\$ 25.00	<i>Monthly</i>			
Orientation Fee	\$ 1,075.00	One Time (or per orientation)			
Sustainability Fee	\$ 50.00	Each Term (FA, SP, SU)			
Freedom Education Fund Fee	\$ 30.00	Fall & Spring Terms			
Technology Fee	\$ 115.00	Each Term (FA, SP, SU)			
FA-19 Insurance	\$ 1,670.00	Fall Term			
SP/SU-20 Insurance	\$ 2,324.00	Spring Term			
<b>DUE DATES:</b>					
				FA 19	7/5/2019
				SP 20	12/6/2019
				SU 20	5/8/2020
<b>Limited Residency Undergraduate (LRU) &amp; Post-Bac Teacher Prep</b>					
<b>Semester Credits</b>	<b>F/T</b>			<b>P/T or Over 12 Per Credit</b>	
Tuition (12)	\$ 7,176.00			\$ 598	
Graduation Fee (includes Video)	\$ 120.00	<i>One Time</i>			
Late Registration	\$ 75.00	<i>Per Occurance</i>			
Late Payment Fee	\$ 25.00	<i>Monthly</i>			
Sustainability Fee	\$ 50.00	Each Term			
Technology Fee	\$ 115.00	Each Term			
<b>DUE DATES:</b>					
				FA 19	7/5/2019
				SP 20	12/6/2019
				SU 20	5/8/2020
<b>Resident Masters - On Campus (OCM {SJHR})</b>					
<b>Semester Credits</b>	<b>F/T</b>			<b>P/T or Over 12 Per Credit</b>	
Tuition (12)	\$ 11,100.00			\$ 925	
Graduation Fee	\$ 120.00	<i>One Time</i>			
Late Registration	\$ 75.00	<i>Per Occurance</i>			
Late Payment Fee	\$ 25.00	<i>Monthly</i>			
Sustainability Fee	\$ 50.00	Each Term			
Technology Fee	\$ 115.00	Each Term			
Freedom Education Fund Fee	\$ 30.00	Fall & Spring Terms			
<b>DUE DATES:</b>					
				FA 19	7/5/2019
				SP 20	12/6/2019
				SU 20	5/8/2020
<b>Limited Residency Masters Soc Env Humanities, AE, MA-ED, Counseling &amp; Post-Masters Cert in Counseling (MAP)</b>					
<b>Semester Credits</b>	<b>F/T</b>			<b>P/T or Over 12 Per Credit</b>	
Tuition (12)	\$ 10,848.00			\$ 904	
Graduation Fee	\$ 120.00	<i>One Time</i>			
Late Registration	\$ 75.00	<i>Per Occurance</i>			
Late Payment Fee	\$ 25.00	<i>Monthly</i>			
Orientation Fee MS Counseling	\$ 260.00	One Time (or per orientation)			
Sustainability Fee	\$ 50.00	Each Term			
Technology Fee	\$ 115.00	Each Term			
<b>DUE DATES:</b>					
				FA 19	7/5/2019
				SP 20	12/6/2019
				SU 20	5/8/2020
<small>* Professional Liability Insurance Covered by Prescott College (Educator's Legal)</small>					
<b>Limited Residency M.Ed, CritPsyHumScvs &amp; Post-Degree Cert in Ed</b>					
<b>Semester Credits</b>	<b>F/T</b>			<b>P/T or Over 12 Per Credit</b>	
Tuition (12)	\$ 7,176.00			\$ 598	
Graduation Fee	\$ 120.00	<i>One Time</i>			
Late Registration	\$ 75.00	<i>Per Occurance</i>			
Late Payment Fee	\$ 25.00	<i>Monthly</i>			
Sustainability Fee	\$ 50.00	Each Term			
Technology Fee	\$ 115.00	Each Term			
<b>DUE DATES:</b>					
				FA 19	7/5/2019
				SP 20	12/6/2019
				SU 20	5/8/2020
<b>Online Masters (SJCO)</b>					
<b>Semester Credits</b>	<b>F/T</b>			<b>P/T or Over 12 Per Credit</b>	
Tuition (12)	\$ 3,528.00			\$ 294	
Graduation Fee	\$ 120.00	<i>One Time</i>			
Late Registration	\$ 75.00	<i>Per Occurance</i>			
Late Payment Fee	\$ 25.00	<i>Monthly</i>			
Sustainability Fee	\$ 50.00	Each Term			
Technology Fee	\$ 115.00	Each Term			
<b>DUE DATES:</b>					
				FA 19	7/5/2019
				SP 20	12/6/2019
				SU 20	5/8/2020
<b>Online Masters in Env Studies, Resilient Sustainable Community, Sustainable Food Systems</b>					
<b>Semester Credits</b>	<b>F/T</b>			<b>P/T or Over 12 Per Credit</b>	
Tuition (12)	\$ 8,700.00			\$ 725	
Graduation Fee	\$ 120.00	<i>One Time</i>			
Late Registration	\$ 75.00	<i>Per Occurance</i>			
Late Payment Fee	\$ 25.00	<i>Monthly</i>			
Sustainability Fee	\$ 50.00	Each Term			
Technology Fee	\$ 115.00	Each Term			
<b>DUE DATES:</b>					
				FA 19	7/5/2019
				SP 20	12/6/2019
				SU 20	5/8/2020
<b>Online Masters Sustainable Leadership</b>					
<b>Semester Credits</b>	<b>F/T</b>			<b>P/T or Over 12 Per Credit</b>	
Tuition (12)	\$ 9,900.00			\$ 825	
Graduation Fee	\$ 120.00	<i>One Time</i>			
Late Registration	\$ 75.00	<i>Per Occurance</i>			
Late Payment Fee	\$ 25.00	<i>Monthly</i>			
Sustainability Fee	\$ 50.00	Each Term			
Technology Fee	\$ 115.00	Each Term			
<b>DUE DATES:</b>					
				FA 19	7/5/2019
				SP 20	12/6/2019
				SU 20	5/8/2020
<b>PhD in Sustainability Education</b>					
<b>Semester Credits</b>	<b>F/T</b>			<b>P/T or Over 12 Per Credit</b>	
Tuition (12)	\$ 15,576.00			\$ 1,298	
Graduation Fee	\$ 120.00	<i>One Time</i>			
Late Registration	\$ 75.00	<i>Per Occurance</i>			
Late Payment Fee	\$ 25.00	<i>Monthly</i>			
Orientation Fee	\$ 260.00	One Time (or per orientation)			
Sustainability Fee	\$ 50.00	Each Term			
Technology Fee	\$ 115.00	Each Term			
<b>DUE DATES:</b>					
				FA 19	7/5/2019
				SP 20	12/6/2019
				SU 20	5/8/2020

# Annual Notification to Students of FERPA (Family Educational Rights and Privacy Act)

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

1. **The right to inspect and review the student's education records** within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, or head of the academic department written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. **The right to request the amendment of the student's education records** that the student believes is inaccurate or misleading. Students should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. **The right to consent to disclosures of personally identifiable information** contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the College in an administrative, supervisory, academic, or support staff position (including law enforcement unit and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.
- 4.

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

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

## Directory Information

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

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

- **Notice of Drug Violation Penalties**

**Section 485 .**

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

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

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

**Section 484(r)**

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

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

**If convicted of an offense involving:**

**The possession of a controlled substance: Ineligibility period is:**

First offense ..... 1 year

Second offense ..... 2 years

Third offense.....Indefinite.

**The sale of a controlled substance: Ineligibility period is:**

First offense ..... 2 years

Second offense..... Indefinite.

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

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

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

(ii) includes two unannounced drug tests;

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

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

(3) DEFINITIONS.—In this subsection, the term “controlled substance” has the meaning given the term in section 102(6) of the Controlled Substances Act (21 U.S.C. 802(6)).



## Summer 2020 Undergraduate Registration Information

Registration is ON-LINE – Enrollment notices will be sent to your Prescott College EMAIL.

If you did not receive an email notice please contact the Registrar's Office at 928-350-1102 or at [registrar@prescott.edu](mailto:registrar@prescott.edu).

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

Many on-campus courses require a signature and have course fees (some are refundable, some are not) associated with them. Instructor permission can be requested through email – copy [registrar@prescott.edu](mailto:registrar@prescott.edu) on the email.

The following On-Campus Undergraduate courses have NON-REFUNDABLE COURSE FEES. You are responsible for the course fee if dropped after May 8, 2020, paid or not.

### Block 1

➤ **CRS21016/41016**      **B001**      **Spanish Intensive Kino Bay**      **\$872**

Remember to update your anticipated graduation date (the month AND the year)—required for tuition & financial aid processing. IF YOU PLAN TO GRADUATE IN December 2020 PLEASE COMPLETE THE [PETITION FOR PROGRAM COMPLETION](#) THIS MONTH.

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

**To: All On-Campus Undergraduate Students**  
**From: Student Accounts**  
**Re: Student Health Insurance Notice**

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

Prescott College **requires** all OCU students to have insurance coverage. The coverage period for the Spring/Summer 2020 term is January 1, 2020 to July 31, 2020.

- Prescott College offers insurance coverage for students. This insurance is a combination of health (sickness) and accident insurance.
- Your student account has been billed for this insurance for the entire spring/summer coverage period. Cost for Spring/Summer 2020 insurance is \$2,324.00.
- **ALL STUDENTS:** If you have your own insurance and wish to waive the College's coverage, you must complete the online waiver process. This process will be available beginning November 11, 2019 and will continue through January 17, 2020. Please read the questions for the waiver before attempting to waive. You will need specific benefit information regarding your coverage and you will be required to upload proof of coverage. **Do not guess.** If your waiver is denied, you can appeal that denial directly with USI but only with proof from your insurance company that you answered incorrectly.
- **Continuing students** who have waived the College's coverage in the past still need to waive out online at the beginning of each academic year, starting with the first term you are enrolled in for that year. **If you waived out for the fall term, you should see the waiver on your statement for this spring term. If you missed the waiver deadline for fall, you can waive for spring/summer.**
- If you DO NOT complete the online waiver process by the designated date, you will remain enrolled in the Aetna Student Health Insurance Plan and you will be responsible for the insurance premium. **NO EXCEPTIONS. IT IS YOUR RESPONSIBILITY TO FOLLOW THE INSTRUCTIONS AND WAIVE OUT BY THE PUBLISHED DEADLINE. The insurance waiver is good for the academic year only.**
- You may waive online at <https://studentinsurance.usi.com/Prescott/prescottundergrad>
- If the need arises for any student to purchase Prescott College's coverage during the academic year, due to changes in personal coverage, please contact Student Accounts ([studentbilling@prescott.edu](mailto:studentbilling@prescott.edu)).

For questions regarding the insurance, call Aetna directly at 800/853-5899. For questions regarding the waiver process, call the One Stop at 928/350-4000. For questions regarding billing, call Student Billing at 928/350-4000.

# SU-20 One College Course Schedule

## All Undergraduate programs Course List

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## Undergraduate Mentored Study , Senior Project/Student Teaching Placeholder Registration Courses

### Block

Course ID	Section		Credits	Course ID	Section		Credits
OCU10000	BX04	IS: No Contract	4	OCU10070	BX04	Senior Project/Student Teaching *	4

### Semester

Course ID	Section		Credits	Course ID	Section		Credits
OCU10000	SX04	IS: No Contract	4	OCU10070	SX04	Senior Project/Student Teaching *	4
OCU10000	SX08	IS: No Contract	8	OCU10070	SX08	Senior Project/Student Teaching *	8
OCU10000	SX12	IS: No Contract	12	OCU10070	SX12	Senior Project/Student Teaching *	12

\* Resident Undergraduates are REQUIRED to take Core Curriculum 4 COR40005 with their Senior Project/Student Teaching

### Full-Term

Course ID	Section		Credits	Course ID	Section		Credits
LRU37000	XX01	LRU Mentored Course	1	LRU37000	XX09	LRU Mentored Course	9
LRU37000	XX02	LRU Mentored Course	2	LRU37000	XX10	LRU Mentored Course	10
LRU37000	XX03	LRU Mentored Course	3	LRU37000	XX11	LRU Mentored Course	11
LRU37000	XX04	LRU Mentored Course	4	LRU37000	XX12	LRU Mentored Course	12
LRU37000	XX05	LRU Mentored Course	5	LRU37000	XX13	LRU Mentored Course	13
LRU37000	XX06	LRU Mentored Course	6	LRU37000	XX14	LRU Mentored Course	14
LRU37000	XX07	LRU Mentored Course	7	LRU37000	XX15	LRU Mentored Course	15
LRU37000	XX08	LRU Mentored Course	8	LRU37000	XX16	LRU Mentored Course	16

Course ID	Section		Credits
LRU49990	XX02	LRU Student Teaching **	2
LRU49990	XX04	LRU Senior Project/Student Teaching	** 4
LRU49990	XX08	LRU Senior Project/Student Teaching	** 8
LRU49990	XX12	LRU Senior Project/Student Teaching	** 12

\*\*Limited Residency Undergraduates are REQUIRED to take PASS2 PASS47002 with their Senior Project/Student Teaching

# SU-20 One College Course Schedule

## Undergraduate - Block 1 - Adventure Education

Section	Course Title	Instructor	Days/Time	Credits	Max
ADV24202 LD	B001 River Guides Training	Munsell, Steve	Mon 5/18/20 8:00 am - 5:00 pm San Juan 201-A Tue 5/19/20 8:00 am - 5:00 pm San Juan 201-A Wed 5/20/20 8:00 am - 5:00 pm San Juan 201-A	4.00	10

FEE: \$485.00

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** Course fee include \$300 for food. This class meets first 3 days and the last 2 days of Block 1 in San Juan 201-A. Prescott College provides most personal equipment such as "lifejacket, helmets, splash jackets paddles. Individuals are responsible for small group food contribution, river shoes, and a sleep kit. Course is a combination between daily and overnight trips. Class includes a Swift Water Rescue course. Opportunity to obtain Utah Guides License.

**COURSE DESCRIPTION:** This course is designed to teach the art and science of whitewater raft operation by paddle and oar, on Class 3 whitewater. While the course emphasis is on training for those interested in professional commercial guiding, students seeking to develop or improve their whitewater boating skills are also encouraged to enroll. Both whitewater rafting and expeditionary river trip leadership are primary components of the curriculum. Boat operation skills will be acquired by rafting a variety of day long stretches of river, and multi-day river journeys. During the course a broad spectrum of river trip related topics will be covered. These include: raft piloting and whitewater hydrology, safety, first aid and emergency rescue, equipment care and repair, protocols for camping, food preparation and camp sanitation, client/guide relations, conducting side-hikes and interpretive presentations on regional, natural and cultural history, current conservation issues, legal and ethical issues for private and commercial guiding and planning and leading personal river trips.

ADV44202 UD	B001 River Guides Training	Munsell, Steve	Mon 5/18/20 8:00 am - 5:00 pm San Juan 201-A Tue 5/19/20 8:00 am - 5:00 pm San Juan 201-A Wed 5/20/20 8:00 am - 5:00 pm San Juan 201-A	4.00	5
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FEE: \$485.00

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** Course fee include \$300 for food. This class meets first 3 days and the last 2 days of Block 1 in San Juan 201-A. Prescott College provides most personal equipment such as "lifejacket, helmets, splash jackets paddles. Individuals are responsible for small group food contribution, river shoes, and a sleep kit. Course is a combination between daily and overnight trips. Class includes a Swift Water Rescue course. Opportunity to obtain Utah Guides License.

**COURSE DESCRIPTION:** This course is designed to teach the art and science of whitewater raft operation by paddle and oar, on Class 3 whitewater. While the course emphasis is on training for those interested in professional commercial guiding, students seeking to develop or improve their whitewater boating skills are also encouraged to enroll. Both whitewater rafting and expeditionary river trip leadership are primary components of the curriculum. Boat operation skills will be acquired by rafting a variety of day long stretches of river, and multi-day river journeys. During the course a broad spectrum of river trip related topics will be covered. These include: raft piloting and whitewater hydrology, safety, first aid and emergency rescue, equipment care and repair, protocols for camping, food preparation and camp sanitation, client/guide relations, conducting side-hikes and interpretive presentations on regional, natural and cultural history, current conservation issues, legal and ethical issues for private and commercial guiding and planning and leading personal river trips.

# SU-20 One College Course Schedule

## Undergraduate - Block 1 - Adventure Education

Section	Course Title		Credits	Max
ADV43002 UD	B001 Ski Mountaineering	Straub, Philip	Mon 5/18/20 8:00 am - 5:00 pm San Juan 201-A Tue 5/19/20 8:00 am - 5:00 pm San Juan 201-A	4.00 10

FEE: \$300.00

**PREREQUISITES:**

Permission of instructor: Philip Straub or  
Permission of instructor: Julie Munro

**COREQUISITES:**

None.

**SPECIAL NOTES:** This course will meet on campus for first 2 days of Block 1 Students must have taken a Level I avalanche class or demonstrate equivalent experience, approved by the lead instructor. Avalanche Forecasting or other Level II avalanche certificate is preferred. Students must be approved individually before enrollment by the lead instructor or Director of AE. Contact Julie Munro or Phil Straub at phil.straub@prescott.edu. Estimated student costs of \$200 for food while in the field.

**COURSE DESCRIPTION:** This is an intermediate/advanced course for students with a solid background in backcountry skiing skills. The concentration will be on acquiring basic mountaineering skills and perfecting them to a level suitable for use in conducting adventure experiences in an alpine setting during the spring seasons. This field-based course will take place in the Eastern Sierra Mountains and on Mount Shasta to provide a wide variety of terrain and diverse learning environments, including couloir skiing and glaciated terrain. Topics covered will include: expedition planning; safety and hazard evaluation; self-rescue; emergency procedures; snow climbing technique; glacier travel and crevasse rescue; spring avalanche awareness; route finding; ski mountaineering; practical weather forecasting; and accident prevention. Some personal investment in ski mountaineering equipment may be required and all boots must be crampon compatible. Acceptance is contingent upon recommendation by a Prescott College Faculty member or other ski professional based on the students skiing ability.

# SU-20 One College Course Schedule

## Undergraduate - Block 1 - Core Curriculum

Section		Course Title			Credits	Max
COR47001 UD	MB02	PASS 1 - Education	Brown, Jennifer	ONLINE	1.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

COR47001 UD	MB01	PASS 1 - Liberal Arts	Bigknife Antonio, Molly	ONLINE	1.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

COR47002 UD	MB01	PASS 2	Stogsdill, Gary	ONLINE	1.00	22
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**FEE: \$120.00**

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** Professional and Academic Success Seminar 2 (PASS 2) provides soon-to-graduate students with all the information and guidance needed to successfully graduate. Students complete their final degree plan, the research paper requirement, the petition for program completion, and a 5-page synthesizing essay that reflects on their entire learning journey leading to graduation. In addition, PASS 2 offers feedback to students on their eportfolio that displays and reflects on learning outcomes for each course and serves as a professional showcase for post-graduate endeavors.

# SU-20 One College Course Schedule

## Undergraduate - Block 1 - Environmental Studies/Sustainable Community Development

Section	Course Title			Credits	Max
ENV21700 LD	MB01 Explorations in Sustainable Community Development	Shorb, Terril	ONLINE	4.00	22

**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.

ENV23812 LD	B001 Small-scale Agriculture Production	Tison, Eleanor	F 8:00 am -12:00 pm Crossroads Center 202 TWTh 8:00 am - 4:00 pm Crossroads Center 202 M 1:00 pm - 4:00 pm Crossroads Center 202	4.00	7
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**FEE:** \$63.00

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** This course will be based on the Prescott College campus, but uses a flipped 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? 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.

# SU-20 One College Course Schedule

## Undergraduate - Block 1 - Environmental Studies/Sustainable Community Development

Section	Course Title			Credits	Max
ENV43812 UD	B001 Small-scale Agriculture Production	Tison, Eleanor	TWThF 8:00 am - 4:00 pm Crossroads Center 202 M 1:00 pm - 4:00 pm Crossroads Center 202	4.00	7

FEE: \$63.00

**PREREQUISITES:**

Course: -

**COREQUISITES:**

None.

**SPECIAL NOTES:** This course will be based on the Prescott College campus, but uses a flipped 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? 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.



# SU-20 One College Course Schedule

## Undergraduate - Block 1 - Global Studies

Section	Course Title			Credits	Max
CRS21016 LD	B001 Spanish Intensive in Kino Bay	Barnes, Dylan	Mon 5/18/20 10:00 am - 2:00 pm Crossroads Center 204	4.00	6

FEE: \$872.00 \*\*\* NON-REFUNDABLE FEE \*\*\*

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** Class meets the first day of the block from 10am-3pm in Crossroads Center 204. Aside from the initial classroom meeting, course takes place in Kino Bay. STUDENTS MUST HAVE A VALID PASSPORT TO CROSS THE BORDER. \$100 estimated student expenses (food, souvenirs, visas, etc.).

COURSE DESCRIPTION: Spanish Intensive is an immersion language course offered through Prescott College's Kino Bay Center in Sonora, Mexico. Students will formally study an intermediate or advanced language curriculum during daily classes focusing on grammar and vocabulary, as well as speaking and comprehension skills. Students will live with local host families in Kino Viejo, providing the opportunity to informally practice and advance their language and inter cultural communication abilities. Additionally, students will participate in service projects, guest lectures, discussions, and local field outings allowing them to further engage in Spanish, while experiencing the culture, history, and ecology of coastal Sonora. This course provides an excellent foundation for students wishing to pursue further studies at the Kino Bay Center or in Latin American Studies.

CRS41016 UD	B001 Spanish Intensive in Kino Bay	Barnes, Dylan	-	4.00	4
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FEE: \$872.00 \*\*\* NON-REFUNDABLE FEE \*\*\*

**PREREQUISITES:**

Permission of instructor: Dylan Barnes

**COREQUISITES:**

None.

**SPECIAL NOTES:** Class meets the first day of the block from 10am-3pm in Crossroads Center 204. Aside from the initial classroom meeting, course takes place in Kino Bay. STUDENTS MUST HAVE A VALID PASSPORT TO CROSS THE BORDER. \$100 estimated student expenses (food, souvenirs, visas, etc.).

COURSE DESCRIPTION: Spanish Intensive is an immersion language course offered through Prescott College's Kino Bay Center in Sonora, Mexico. Students will formally study an intermediate or advanced language curriculum during daily classes focusing on grammar and vocabulary, as well as speaking and comprehension skills. Students will live with local host families in Kino Viejo, providing the opportunity to informally practice and advance their language and inter cultural communication abilities. Additionally, students will participate in service projects, guest lectures, discussions, and local field outings allowing them to further engage in Spanish, while experiencing the culture, history, and ecology of coastal Sonora. This course provides an excellent foundation for students wishing to pursue further studies at the Kino Bay Center or in Latin American Studies.

# SU-20 One College Course Schedule

## Undergraduate - Block A - Core Curriculum

Section	Course Title			Credits	Max
SBM42000 UD	MBA1 ST IN SBM: Sustainability Professions for the 21st century	Schiffer, Eileen	ONLINE	4.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** This course will meet asynchronously. Participation on specific days and at specific times will not be required; however, students must actively participate in the online discussions on a minimum of 3-4 days per week, beginning by Wednesday each week and with participation at least once on the ending weekend of each week.

**COURSE DESCRIPTION:** Sustainability Professions for the 21st century is a Survey Course intended to enable students in any degree program focused on sustainability issues to increase their awareness of career options and opportunities that will enable them to impact environmental and social justice. The course will focus on the integration of self-reflection (of interests, abilities, preferences, and goals) and career exploration (through research, job analyses, and informational interviews) necessary to develop a realistic and actionable plan to achieve sustainability profession goals (signature assignment.)

Topics will include:

- a. Entrepreneurship
- b. IT
- c. Food Systems Management
- d. Natural Resources Management
- e. Green Development - Real Estate
- f. Renewable Energies
- g. Higher Education
- h. Environmental Law
- i. For-profit and not-for-profit Corporate Sustainability Officers
- j. Corporate citizenship leaders
- k. Introduction to Prescott's Sustainable Business degree programs.

# SU-20 One College Course Schedule

## Undergraduate - Block B - Core Curriculum

	Section	Course Title			Credits	Max
GRA43100 UD	MBB1	Participatory Action Research in Collaboration with Indigenous Communities: Field Research in Kenya	Bielawski, Amanda Poole, Mary	ONLINE	4.00	4

**FEE: \$1,788.00**

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** This course will incorporate both Online and in-field components. The course will begin online via MyClassroom from June 29-July 6th. Students arrive in Kenya July 9 departing July 25. The remaining instruction will be online. Estimated student expenses of \$1650.00 for air travel to Kenya and food in the field.

**COURSE DESCRIPTION:** This course will explore how Participatory Action Research (PAR), Indigenous, and Decolonizing Methodologies may be implemented in the context of conducting research in collaboration with an Indigenous community. Students will become participants on an active doctoral-level research team exploring water insecurity among rural Maasai villages in Kenya (and possibly Tanzania). Students will engage in learning related to Maasai and Kenyan culture and history, water security and related ecological challenges faced in East Africa; Indigenous Ecological Knowledge, and a range of specific research methods, including PhotoVoice, focus groups, Key Informant Interviews (KIIs), and Participatory Mapping. Students will also gain first-hand experience conducting research that involves cross-cultural exchange, working with translators across multiple languages, and attending to ethics considerations when collaborating with Indigenous Peoples. This course will provide a praxis approach to learning by including both preparatory online classes and a multi-week field experience in Maasailand based at Prescott College's Dopoi Center Field Station.

# SU-20 One College Course Schedule

## Undergraduate - Term - Arts & Humanities

	Section	Course Title			Credits	Max
ACS47560 UD	MT01	Writing the Wild : A Creative Writing Workshop	Lee, Jessica	ONLINE	4.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

**COURSE DESCRIPTION:** What do writing and wildness have in common? What can the natural world teach us about accessing our most wild selves so we can create energized, potent, and engaging stories? In this creative writing workshop, students will explore the role of wildness in their lives through experiential assignments, reading, playful writing exercise, and the completion and revision of one polished piece. Whether you live in the city or the country, you will be asked to explore the world around you almost as much as you will be asked to write. This workshop is suitable for writers of all experience levels, and is especially friendly to beginners.

# SU-20 One College Course Schedule

## Undergraduate - Term - Core Curriculum

Section	Course Title			Credits	Max
LRU20000 LD	MT01 Individualized Studies with Gary Stogsdill	Stogsdill, Gary	ONLINE	0.00	30

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

Course Description: The Individualized Studies course serves as a homeroom to provide students with regular and substantive faculty oversight for any LRU 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 guides students through the entire process of creating individualized studies, writing study contracts, engaging in the individualized study, receiving weekly support and feedback on assignments, and the final evaluation of work.

MTH47001 UD	MT01 Mathematical Explorations	Stogsdill, Gary	ONLINE	4.00	22
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**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.

PLA19700	MT01 Prior Learning Assessment	Bigknife Antonio, Molly	ONLINE	4.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

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

# SU-20 One College Course Schedule

## Undergraduate - Term - Core Curriculum

Section	Course Title	Credits	Max
OCU10070	SX04 Senior Project/Student Teaching no contract	-	4.00 1,000

**FEE: \$120.00**

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

Senior Project or Student Teaching PLACEHOLDER. All students enrolled to complete their Senior Project or Student Teaching must also enroll in Core Curriculum: 4 seminar CCC40005 in the Full Term.

OCU10070	SX08 Senior Project/Student Teaching no contract	-	8.00 1,000
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**FEE: \$120.00**

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

Senior Project or Student Teaching PLACEHOLDER. All students enrolled to complete their Senior Project or Student Teaching must also enroll in Core Curriculum: 4 seminar CCC40005 in the Full Term.

OCU10070	SX12 Senior Project/Student Teaching no contract	-	12.00 1,000
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**FEE: \$120.00**

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

Senior Project or Student Teaching PLACEHOLDER. All students enrolled to complete their Senior Project or Student Teaching must also enroll in Core Curriculum: 4 seminar CCC40005 in the Full Term.

# SU-20 One College Course Schedule

## Undergraduate - Term - Education & Teacher Preparation

	Section	Course Title			Credits	Max
EDU47315 UD	MT01	Classroom Management for Special Education Classrooms	Smith, Andrew	ONLINE	3.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**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

EDU47040 UD	MT01	Creating & Managing Learning Communities	TBA	ONLINE	3.00	22
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**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.

# SU-20 One College Course Schedule

## Undergraduate - Term - Education & Teacher Preparation

Section	Course Title			Credits	Max
EDU47898 UD	MT01 ECE Practicum	Foglesong, Sarah	ONLINE	4.00	11

**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.

**Learning Targets (LT):**

Students will demonstrate mastery of student teaching competencies throughout their student teaching experience. As a result of their completion of this experience, students will also demonstrate mastery of the following learning targets:

1. Signature Assignments

a. Unit and Lesson Plans - In collaboration with your cooperating teacher develop a unit plan that includes a minimum of 5 lessons. This unit plan should be age and subject appropriate to your student teaching. Within your lessons identify how you address diverse populations. At least one lesson should include the incorporation of technology. The unit plan should be based on the national common core standards. Your unit plan is due by the 5th week of the semester to your cooperating teacher. Lessons plans should be modeled from the Lesson Plan Template located on the PC Professional Preparation Resource Site on Moodle. The rubric for Unit and Lesson Plans will be used for evaluation purposes (located on the Moodle site and the Student Teaching webpage).

EDU48750 UD	MT01 Foundations of Language and Literacy	Romano, Victoria	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

EDU47820 UD	MT01 Positive Child Guidance and Inclusive Classroom Management	Foglesong, Sarah	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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



# SU-20 One College Course Schedule

## Undergraduate - Term - Education & Teacher Preparation

Section	Course Title			Credits	Max
EDU47385 UD	MT01 Survey of the Exceptional Learners and Characteristics of the Specific Exceptionalities	Smith, Andrew	ONLINE	3.00	22

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: Writing Emphasis.**

**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.

EDU47804 UD	MT01 The Whole Child	Houtz, Allison	ONLINE	4.00	22
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**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: Writing Emphasis**

**COURSE DESCRIPTION:** In this course students engage in holistic study of typical and atypical early child development, address issues of health, safety, and nutrition, and research the impact of early experience on the young child's behavior and learning progress. Focus of study is on the multiple and interrelated physical, environmental, and social factors that impact child growth and development from pre-birth to 8 years of age and on methods of evaluation and assessment of development. Students study patterns and indicators of healthy development for each age and stage of growth and learn to recognize, document, and respond appropriately to signs of developmental delays or problems that can affect a child's growth and development. Nutritional and health guidelines for optimal physical and intellectual growth are examined, as well as the developmental processes that support healthy emotional and social relationships and successful learning. The importance of access to safe spaces and responsive adults to optimal growth and development is emphasized. Research data on the positive impact of meaningful times and places for inclusive experiential learning and outdoor play and exploration for all young children are also examined.

# SU-20 One College Course Schedule

## Undergraduate - Term - Environmental Studies/Sustainable Community Development

Section		Course Title			Credits	Max
SES47001 UD	MT01	Core Curriculum: Sustainability, Environmental Studies, and the Arts	Bigknife Antonio, Molly	ONLINE	4.00	22

**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.

# SU-20 One College Course Schedule

## Undergraduate - Term - Human Development

	Section	Course Title			Credits	Max
HDP47000 UD	MT01	Core Curriculum: Human Development Professional Perspectives	Young, Vicky	ONLINE	4.00	22

**PREREQUISITES:**  
None.

**COREQUISITES:**  
None.

**SPECIAL NOTES: N/A**

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

HDP47160 UD	MT01	Disordered Eating, Body Image and Culture	Young, Vicky	ONLINE	4.00	22
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**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.

# SU-20 One College Course Schedule

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# MA.PHD Mentored Course List

## Undecided/ still developing courses?

	Credits	Section
PLACEHOLDER	MA.PHD Mentored Placeholder Course	1 2 3 4 5 6 7 8 9
		XX01 XX02 XX03 XX04 XX05 XX06 XX07 XX08 XX09

### SPECIAL NOTES

Used for all graduate programs – Master of Arts, Master of Science, Master of Education, PHD

For additional courses that will require Mentored Course Contracts, use the Mentored Placeholder Course to enroll for remaining credits so that we can get your billing started. Do not include in the count the credits for the Moodle/classroom-based courses you enrolled for, only remaining credits for which additional Mentored Course Contracts are required.

(EXAMPLE for AE, ED, HU, ES students: If you are doing 1 cr QP, 2 cr TP and 2 cr of Research Methods, you would then use the Placeholder course for 5 credits- XX05. You would not be able to use the same “course” multiple times. As in this example, XX02 is a “course” so you would not be able to add it multiple times.)

### Counseling Student for Practicum/Internship Placeholders :

There was a change to how you will enroll on-line for EAT Practicum and EAT or General Internship.

You will still enroll for the MyClassroom/Moodle component for (MACP51021 Internship for gen counseling or MAAT51020/51021 EAT Practicum/Internship) and then be required to enroll for the “placeholder” course/section that indicates how many credits you would do for the term.

The “placeholder” courses will establish billing for the credits you will be doing for Counseling or Internship and/or EAT Practicum or Internship.

### General Counseling

**COU INTERN** - Placeholder for Counseling Internship (XX01 for 1 credit, XX02 for 2 credits, XX03 for 3 credits)

Submission of the Application Packet is required. Once the approved application is received, the Registrar will increase your credits on the MyClassroom/Moodle course and drop the COU INTERN “placeholder” credits.

For MACP51020/51021 - You will then be able select your meeting time within Moodle itself.

If you have any issues with this process, please let us know so that we can get the problem fixed!

Courses listed below for SJHR, Masters and PHD programs are self-designed and contracted individually with a Mentor, using the Mentored Course Contract. They will NOT appear on the published course schedule that follows nor be available on-line.

All are courses required for the various degree programs and are listed for your reference when developing your courses.

You would use the PLACEHOLDER course/credits above to enroll in the credits. The Section number will be unique for your Mentored Course Contract and assigned by Registrar’s Office once your Mentored Course Contract is approved.

## Resident MA Social Justice and Community Organizing

Courses required for degree and only for students in the Campus Based Master’s in Social Justice and Community Organizing (prefix MASJ) or Limited Residency Master’s in Social Justice and Community Organizing (prefix MASJC).

	Credits	Section	Mentor	Enrollment Cap
MASJ59000				
MASJC59000	Independent Study/Elective	3	TBD	N/A
Mentored course - requires submission of Mentored Course Plan by first day of term.				
MASJ51020	Practicum	6	TBD	N/A
N/A				
Mentored course - requires submission of Mentored Course Plan by first day of term.				
MASJ59001	Thesis/Project Research Paper/Thesis	6	TBD	N/A
MASJC59001	Capstone			
Mentored course - requires submission of Mentored Course Plan by first day of term.				

## SU-20 One College Course Schedule

### Limited Residency MA – Adventure Education, Education (not MEd), Environmental Studies, and Arts and Humanities Students Mentored Study Courses- All listed below Require a Mentored Course Contract

Deadline for submission of Mentored Course Contracts is the first day of term.

These course numbers are used to build your actual courses from your Mentored Course Contracts They will appear on your permanent record. They are provided here so you are aware of the various “types” of credits your program involves. For the Enrollment Form, you may just indicate “MA Enrollment” per above.

- Mentored study courses are generally facilitated by your Graduate Mentor; they do not apply to Counseling Psychology students
- Include your mentor’s name in space provided for Instructor/Mentor/Advisor.
- Indicate the number of credits you will be doing for each course
- A Site Supervisor for a practicum course is not included on the Enrollment Form.

		Credits Section	Mentor	Enrollment Cap
MA51020	Practicum (for AE, ED, ES and HU)	variable	Grad Mentor	N/A
<p>The MAP Practicum demonstrates practical application of theoretical learning. The student will undertake a supervised internship or active project and reflect on the relationship between theory and praxis. The practicum will provide opportunity for the student to demonstrate the learning that has taken place in the theoretical component of the Master of Arts Program.</p> <p>SPECIAL NOTES: Approved Mentored Course Contract and Practicum Supervisor Requisition Form (with CV or resume) must be in prior to start of the practicum. Variable credits allowed, with 4 required for degree</p>				
MA51111	Research Methods	variable	Graduate Mentor	N/A
<p>SPECIAL NOTES: Variable credits, with minimum of 4 required for degree. Two should have been earned in the required Moodle course (MAED57114, MA51113 or MA51114B)</p>				
MA57000	Qualifying Paper	1	Graduate Mentor	N/A
<p>SPECIAL NOTES: Completion of this course required before enrollment in Thesis credits.</p>				
MA58001	Thesis Plan and Research Design	2	Graduate Mentor	N/A
<p>Student must successfully complete MA57000 Qualifying Paper and MA58001 Thesis Plan and Research Design before enrolling in any Thesis credits. Variable credits, with minimum of 12 thesis credits required for degree, two from MA58001</p>				
MA59000	Independent Study/Theory	variable	Graduate Mentor	N/A
<p>Students cannot do final thesis credits in the Summer term. Enrollment would need to be delayed until the Fall term.</p>				
MA59003 MA59001	Capstone/Thesis Completion Thesis	Variable with a 3 credit minimum	TBD Graduate Mentor	N/A N/A

This course is for students who have completed minimum credits in their program, but did not complete the Capstone or Thesis project. All other graduation requirements must also be met for student to qualify for this course.

SPECIAL NOTE: **Course is not offered for the summer term.** Enrollment would need to be delayed until the Fall term to complete program.

# SU-20 One College Course Schedule

## Graduate - Block 2 - Eco/Adventure-Based Psychotherapy

Section	Course Title			Credits	Max
MAEPINTENS 0620 IVE 4	MAEPINTENSIVE 4 -Special Topic: Nature-based Interventions for Working with Trauma & Nervous System	Asmus, Katie	-	0.00	10

FEE: \$660.00

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** Dates: Saturday, June 20th, 9am - Tuesday, June 23rd, 4pm. Location: In the foothills near Boulder, CO. Note that this is an overnight program which includes food and camping - but NOT transportation to the location.

**COURSE DESCRIPTION:** In this 4-day, residential, nature-based experiential intensive we will focus on the basic theoretical underpinnings of trauma and nervous system regulation as well as explore a wide range of mindfulness-based nature interventions for managing stress and trauma symptoms that may arise within counseling and educational programming. Through a combination of didactic and experiential methods, we will explore interventions for dealing with anxiety and nervous-system dysregulation, as well as an understanding of how these interventions support longer-term trauma resolution. Participants will have the opportunity to deepen their own relationship with the natural world and will be empowered to draw upon this connection to inform their work with others

# SU-20 One College Course Schedule

## Graduate - Block A - General

	Section	Course Title			Credits	Max
HDP51501 UD	MBA1	Advanced Student Research	Kurtis, Tugce	ONLINE	3.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** This course is designed for students on the research/doctoral track to provide structure and support for conducting original research for the research-based thesis. Students not on the research/doctoral who also wish to conduct a research study are welcome to join, however all students must have a completed research proposal (submitted to the IRB, if necessary) before the course begins. Students will complete any data collection and analysis necessary for their research project. Students will not be required to write a research report for this course. For students on the research/doctoral track, the research report will be written as part of their thesis.

COR57702 UD	MBA1	Capstone Portfolio	Brooks, Christopher	ONLINE	3.00	22
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**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.

ENV58750 UD	MBA1	Sustainability and Resilience: From Theory to Practice	Andrews, Alisa	ONLINE	3.00	22
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**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.



# SU-20 One College Course Schedule

## Graduate - Block A - Social Justice and Community Organizing

Section	Course Title			Credits	Max
MASJC5005	MBA1 Comparative Political and Social Theory	Alhassan, Maytha	ONLINE	3.00	22

**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?

MASJC5000	MBA1 Globalization and Urban Politics	Hoffman, April Ruth	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

# SU-20 One College Course Schedule

## Graduate - Block A - Social Justice and Community Organizing

Section	Course Title			Credits	Max
MASJC5006	MBA1 Leadership Development	Herzing, Rachel	ONLINE	3.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** What does it mean to “build power” and what is the role of organizers in this process? In 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.

MASJC5000	MBA1 Organizing 1 1A	Saadeh, Cirien	ONLINE	1.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

MASJC5000	MBA1 Organizing 3 1C	Saadeh, Cirien	ONLINE	1.00	22
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**PREREQUISITES:**

Course: MASJC50001B-Organizing 2

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

# SU-20 One College Course Schedule

## Graduate - Block A - Social Justice and Community Organizing

Section	Course Title			Credits	Max
MASJC5000	MBA1 Radical Pedagogy as Praxis	Alhassen, Maytha	ONLINE	3.00	22

**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.

MASJC5770	MBA1 Strategic Media and Communications	Saadeh, Cirien	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** Combining communications theory with practical tools, networking, and coaching, this course centers on the media and communication skills required for building successful campaigns, organizations, and movements with a specific emphasis on the knowledge and know-how required of those seeking careers in media and communications for social justice. Through hands-on experience, reflection, and opportunities to participate directly in strategic communications work, students learn about brand development, storytelling, framing and messaging, meta-framing, and media strategy development.

# SU-20 One College Course Schedule

## Graduate - Block B - General

Section	Course Title			Credits	Max
ENV58285 UD	MBB1 Limnology	Fayram, Andrew	ONLINE	3.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

GRA53100 UD	MBB1 Participatory Action Research in Collaboration with Indigenous Communities: Field Research in Kenya	Bielawski, Amanda Poole, Mary	ONLINE	3.00	7
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**FEE: \$1,788.00**

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** This course will incorporate both Online and in-field components. The course will begin online via MyClassroom from June 29-July 6th. Students arrive in Kenya July 9 departing July 25. The remaining instruction will be online. Estimated student expenses of \$1650.00 for air travel to Kenya and food in the field.

**COURSE DESCRIPTION:** This course will explore how Participatory Action Research (PAR), Indigenous, and Decolonizing Methodologies may be implemented in the context of conducting research in collaboration with an Indigenous community. Students will become participants on an active doctoral-level research team exploring water insecurity among rural Maasai villages in Kenya (and possibly Tanzania). Students will engage in learning related to Maasai and Kenyan culture and history, water security and related ecological challenges faced in East Africa; Indigenous Ecological Knowledge, and a range of specific research methods, including PhotoVoice, focus groups, Key Informant Interviews (KIIs), and Participatory Mapping. Students will also gain first-hand experience conducting research that involves cross-cultural exchange, working with translators across multiple languages, and attending to ethics considerations when collaborating with Indigenous Peoples. This course will provide a praxis approach to learning by including both preparatory online classes and a multi-week field experience in Maasailand based at Prescott College's Dopoi Center Field Station.

# SU-20 One College Course Schedule

## Graduate - Block B - Social Justice and Community Organizing

Section	Course Title		Credits	Max
MASJC5111	MBB1 Advocacy Research	Hoffman, April Ruth ONLINE	3.00	22

**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.

MASJC5900	MBB1 Capstone: Social Justice and Community Organizing	Hoffman, April Ruth ONLINE	5.00	22
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**PREREQUISITES:**

Course: MASJC51111-Advocacy Research

**COREQUISITES:**

None.

**SPECIAL NOTES:** N/A

**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.

# SU-20 One College Course Schedule

## Graduate - Block B - Social Justice and Community Organizing

Section	Course Title			Credits	Max
MASJC5002	MBB1 Landscapes of Neoliberalism	Willse, Craig	ONLINE	3.00	22

**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.

MASJC5000	MBB1 Mobilizing Change	TBA	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

MASJC5000	MBB1 Organizing 2 1B	Saadah, Cirien	ONLINE	1.00	22
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**PREREQUISITES:**

Course: MASJC50001A-Organizing 1

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

# SU-20 One College Course Schedule

## Graduate - Block B - Social Justice and Community Organizing

Section	Course Title			Credits	Max
MASJC5000 1D	MBB1 Organizing 4	Saadeh, Cirien	ONLINE	1.00	22

**PREREQUISITES:**

Course: MASJC50001C-Organizing 3

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

MASJC5000	MBB1 Theories of Change	Gilmore, Craig	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

# SU-20 One College Course Schedule

## Graduate - Block B - Education, Teacher Preparation, School Counseling

Section	Course Title		Credits	Max
MAED57080	MBB1 Advanced Education Research	ONLINE	3.00	22

**PREREQUISITES:**

Permission of instructor: Calvin Richards

**COREQUISITES:**

None.

**SPECIAL NOTES:** This course is an intensive 6-week course. There will be approximately 7.5hr of course work per week. This course requires Instructor Permission for enrollment.

**COURSE DESCRIPTION:** This is a course for students interested in conducting or performing education 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 will participate in intense writing. This course is exceptionally well suited for students writing capstone papers, theses, dissertations or any form of original education research.



# SU-20 One College Course Schedule

## Graduate - FUL - Education Leadership

Section	Course Title				Credits	Max
MEDL50090	MT01 Personnel Management in the Schools	Tufte, John	ONLINE		3.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** This course provides an overview of the concepts and practices associated with developing and managing an effective education team in a school setting. Recruiting, training and nurturing instructional and non-instructional faculty and staff members, as well as effectively addressing other personnel issues in schools and school districts will be examined, including obstacles to effective team development, as outlined by the 2008 ISLLC Standards and Functions for School Leaders. Through such strategies as reading, dialogue, shared presentation, group and individual investigation, and written response, participants will gain practical knowledge for leadership roles in schools and school districts and will acquire the skills necessary for school level administrators to act professionally and ethically in carrying out their responsibilities in this area.

Topics included will be statutory and procedural issues, human resource planning, recruitment, selection, professional development, and evaluation. Students will also explore those social and ecological issues that appear germane to the course, legal and ethical issues, conflict resolution, and formal and informal negotiations.

# SU-20 One College Course Schedule

## Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title			Credits	Max
MAED57315 MT01	Classroom Management for Special Education	Smith, Andrew	ONLINE	3.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: NONE**

**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

MASG51010 MT01	Counseling Theories	Munigle, Sarah	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** This course introduces counseling theories for the field of Counseling Psychology and School Counseling. The developmental needs of individuals at all levels will be examined. It includes the study of major counseling theories, principles and their application.

MAED57040 MT01	Creating and Managing Learning Communities	TBA	ONLINE	3.00	22
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**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.

# SU-20 One College Course Schedule

## Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title				Credits	Max
MASG50090 MT01	Current Issues in School Counseling: Meeting the Needs of the Whole Child in a Collaborative Team Ap	Zanot, Melissa	ONLINE		3.00	22

**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.

MAED57898 MT01	Early Childhood Practicum	Foglesong, Sarah	-		4.00	22
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**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.

**Learning Targets (LT):**

Students will demonstrate mastery of student teaching competencies throughout their student teaching experience. As a result of their completion of this experience, students will also demonstrate mastery of the following learning targets:

1. Signature Assignments

a. Unit and Lesson Plans - In collaboration with your cooperating teacher develop a unit plan that includes a minimum of 5 lessons. This unit plan should be age and subject appropriate to your student teaching. Within your lessons identify how you address diverse populations. At least one lesson should include the incorporation of technology. The unit plan should be based on the national common core standards. Your unit plan is due by the 5th week of the semester to your cooperating teacher. Lessons plans should be modeled from the Lesson Plan Template located on the PC Professional Preparation Resource Site on Moodle. The rubric for Unit and Lesson Plans will be used for evaluation purposes (located on the Moodle site and the Student Teaching webpage).

# SU-20 One College Course Schedule

## Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title			Credits	Max
MAED58750	MT01 Foundations of Language and Literacy	Romano, Victoria	ONLINE	3.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

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

MASG50000	MT01 Foundations of School Counseling	Gray, Tara	ONLINE	3.00	22
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**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.

MASG50080	MT01 Group Dynamics Processing and Counseling	Brown, Heather	ONLINE	3.00	22
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**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.

# SU-20 One College Course Schedule

## Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title			Credits	Max
MASG50020	MT01 Human Growth and Development	TBA	ONLINE	3.00	22

**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.

MAED57820	MT01 Positive Guidance and Inclusive Classroom Management	Foglesong, Sarah	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

MASG50112	MT01 School Counseling: Program Development, Implementation, & Evaluation	Talamante-Montoya, Dayna	ONLINE	3.00	22
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**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.

# SU-20 One College Course Schedule

## Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title			Credits	Max
MASG50030 MT01	Social and Ecological Perspectives	Callender, Rachaun	ONLINE	3.00	22

**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.

MAED57385 MT01	Survey of the Exceptional Learners and Characteristics of the Specific Exceptionalities	TBA	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

MASG50081 MT01	The Transformed School Counselor: 21 <sup>st</sup> Century Ready	McMahan, Lynne	ONLINE	1.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: NONE**

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

# SU-20 One College Course Schedule

## Graduate - Term - Education, Teacher Preparation, School Counseling

Section	Course Title			Credits	Max
MAED57804	MT01 The Whole Child	Houtz, Allison	ONLINE	4.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** In this course students engage in holistic study of typical and atypical early child development, address issues of health, safety, and nutrition, and research the impact of early experience on the young child's behavior and learning progress. Focus of study is on the multiple and interrelated physical, environmental, and social factors that impact child growth and development from pre-birth to 8 years of age and on methods of evaluation and assessment of development. Students study patterns and indicators of healthy development for each age and stage of growth and learn to recognize, document, and respond appropriately to signs of developmental delays or problems that can affect a child's growth and development. Nutritional and health guidelines for optimal physical and intellectual growth are examined, as well as the developmental processes that support healthy emotional and social relationships and successful learning. The importance of access to safe spaces and responsive adults to optimal growth and development is emphasized. Research data on the positive impact of meaningful times and places for inclusive experiential learning and outdoor play and exploration for all young children are also examined.

MASG50070	MT01 Vocational Counseling and Career Develop	Morris, Michael	ONLINE	3.00	22
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**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.

# SU-20 One College Course Schedule

## Graduate - Term - Education Leadership

Section	Course Title				Credits	Max
MEDL50090	MT01 Personnel Management in Education	Tufte, John	ONLINE		3.00	22

**PREREQUISITES:**

None.

**Course: MEDL50000-Foundations of Educational Leadership: Merging Theory and Practice**

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** This course provides an overview of the concepts and practices associated with developing and managing an effective education team in a school setting. Recruiting, training and nurturing instructional and non-instructional faculty and staff members, as well as effectively addressing other personnel issues in schools and school districts will be examined, including obstacles to effective team development, as outlined by the 2008 ISLLC Standards and Functions for School Leaders. Through such strategies as reading, dialogue, shared presentation, group and individual investigation, and written response, participants will gain practical knowledge for leadership roles in schools and school districts and will acquire the skills necessary for school level administrators to act professionally and ethically in carrying out their responsibilities in this area.

Topics included will be statutory and procedural issues, human resource planning, recruitment, selection, professional development, and evaluation. Students will also explore those social and ecological issues that appear germane to the course, legal and ethical issues, conflict resolution, and formal and informal negotiations.

MEDL59002	MT01 Signature Portfolio and Project:	Hennings, Ron	-		3.00	22
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**PREREQUISITES:**

None.

**Course: MEDL50000-Foundations of Educational Leadership: Merging Theory and Practice and**

**Course: MEDL51021-Internship in Educational Administration II**

**COREQUISITES:**

None.



# SU-20 One College Course Schedule

## Graduate - Term - Counseling

Section	Course Title		Credits	Max
MACP51170 MT01	Addiction Counseling	Murphy Rising, Janys ONLINE	3.00	22

**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

MACP50070 MT01	Career and Lifestyle Development: Challenges of Adulthood	Pardee, Deborah ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

MACP51150 MT01	Marriage, Couple & Family Counseling	Johnson, Sherrina ONLINE	3.00	22
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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.

# SU-20 One College Course Schedule

## Graduate - Term - Expressive Arts Therapy

Section	Course Title			Credits	Max
MAAT51021	MT01 EAT Internship	Randick, Nicole	ONLINE	2.00	12

**PREREQUISITES:**

Course: MAAT51301-EAT I: Foundation in Expressive Art Therapy: History and Theory of Expressive Art Therapy and  
 Course: MAAT51020-EAT Practicum

**COREQUISITES:**

None.

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

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

MAAT51020	MT01 EAT Practicum	Carlock-Russo, Margaret	ONLINE	1.00	12
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**PREREQUISITES:**

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

**COREQUISITES:**

None.

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

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

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

MAAT51302	MT01 Expressive Art Therapies II: Materials and Techniques of Practice in Expressive Art Therapy	Carlock-Russo, Margaret	ONLINE	3.00	12
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES:** N/A

**COURSE DESCRIPTION:** The focus of this course involves direct experience of the therapeutic utility and psychological influence of art process and materials. Through engagement in studio art processes students learn art therapy techniques and approaches which contribute to understanding the therapeutic effect of art making and creative expression in the application of intervention strategies and establishment of therapeutic goals. Students will gain an understanding of the Expressive Therapies Continuum and its application in expressive art therapies. This course encompasses the beginning study of symbolism and metaphor as applied in expressive art therapy.

# SU-20 One College Course Schedule

## Graduate - Term - Expressive Arts Therapy

Section	Course Title			Credits	Max
MAAT51303 MT01	Expressive Art Therapies III: Applications of Exp Art Therapy w/People in Different Treatment Setting	Epstein, Cheri	ONLINE	3.00	12

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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

MAAT51304 MT01	Expressive Art Therapies IV: Group Work and Dynamics in Expressive Art Therapy	Haley, Carmen	ONLINE	3.00	12
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

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

MAAT51305 MT01	Expressive Art Therapies V: Assessment in Expressive Art Therapy	Epstein, Cheri	ONLINE	3.00	12
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** This course examines fundamentals of expressive and art therapy assessment, selection of the assessment tools and familiarity with a variety of specific art therapy and expressive therapy instruments and procedures used in appraisal and evaluation. Areas of focus include understanding of developmental levels, cultural factors, psychopathology and psychological health manifested in artwork, art making and creative expression; administration and documentation of expressive art therapy assessments, ethical issues related to assessments, formulation of treatment goals, objectives and strategies related to assessment and evaluation

# SU-20 One College Course Schedule

## Graduate - Term - Expressive Arts Therapy

Section	Course Title			Credits	Max
MAAT51308 MT01	Expressive Art Therapies VII: Cultural Diversity in Expressive Art Therapy	Haley, Carmen	ONLINE	3.00	12

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** This course provides a foundation of knowledge in cultural diversity theory and competency models applied to an understanding of diversity of artistic language, symbolism, and meaning in artwork, art making and creative expression across cultures and within diverse societies. Areas of focus include an investigation of the role of the expressive art therapist in social justice, advocacy and conflict resolution

MAAT59300 MT01	Expressive Art Therapies VIII: Advanced Expressive Art Therapy Elective	Epstein, Cheri	ONLINE	3.00	12
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**PREREQUISITES:**

Course: MAAT51303-Expressive Art Therapies III: Applications of Exp Art Therapy w/People in Different Treatment Setting and  
 Course: MAAT51301-EAT I: Foundation in Expressive Art Therapy: History and Theory of Expressive Art Therapy and  
 Course: MAAT51302-Expressive Art Therapies II: Materials and Techniques of Practice in Expressive Art Therapy

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** This course is self-designed by the student and supports deeper inquiry into an area of passion or interest. Topical areas may include but are not limited to Expressive Art Therapy in relationship to: Archetypal Psychology, Existential Psychology, Couple and Family Therapy, Addictions, Medical Applications, Trauma, Gerontology, Transpersonal Psychology, Educational Applications, Post-Combat Applications and others. The syllabus of this course is designed with an EAT instructor and taught in the online MyClassroom format.

MAAT59300 MT02	Expressive Art Therapies VIII: Advanced Expressive Art Therapy Elective	Haley, Carmen	ONLINE	3.00	12
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**PREREQUISITES:**

Course: MAAT51303-Expressive Art Therapies III: Applications of Exp Art Therapy w/People in Different Treatment Setting and  
 Course: MAAT51301-EAT I: Foundation in Expressive Art Therapy: History and Theory of Expressive Art Therapy and  
 Course: MAAT51302-Expressive Art Therapies II: Materials and Techniques of Practice in Expressive Art Therapy

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** This course is self-designed by the student and supports deeper inquiry into an area of passion or interest. Topical areas may include but are not limited to Expressive Art Therapy in relationship to: Archetypal Psychology, Existential Psychology, Couple and Family Therapy, Addictions, Medical Applications, Trauma, Gerontology, Transpersonal Psychology, Educational Applications, Post-Combat Applications and others. The syllabus of this course is designed with an EAT instructor and taught in the online MyClassroom format.

# SU-20 One College Course Schedule

## Graduate - Term - Expressive Arts Therapy

Section	Course Title	Credits	Max
MAATSumIn st	0603 Expressive Art Therapy Summer Institute	0.00	30

FEE: \$2,400.00

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: EATSI runs June 3 - June 12, 2020**

Open only to those Graduate students approved for Expressive Art Therapy program in Counseling. Enrolling in this course will generate billing so that the cost of the Institute is part of overall tuition statement for Summer term.

Course fee: \$2400.00. Refund of all but \$200 if cancellation received by May1. No refund after that date.

MAAT51310	MT01 Studio Art-Expressive Arts Studio	Haley, Carmen	ONLINE	1.00	12
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** This course will focus on further development of studio art skills and practices and or expressive arts techniques, as applicable. Areas of focus may include a specific studio art technique such as drawing, painting or clay work, mixed media materials explorations, or intermodal expressive arts such as visual art, poetry, performance, movement, sound and music.

MAAT51310	MT02 Studio Art-Expressive Arts Studio	Epstein, Cheri	ONLINE	1.00	12
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** This course will focus on further development of studio art skills and practices and or expressive arts techniques, as applicable. Areas of focus may include a specific studio art technique such as drawing, painting or clay work, mixed media materials explorations, or intermodal expressive arts such as visual art, poetry, performance, movement, sound and music.

# SU-20 One College Course Schedule

## Graduate - Term - Eco/Adventure-Based Psychotherapy

Section	Course Title				Credits	Max
MAEP51043	MT01 Ethics & Risk Mitigation in Adventure Based Psychotherapy	Wynn, Tiffany	ONLINE		3.00	22

**PREREQUISITES:**

Course: MAEP51040-Foundations of Adventure-based Psychotherapy or  
 Course: MAEP51030-Foundations of Ecotherapy

**COREQUISITES:**

None.

**SPECIAL NOTES: None**

**COURSE DESCRIPTION:** This course is designed to help the student become competent in ethics related to their future practice of ABP. Students will be asked to look at the ACA code of ethics and relate it to the TAPG code of ethics. Students will cover the following concepts: ethical considerations, competence and scope of practice, client welfare, confidentiality, informed consent, boundaries, cultural considerations, environmental impact and the TAPG Code of Ethics.

MAEP51033	MT01 Ethics and Risk Mitigation in Ecotherapy	Wynn, Tiffany	-		3.00	22
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**PREREQUISITES:**

Course: MAEP51030-Foundations of Ecotherapy or  
 Course: MAEP51040-Foundations of Adventure-based Psychotherapy

**COREQUISITES:**

None.

**SPECIAL NOTES: NONE**

**COURSE DESCRIPTION:** This course is designed to help the student become competent in ethics related to their future practice of Ecotherapy. Students will be asked to look at the ACA code of ethics and relate it to other codes of ethics that directly relate to the use of the natural world. Students will cover the following concepts: ethical considerations, competence and scope of practice, client welfare, confidentiality, informed consent, boundaries, cultural considerations, environmental impact and the TAPG Code of Ethics (Components that relate to Ecotherapy).

MAEP51041	MT01 Treatment Applications in Adventure-base	Maturo-Tolisano, Heather	ONLINE		3.00	22
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**PREREQUISITES:**

Course: MAEP51040-Foundations of Adventure-based Psychotherapy or  
 Course: MAEP51030-Foundations of Ecotherapy

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** Theory is of vital importance to informing the practice and applications of adventure therapy (Ringer & Gillis, 1996; Hoyer, 2004). Adventure therapy is a rapidly developing, multi-disciplinary, multi-theoretical modality of treatment that incorporates elements of more well-established theories from a range of diverse perspectives. Drawing from the fields of psychology, education, sociology, outdoor education, and a number of others, the central question of "what makes adventure therapy work" continues to be debated in the literature, as well as in both formal and informal gatherings of adventure therapy practitioners. This course explores how the concepts of adventure-based psychotherapy are implemented in treatment. The material in this course is primarily focused on describing what specific ABP best practices are accepted at this time. It is expected that currently accepted best practices in mental health will be observed and implemented in adventure therapy programs, and as such, are specifically addressed in relationship to ABP best practices in this course. Students will be encouraged to consider ways that traditional clinical theory and method inform an ABP process; How the concepts of adventure therapy are implemented in treatment; Interpersonal contexts of treatment (Group, Individual, Family/ Couples); Intervention-treatment Outcomes; Clinical Decisions in ABP.

# SU-20 One College Course Schedule

## Graduate - Term - Eco/Adventure-Based Psychotherapy

Section	Course Title				Credits	Max
MAEP51031	MT01	Treatment Applications in Ecotherapy	Maturo-Tolisano, Heather	ONLINE	3.00	22

### PREREQUISITES:

Course: MAEP51030-Foundations of Ecotherapy or  
Course: MAEP51040-Foundations of Adventure-based Psychotherapy

### COREQUISITES:

None.

### SPECIAL NOTES: NONE

COURSE DESCRIPTION: Theory is of vital importance to informing the practice and applications of therapy. Ecotherapy is a rapidly developing, multi-disciplinary, multi-theoretical modality of treatment that incorporates elements of more well-established theories from a range of diverse perspectives. Drawing from the fields of psychology, education, sociology, outdoor education, and a number of others, the central question of "what makes Ecotherapy work" will be debated in this course. This course explores how the concepts of Ecotherapy are implemented in treatment. The material in this course is primarily focused on describing what Ecotherapy best practices exist at this time. It is expected that currently accepted best practices in mental health will be observed and implemented in Ecotherapy programs, and as such, are specifically addressed in relationship to good practice in Ecotherapy. Students will be encouraged to consider ways that traditional clinical theory and method inform an Ecotherapy process; how the concepts of ecotherapy are implemented in treatment; Interpersonal contexts of treatment (Group, Individual, Family/ Couples); Intervention- treatment Outcomes; Clinical Decisions in Ecotherapy.

# SU-20 One College Course Schedule

## Doctorate - Block A - General

Section	Course Title			Credits	Max
EDU76000	MBA1 Art-Based Research Methods	TBA	ONLINE	3.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** In this course, students will explore alternative forms of inquiry and research methods that fall outside the framework of science-based research. Similarities and differences between art-based research methods and scientific research will be explored. Theoretical and methodological foundations of art-based research will be examined, with a focus on art-based research (ABR), arts-based educational research (ABER) and art-based autoethnography (ABAE). Each of these research methods will be brought to life with actual examples including the development of research questions, data collection, analysis, and representation. Research is a process committed to the creation of new knowledge. Some scholars call art-based research a new vision of research. Arts educator Ed Eisner, a proponent for pluralistic methodologies in the field of educational research says, "Alternative forms of representation acknowledge the variety of ways through which our experiences are coded." Some of these forms could include painting, narrative, video/film, poetry, performative play, graphic novels, music, and dance. Alternative research methods such as art-based research come with strong criteria that includes rigor, validity, and reliability. Other criteria include, substantive contribution, aesthetic merit, reflexivity, and impact. And still other ABR researchers include in their rubric that methods must be ethically, politically and culturally responsive. Shifting boundaries of traditional perspectives of inquiry and knowledge creation, promoting alternative forms of research methods to include pluralistic and transgressive modes of inquiry, expression, representation, and discourse are needed in the 21st century because the language and system of discourse we choose mediates and defines the very experience we attempt to describe.

ENV51950 UD	MBA1 Ecological Design	TBA	ONLINE	3.00	22
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**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.

SBM52225 UD	MBA1 Energy and the Environment	TBA	ONLINE	3.00	22
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**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-20 One College Course Schedule

## Doctorate - Block A - General

Section	Course Title	TBA	ONLINE	Credits	Max
ENV50505 UD	MBA1 Environmental History & Philosophy	TBA	ONLINE	3.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** This course provides a systematic historical and philosophical analysis of prevailing Western perspectives of the environment. Drawing on the work of historians such as Max Oelschlaeger, Carolyn Merchant, and Donald Worster, students will begin by exploring the Classical and Judeo-Christian roots of Western thought, after which they will consider how attitudes toward the nonhuman world have evolved since the collapse of the hierarchically structured Medieval world and in the wake of modern science. Students will trace current debates in environmental ethics and history through journals of record in these fields, honing their skills in research and argumentation before defending their own solutions to environmental problems in their local bioregions.

SBM52002 UD	MBA1 Financial Decision Making in the Triple Bottom Line Organization	Eisenberg, Daniel	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: NONE**

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

ENV57901 UD	MBA1 Place, Sustainability and Diets: Eco-nutrition	Trocchia-Balkits, Lisa	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

**COURSE DESCRIPTION:** This course encourages critical engagement with the concept of eco-nutrition, a system-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-20 One College Course Schedule

## Doctorate - Block A - General

	Section	Course Title			Credits	Max
ENV57955 UD	MBA1	Social Values and Value Chains: Farm to	Harper, Wendy Sue	ONLINE	3.00	22

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

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

COR57550 UD	MBA1	Sustainable Food Systems Solutions: Capstone Project	Trocchia-Balkits, Lisa	ONLINE	3.00	22
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**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.

SBM57510 UD	MBA1	The Adventure of Enterprise: Ecopreneurs, Innovation, and Sustainability	Hauk, Marna	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: NONE**

**COURSE DESCRIPTION:** Engage in the adventure of enterprise from strategic planning to a sustainable business model and social marketing. Become fluent in the main techniques and arrays of standards available for sustainable endeavors, including cradle to cradle, Natural Step, permaculture, triple bottom line, the 5 (and 7) P's, and more. This course helps students put ecopreneurship into practice, using biomimicry and ecological design from leadership and staff management to product development and program evaluation. Explore other concepts of organization and business models, including natural capitalism, social capital, local economies, gift economies, the commons, restoration, resilience and complexity, servant leadership, cooperative and collaborative structures, and new marketing. Engage in regenerative creativity and innovation to optimize collaborative organizational genius. Explore options for successful businesses including nonprofit and hybrid structures. Engage your passion and purpose with integrity and authenticity in enterprise design and management.

# SU-20 One College Course Schedule

## Doctorate - Block B - General

Section	Course Title			Credits	Max
ENV57101 UD	MBB1 Ecology	Gannes, Lenny	ONLINE	3.00	22

**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.

ENV57960 UD	MBB1 Food and Agriculture: Advanced Policy	TBA	ONLINE	3.00	22
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**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.

ENV51250 UD	MBB1 Land Use Planning and Policy	Brooks, Christopher	ONLINE	3.00	22
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**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-20 One College Course Schedule

## Doctorate - Block B - General

	Section	Course Title			Credits	Max
<b>SBM58000 UD</b>	<b>MBB1</b>	<b>Realizing the Vision: Integrating Strategic Systems Thinking, Sustainable Supply Chains and Operations</b>	<b>Grimm, Tamara</b>	<b>ONLINE</b>	<b>3.00</b>	<b>22</b>

**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**COURSE DESCRIPTION:** This course explores operations management in sustainable organizations and the application of systems thinking in the design and implementation of successful supply chain and operations strategies. Topics include social/ environmental performance gains through new model application and efficiency gains; process analysis, sustainable supply chains, quality management, service systems management, and how systems respond to attempts to bring about beneficial change to non-shareholder stakeholders, including the environment. Students will also learn about leveraging small changes in the optimal part of a system to produce big results.

<b>ENV53000 UD</b>	<b>MBB1</b>	<b>Resilient Infrastructure and Transportation Systems</b>	<b>TBA</b>	<b>ONLINE</b>	<b>3.00</b>	<b>22</b>
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**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.

<b>SBM59000 UD</b>	<b>MBB1</b>	<b>Strategic Sustainable Management Capstone</b>	<b>TBA</b>	<b>ONLINE</b>	<b>3.00</b>	<b>22</b>
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**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 develop a comprehensive strategy for an organization or new venture. The emphasis is on integrating the multiple stakeholder approach in the development and implementation of effective strategy that creates sustainable competitive advantage that flows from social and/or environmental performance. Students will prepare either (1) a comprehensive strategy and strategy implementation plan, or (2) a market-ready business plan, as appropriate for the student's post-graduation goals.

# SU-20 One College Course Schedule

## Doctorate - Block B - General

	Section	Course Title			Credits	Max
COR57550 UD	MBB1	Sustainable Food Systems Solutions: Capstone Project	Trocchia-Balkits, Lisa	ONLINE	3.00	22

**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.

SBM53000 UD	MBB1	The Economics of Sustainable Organizations & Communities	Dube, Benjamin	ONLINE	3.00	22
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**PREREQUISITES:**

None.

**COREQUISITES:**

None.

**SPECIAL NOTES: N/A**

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