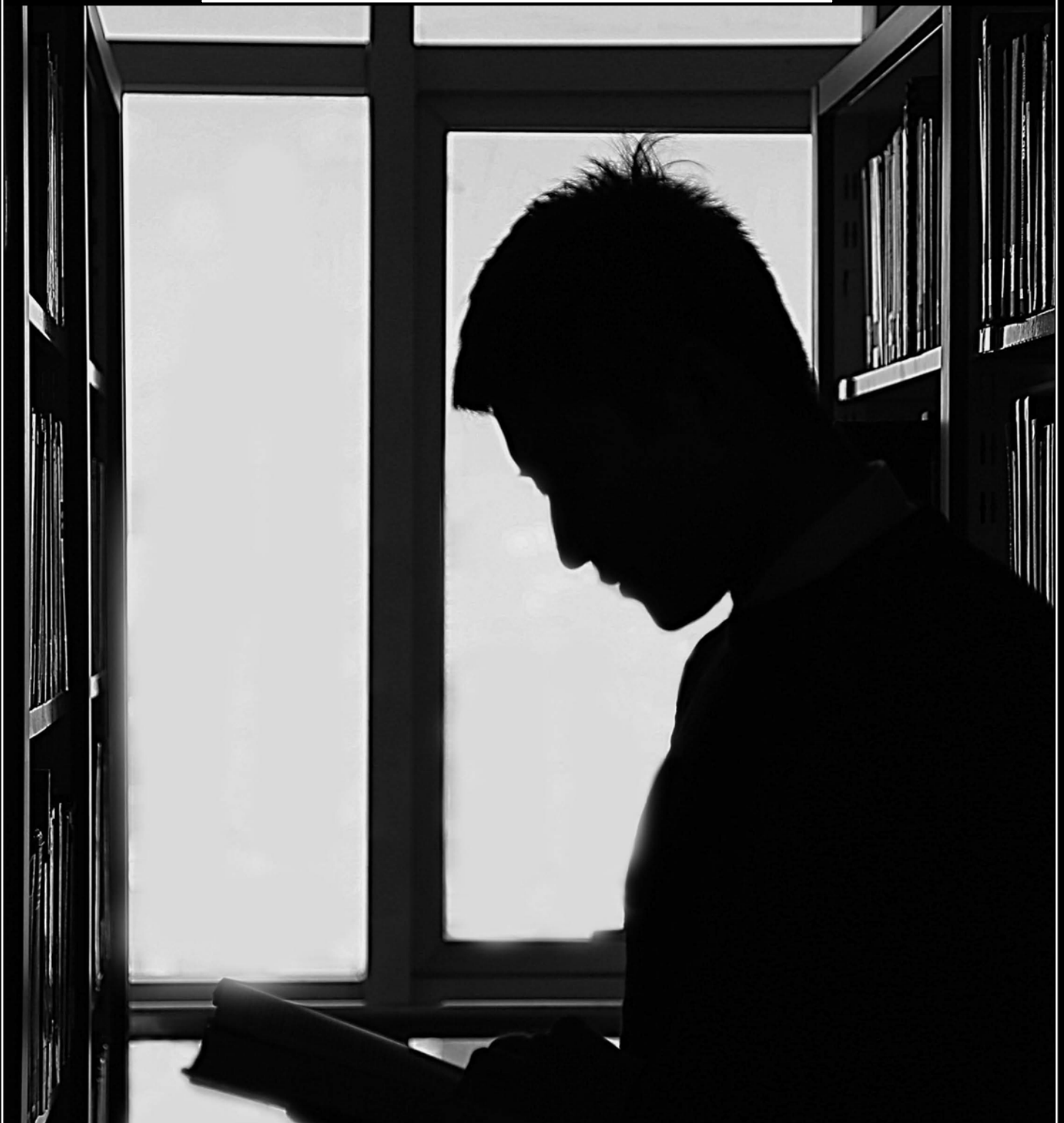


# Prescott College 2025-2026 Catalog

220 Grove Ave  
Prescott, AZ  
[prescott.edu](http://prescott.edu)  
1-877-350-2100



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### **Catalog Disclaimer Notice**

Prescott College reserves the right, without notice, to modify the requirements for admission or graduation; to modify the courses of instruction or programs of study; to cancel classes; to change tuition and other fees; to refuse admission or readmission to any student at any time; or to alter any portion of this catalog and policies or procedures referred to herein. Students, faculty and staff of the College are responsible for all information and deadlines contained in this catalog. The online catalog is considered the official Prescott College catalog.

### **Employment Disclaimer Notice**

Prescott College does not guarantee job placement to graduates upon program/course completion or upon graduation.

Version date 01.02.2025

## **Changes to College Catalogs, Academic Policies, Degree Requirements**

Students who are enrolled continuously follow the program completion requirements in effect during their first term of enrollment as outlined in that year's College Catalog. Students may choose to change to a later catalog's program completion requirements. However, if they do so, they may not later revert to the earlier requirements. To change to a later catalog's degree or program requirements, students should consult their faculty advisor about how to revise their degree plan. Students who are readmitted to a degree or other program are required to follow the requirements in effect upon readmission. See Readmission to the College.

The Academic Policies and other administrative and behavioral policies relevant to students are updated from time to time. All students must follow the policies published on the College website. The College website is the definitive source for all Academic Policies, behavioral and administrative policies, and degree program requirements; it supersedes other publications. The tuition, fees, scholarships and other financial aid are reviewed annually and subject to change.

## **Mission**

Together we create interdisciplinary, experiential, and diverse learning environments that inspire future leaders to create a healthy, just, and sustainable world.

## **Vision**

**Inclusive Community:** We nurture healthy, diverse relationships with respect and support both inside and outside the college.

**Experiential and Field-Based Learning:** We believe that classrooms extend beyond four walls.

**Culture of Creativity:** We encourage a culture of creativity, collaborative critical thinking, and innovation by teaching courses that challenge established norms and paradigms.

**Justice:** Justice is central to our work. A critical justice lens is a key outcome of all programs, employing both equity and environmental literacy.

**Individualized Education:** We educate, inspire, and enact change with respect for the natural world and society.

We support students in finding their unique learning pathways whether on-campus or online.

Regenerative Sustainability: We have a fundamental respect for the earth and all its interconnected inhabitants and commit to contribute to its healing.

## Accreditation and Degrees Offered

Prescott College grants Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Arts and Sciences, Master of Arts, Master of Education, Master of Science, Master of Fine Arts, Master of Business Administration, and Doctor of Philosophy degrees and is accredited by the Higher Learning Commission of the North Central Association. The Master of Science in Counseling is accredited by the Council on Accreditation of Counseling and Counseling-related programs. The Higher Learning Commission has approved Prescott College to offer all of its degree titles via distance education. The Higher Learning Commission may be contacted at 312-263- 0456 or via their website: <http://www.hlcommission.org/>. The certification-track Education Programs are approved by the Arizona Board of Education. All College programs are also accredited by the Association for Experiential Education. The College is licensed to offer degrees by the Arizona State Board for Private Postsecondary Education: <http://www.ppse.az.gov/>. Prescott College is a member in good standing with the State Authorization Reciprocity Agreement: <https://www.nc-sara.org/sara-states-institutions>.

## List of Licensed Degree Titles

The College offers the following degree titles. In addition, with the approval of appropriate faculty advisors and committees, students may complete an individualized concentration within the nonprofessional degree titles below.

Prescott College is approved by the Higher Learning Commission to offer all programs via distance education. Prescott College uses the terms “Distance and Online Programs” for programs delivered through distance education. There is no difference in the meaning or value of degrees offered in on- campus, distance, or online deliveries. Prescott College transcripts list the degree title and major, but not the deliveries used to deliver programs.

Program	Degree	Credits
Adventure Education	Bachelor of Arts	120
Arts & Humanities	Bachelor of Arts	120
Counseling	Master of Science	60
Counseling/Adventure-based	Graduate Certificate	15
Counseling/Nature-based	Graduate Certificate	15
Counseling/Expressive Arts Therapy	Graduate Certificate	30
Critical Social Justice and Solidarity	Bachelor of Arts	120
Critical Psychology	Master of Arts	36
Education	Bachelor of Arts	120
Education	Master of Arts	36
Education/Early Childhood Education	Bachelor of Arts	120
Education/Early Childhood Education	Post-Bachelor’s cert	36
Education/Early Childhood Education	Master of Education	36
Education/Early Childhood Special Ed	Bachelor of Arts	120
Education/Early Childhood Special Ed	Post-Bachelor’s cert	40
Education/Early Childhood Special Ed	Master of Education	40

Education/Elementary Education	Bachelor of Arts	120
Education/Elementary Education	Post-Bachelor's cert	36
Education/Elementary Education	Master of Education	36
Education/Mild to Moderate Spec Ed	Bachelor of Arts	120
Education/Mild to Moderate Spec Ed	Post-Bachelor's cert	39
Education/Mild to Moderate Spec Ed	Master of Education	39
Education/Secondary Education	Bachelor of Arts	120
Education/Secondary Education	Post-Bachelor's cert	36
Education/Secondary Education	Master of Education	36
Education/ Leadership	Master of Education	36
Education/School Counseling	Master of Education	36
Education/Sustainability Education	Doctor of Philosophy	72
Entrepreneurial Leadership & Organizational Management	Graduate Certificate	15
Environmental Humanities	Bachelor of Arts	120
Environmental Studies	Bachelor of Arts	120
Environmental Studies	Bachelor of Science	120
Environmental Studies	Master of Science	36
Environmental Studies and Sustainability	Master of Science	36
Experiential Counseling	Education Specialist	42
Field Ecology and Conservation	Bachelor of Arts	120
Interdisciplinary Studies	Bachelor of Arts & Sciences	120
Interdisciplinary Studies	Master of Arts	30
Organizing and Community Justice	Master of Arts	36
Outdoor Leadership	Master of Arts	36
Psychology & Human Development	Bachelor of Arts	120
Psychology	Bachelor of Arts	120
Regenerative Design	Master of Arts	36
Resilient & Sustainable Communities	Master of Science	36
Social Justice & Community Organizing	Master of Arts	36
Social Justice Studies	Bachelor of Arts	120
Sustainability Leadership	Master of Business Admin	30
Sustainable Community Development	Bachelor of Arts	120
Sustainable Food Systems	Bachelor of Arts	120
Sustainable Food Systems	Bachelor of Science	120
Sustainable Food Systems	Master of Science	36
Transformative Arts Practice	Master of Fine Arts	42
Transformative Food Systems	Master of Arts	36

## Board of Trustees

The Board of Trustees is the governing authority for Prescott College. As such, the Board, in consultation with the President, carries out all lawful functions that are permitted or required by the laws of the State of Arizona, the College bylaws, and the Prescott College Articles of Incorporation.

Emily Affolter (faculty)	Jennie Marie Duran	Coral Evans
Anne Haseley	Ellen Heffernan, Vice Chair	Tammy McLeod
Edward Miller	Newt Lynn	Kathleen Murphy, Chair
Copeland Rudolph	Jared Silverman	Tony Skrelunas
Mark Thorkelson	Annette Tracy	Michael Zimmer, Treasurer

## Administrative Leadership

Barbara Morris, President  
Michele Peterson, Vice President of Finance and Administration/COO  
Kathleen Murphy, Board Chair  
Michael Zimmer, Treasurer

# Admissions

Applicants may apply online at [www.prescott.edu](http://www.prescott.edu). Application materials and unofficial transcripts may be uploaded to a student's applicant portal. Materials (e.g., official transcripts) can be mailed to: Office of Admissions Prescott College, 220 Grove Avenue, Prescott, AZ 86301.

## Admissions for Bachelor's Programs

### On-campus and online bachelor's programs

In order to attend Prescott College, individuals must first apply, be accepted, and confirm their enrollment verbally or through a tuition deposit, based on their academic program. General admissions requirements must be completed by the published deadlines and may include:

- Completed admissions application
- Reference information for an academic and/or professional reference
- Optional essay or other portfolios of academic or artistic work
- Final official transcripts from high schools and/ or institutions of higher education attended (see Transcripts)

Specific application requirements and instructions can be found on the [admissions website](#). Undergraduate applicants may also apply through the Common Application or NICHE.

**SAT and ACT Scores:** Prescott College does not require applicants to submit SAT or ACT scores for admission. Applicants are welcome to submit their scores as part of their application. Our **SAT** code is **0484** and our **ACT** code is **5022**.

If required, letters of recommendation should be sent directly to Prescott College by their authors. They can be emailed to [admissions@prescott.edu](mailto:admissions@prescott.edu).

**Transcripts:** Applicants may submit unofficial transcripts to complete their admission application. If a student confirms their plans to enroll, final official high school transcripts displaying graduation date are required prior to the start of student's first term, and official college transcripts are required prior to the end of their first term. Final official transcripts should come electronically through a secured transcript service, or in a sealed envelope directly from the institution providing them.

Transfer students are required to provide final official high school transcripts if they have completed fewer than 60 transferable college-level credits. See Transfer Credit Policy for more on transferable credit.

Transcripts must be submitted for any college-level coursework completed at an accredited institution recognized by the Council for Higher Education Accreditation (CHEA). If the student attended a post-secondary institution that does not hold any such accreditations, those credits are not transferable outright, and transcripts are not required for admission nor enrollment. Students desiring to transfer non-accredited coursework may apply for the Prior Learning Assessment once enrolled at Prescott College. See Transfer Credit Policy.

**GED:** GED, HSE, HiSet, California High School Proficiency Examination, TASC, and other official high school equivalency diplomas are recognized as equivalents to a high school diploma.

Students who have not yet received a GED or one of the other recognized equivalents to a high school diploma listed below may enroll as a non-matriculating student on a course-by-course basis, but are not eligible for financial aid and would be responsible for all tuition and fees.

### Home-Schooled Applicants

Prescott College welcomes home-schooled applicants and other applicants with non-traditional high school equivalencies.

Final official high school transcripts should be sent via Parchment through the [Homeschool Clearinghouse](#), come from a homeschool clearinghouse, or guild or association.

Recognized equivalents to a high school diploma:

In order to be eligible for financial aid, students must have received at least one of the following prior to enrollment. Prescott College will accept any of the following:

1. A high school diploma
2. A GED certificate
3. A certificate or other official completion documentation demonstrating that the student has passed a state-authorized examination, such as the Test Assessing Secondary Completion (TASC), the High School Equivalency Test (HiSET), that the state in which the student permanently resides recognizes as the equivalent of a high school diploma. (Certificates of attendance and/or completion are not included in this qualifying category.)
4. An associate's degree
5. Successful completion of at least 60 semester credit or trimester credit hours, or 72 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at Prescott College

### **Determining first-time student or transfer student status, and information about dual enrollment credit**

In Admissions, applicants are considered a transfer student if they have attended another college or university and have completed 13 or more transferrable credits post high school. If an applicant has earned less than 13 credits, they will be considered a first-year applicant. If an applicant is completing college courses while in high school, they are considered a first-year student and not a transfer student.

### **Dual enrollment credit**

Credit earned while in high school through dual enrollment programs may be transferred toward a student's degree at Prescott College. Final official transcripts are required from the community college or university awarding the dual enrolled credit even if the courses are listed on a student's high school transcript.

## Computer Literacy

Applicants are expected to enter the College with a level of technology competency sufficient to function effectively in the program. Proficiency is defined as a knowledge of and proficiency using email, navigating the Internet, and basic word-processing skills. Applicants must be able to use message boards and computer conferencing tools to communicate with others, download and upload files, and attach files to email. Applicants are required to have full-time access to a computer that has a reliable Internet connection.

## Conditional Admission

Some applicants may be admitted based on the condition that they furnish required admissions documentation by the end of their first term of enrollment. This may include final official transcripts to show proof of pending coursework, or the conferral of their degree appropriate to the degree program to which they have been admitted.

Financial Aid may not be disbursed for subsequent terms if final official transcripts have not been received by the end of the student's first term of enrollment at Prescott College.

## Readmit/Returning Students Admission

If you are returning to Prescott College to finish your undergraduate degree, your application requires the following items:  
A new application form

- A brief essay (1-2 pages, double-spaced) telling us about your previous enrollment at Prescott, what you have been up to during your time away, and why now is the right time for you to successfully finish your program.



- If applicable, transcripts from any other colleges you have attended while away from Prescott College. Unofficial transcripts are acceptable at the time of the application review, but officials will be required prior to the start of your first term.

## Non-Matriculated (credit bearing) Undergraduate Students

Students who are not formally admitted to a Prescott College program may seek to enroll on a course-by-course basis if the following conditions are met:

- Space is available in the course
- Undergraduate courses require instructor approval

This policy does not apply to AZ Serve or visiting students from partner schools or universities (EcoLeague, CIEL, etc.), which all have a different enrollment process.

## Non-Matriculated Credit Limits

The following limits apply towards non-matriculated credits that a student may take before, or without, formal enrollment in a Prescott College degree program:

- Undergraduate credit limit: 8 credits or typically 2 courses (additional credits require faculty approval)
- Approval is required for additional course requirements, such as prerequisites

If a non-matriculating student is interested in continuing their studies as a degree-seeking student, they must complete the admissions process for their program of interest.

Tuition is charged at the per credit rate that is equal to the program credit rate. To apply as a non-matriculating student, use the following form: <https://join-us.prescott.edu/register/credit-only>

Upon application receipt, an admissions representative will reach out to the student to assist them through the process. The following is required before the student may enroll in the course:

- Instructor approval
- Unofficial transcripts
  - Students with less than 60 college credits are required to provide high school transcripts, showing graduation
  - Students with 60 or more college credits are only required to provide all college transcripts
- Courses are subject to any prerequisite or reference requirements

Upon completion of all application requirements, the student will be permitted to register for the courses.

Non-matriculated students are not eligible for Federal Financial Aid.

## Admissions for Master's Programs

### Online Master's programs

All applicants to a Prescott College Master's program must have completed and been awarded a Bachelor's degree from an accredited institution recognized by the Council for Higher Education Accreditation (CHEA) in the U.S. or a 4-year degree equivalent from a recognized institution of higher learning abroad. (See International student Admission Policy) Applicants enrolled in the final year of a bachelor's degree, or international equivalent will be considered for conditional admission. Individuals must first apply, be admitted, and confirm their enrollment through a tuition deposit (if applicable). Application requirements and program requirements vary by program.

**Environmental Studies and Sustainability, MS**  
**Interdisciplinary Studies, MA**

**Organizing and Community Justice, MA****Outdoor Leadership, MA****Regenerative Design, MA****Transformative Food Systems, MA**

- Completed admissions application
- Contact information for two professional and/or academic references
- Personal Statement
- Resume or CV
- Transcripts. Unofficial transcripts that show a bachelor's degree conferral are acceptable for an applicant to receive a conditional admissions decision.
  - Official transcripts showing a conferred bachelor's degree are required by the end of the first term.
  - Official transcripts of graduate coursework are optional if an applicant wants the coursework to be considered for transfer credit.
  - Official transcripts must arrive electronically or in a sealed envelope directly from the institution providing them.
- Admission interviews may be required on a case-by-case basis.

**Entrepreneurial Leadership and Organizational Management, Graduate Certificate**

- Completed admissions application
- Two professional and/or academic references.
- Personal Statement
- Resume or CV
- Transcripts. Unofficial transcripts that show a bachelor's degree conferral are acceptable to receive a conditional admissions decision. In addition to unofficial undergraduate transcripts, applicants must submit unofficial transcripts for any graduate work or degree.
  - Official transcripts showing a conferred bachelor's degree are required by the end of the first term.
  - Official transcripts of graduate coursework are optional if an applicant wants the coursework to be considered for transfer credit.
  - Official transcripts must arrive electronically or in a sealed envelope directly from the institution providing them.
- Admission interviews may be required on a case-by-case basis.

**Education Leadership, M.Ed.****School Counseling, M.Ed.**

Completed admissions application

- Two professional and/or academic references.
  - Once the application is submitted, the references will receive an email inviting them to complete a recommendation questionnaire.
- Personal Statement
- Resume or CV
- Transcripts. Unofficial transcripts that show a bachelor's degree conferral are acceptable to receive a conditional admissions decision. In addition to unofficial undergraduate transcripts, applicants must submit unofficial transcripts for any graduate work or degree.
  - Official transcripts showing a conferred bachelor's degree are required by the end of the first term.
  - Official transcripts of graduate coursework are optional if an applicant wants the coursework to be considered for transfer credit.
  - Official transcripts must arrive electronically or in a sealed envelope directly from the institution providing them.
- Admissions interviews may be required on a case-by-case basis.

### **Clinical Mental Health Counseling, MS**

- Completed admissions application
- Two professional and/or academic references.
  - Once the application is submitted, the references will receive an email inviting them to complete a recommendation questionnaire.
- Personal Statement
- Resume or CV
- Transcripts. Unofficial transcripts that show a bachelor's degree conferral are acceptable to receive a conditional admissions decision. In addition to unofficial undergraduate transcripts, applicants must submit unofficial transcripts for any graduate work or degree.
  - Official transcripts showing a conferred bachelor's degree are required by the end of the first term.
  - Official transcripts of graduate coursework are optional if an applicant wants the coursework to be considered for transfer credit.
  - Official transcripts must arrive electronically or in a sealed envelope directly from the institution providing them.
- An admissions interview is required.

### **Graduate Certificates in Counseling**

#### **Adventure-based Counseling Certificate**

- Completed admissions application
- Two professional and/or academic references.
  - Once the application is submitted, the references will receive an email inviting them to complete a recommendation questionnaire.
- Application essay
- Resume or CV
- Transcripts. Unofficial transcripts that show a bachelor's and master's degree conferral are acceptable to receive a conditional admissions decision.
  - Official transcripts showing conferred degrees are required by the end of the first term.
  - Official transcripts of graduate coursework are optional if an applicant wants the coursework to be considered for transfer credit.
  - Official transcripts must arrive electronically or in a sealed envelope directly from the institution providing them.
  - Current Wilderness First Responder
  - Proof of Adventure Skill Competency
  - Documentation of 100 direct service hours that utilize adventure-based counseling interventions

#### **Nature-based Counseling Certificate**

- Completed admissions application
- Two professional and/or academic references.
  - Once the application is submitted, the references will receive an email inviting them to complete a recommendation questionnaire.
- Application essay
- Resume or CV
- Transcripts. Unofficial transcripts that show a bachelor's and master's degree conferral are acceptable to receive a conditional admissions decision.
  - Official transcripts showing conferred degrees are required by the end of the first term.
  - Official transcripts of graduate coursework are optional if an applicant wants the coursework to be considered for transfer credit.
  - Official transcripts must arrive electronically or in a sealed envelope directly from the institution providing

them.

### **Expressive Arts Therapy Certificate**

- Completed admissions application
- Two professional and/or academic references.
  - Once the application is submitted, the references will receive an email inviting them to complete a recommendation questionnaire.
- Application essay
- Resume or CV
- Transcripts. Unofficial transcripts that show a bachelor's and master's degree conferral are acceptable to receive a conditional admissions decision.
  - Official transcripts showing a conferred bachelor's degree are required by the end of the first term.
  - Official transcripts of graduate coursework are optional if an applicant wants the coursework to be considered for transfer credit.
  - Official transcripts must arrive electronically or in a sealed envelope directly from the institution providing them.
- A portfolio with 12-15 examples of your creative practice.
- Prerequisites:
  - 28 hours of studio art experience

## Computer Literacy

Applicants are expected to enter the College with a level of technology competency sufficient to function effectively in the program. Proficiency is defined as a knowledge of and proficiency using email, navigating the Internet, and basic word-processing skills. Applicants must be able to use message boards and computer conferencing tools to communicate with others, download and upload files, and attach files to email.

Applicants are required to have full-time access to a computer that has a reliable Internet connection.

## Conditional Admission

Some applicants may be admitted based on the condition that they furnish required admissions documentation by a specified deadline. This may include final official transcripts to show proof of pending coursework, or the conferral of a bachelor's degree appropriate to the degree program to which they have been admitted.

## Accelerated Master's Option

All Prescott College undergraduate students are able to apply to accelerate into a Prescott College master's degree. The process of "accelerating" essentially means as an undergraduate, students apply for a master's program of their interest. If accepted, the student begins to take graduate classes that help finish their undergraduate degree and begin their master's degree, saving time and money while completing two degrees.

Accelerated students are accepted into a master's program but are not yet admitted. For accelerated students, admission into the master's program is contingent upon the completion/conferral of their bachelor's degree. Upon completion of the bachelor's degree, the student officially becomes a graduate student and is now admitted into their master's program. The student will stay assigned to their undergraduate faculty adviser and continue to pay undergraduate tuition until their bachelor's degree is conferred. At this point, they will be assigned a graduate faculty adviser and begin to pay graduate tuition.

Most master's programs, with the exception of the MS Counseling program, allow accelerated students to take up to 67%

(2/3's) of the master's credits while still an undergraduate student and apply those credits to the master's program once their bachelor's degree is conferred. Undergraduate students will pay undergraduate tuition until the bachelor's degree is conferred. At that time, they begin paying the tuition of their master's program. Students must work with financial aid to determine aid for each program.

To Apply:

1. Get in touch with their Success Coach to learn more about the process, timelines, available master's degree options, and how accelerating would fit into their undergraduate degree plan.
2. Meet with the Graduate Program Leader and Admissions Counselor for the master's degree that they are interested in to answer any program-specific questions that the student has prior to applying.
3. Apply for admission. The application will be reviewed, and if approved, the student may begin to take classes in their graduate program.
4. Work with both the undergraduate faculty adviser and graduate program leader to ensure the graduate courses are applicable to both degrees. The student will stay assigned to their undergraduate faculty adviser until their bachelor's degree is conferred, at which point they will be assigned a graduate faculty adviser.

### Non-Matriculated (Credit Only) Graduate Students

Students who are not formally admitted to a Prescott College program may seek to enroll on a course-by-course basis, if the following conditions are met

- Space is available in the course
- Graduate courses require approval from the Program Director

This policy does not apply to visiting students from partner schools or universities (EcoLeague, CIEL, etc.), which has its own enrollment process.

### Non-Matriculated Credit Limits

The following limits apply towards non-matriculated credits that a student may take before or without formal enrollment in a program:

- Graduate credit limit: 9 credits or typically 3 classes

If a non-matriculating student is interested in continuing their studies as a degree-seeking student, they must complete the admissions process for their program of interest. Courses taken as a non-matriculated student are not guaranteed to transfer to a degree program. Formal admission to a program is subject to all admissions requirements and admissions committee evaluations.

Tuition is charged at a per credit rate that is equal to the program credit rate.

To apply as a non-matriculated student, use the following form: <https://join-us.prescott.edu/register/credit-only>

Upon application receipt, an admissions representative will reach out to the student to assist them through the process. The following is required before the student may enroll in the course:

- Program Leader approval
- Transcripts (unofficial are accepted) Student would need to submit official transcripts if they decide to apply for a graduate program at a later date:
  - Master's courses: Transcripts showing bachelor's degree conferral
  - Doctoral courses: Transcripts showing master's degree conferral

Upon completion of application and all requirements, the student will be permitted to register for courses.

Non-matriculated students are not eligible for Federal Financial Aid.

# Admissions for Education Specialist Program

## **Experiential Counseling, Ed.S.**

To be eligible for the Education Specialist program, applicants must have been awarded a master's degree in counseling, or a closely related field, from an accredited institution, recognized by the Council for Higher Education Accreditation (CHEA) in the U.S. or an equivalent from a recognized institution of higher learning abroad. Applicants may also be concurrently enrolled in Prescott College's MS in Clinical Mental Health Counseling program. Individuals must first apply, be admitted, and confirm their enrollment through a tuition deposit.

- Completed admissions application
- Two professional and/or academic references.
  - Once the application is submitted, the references will receive an email inviting them to complete a recommendation questionnaire.
- Personal Statement
- Resume or CV
- Transcripts. Unofficial transcripts that show a master's degree conferral are acceptable to receive a conditional admissions decision.
  - Official transcripts showing a conferred master's degree are required by the end of the first term.
  - Official transcripts of graduate coursework are optional if an applicant wants the coursework to be considered for transfer credit.
  - Official transcripts must arrive electronically or in a sealed envelope directly from the institution providing them.
- Admission interviews may be required on a case-by-case basis.

# Admissions for Doctoral Program

## **Education / Sustainability Education, Ph.D.**

To be eligible for the Ph.D. program, applicants must have been awarded a master's or other graduate degree from an accredited institution recognized by the Council for Higher Education Accreditation (CHEA) in the U.S. or an equivalent from a recognized institution of higher learning abroad. Individuals must first apply, be admitted, and confirm their enrollment through a tuition deposit.

- Completed admissions application
- Two professional and/or academic references.
  - Once the application is submitted, the references will receive an email inviting them to complete a recommendation questionnaire.
- Personal Statement
- Resume or CV
- Transcripts. Unofficial transcripts that show a master's degree conferral are acceptable to receive a conditional admissions decision.
  - Official transcripts showing a conferred master's degree are required by the end of the first term.
  - Official transcripts of graduate coursework are optional if an applicant wants the coursework to be considered for transfer credit.
  - Official transcripts must arrive electronically or in a sealed envelope directly from the institution providing them.
- Admission interviews may be required on a case-by-case basis.

## Computer Literacy

Applicants are expected to enter the College with a level of technology competency sufficient to function effectively in the program. Proficiency is defined as a knowledge of and proficiency using email, navigating the Internet, and basic word-

processing skills.

Applicants must be able to use message boards and computer conferencing tools to communicate with others, download and upload files, and attach files to email.

Applicants are required to have full-time access to a computer that has a reliable Internet connection.

## Conditional Admission

Some applicants may be admitted based on the condition that they furnish required admissions documentation by a specified deadline. This may include final official transcripts to show proof of pending coursework, or the conferral of a master's degree appropriate to the degree program to which they have been admitted.

## Transfer Credits

Admitted Ph.D. students may be eligible to transfer up to 36 degree-applicable credits of master's coursework directly to the Ph.D. program. Once applicants have been formally admitted to the Ph.D. program, they may apply for this "accelerated" option. Admissions will provide a secondary application form to complete, determining the student's eligibility. The secondary application form will include the opportunity to propose transfer credits and/or professional experience:

- List of courses that the applicant wishes to petition to have accepted
- A succinct statement describing how each course listed pertains to one or more doctoral learning outcomes

Transcripts from the original Ph.D. application, along with the secondary application, will be used by the Program Director to review the credits to determine if they are degree-applicable.

# International Applicants (undergraduate and graduate applicants)

Applications from international applicants are welcome to our on-campus and online degree program offerings. For more information about student visa types, please visit the United States Department of State, Education USA web site at:

<https://educationusa.state.gov/your-5-steps-us-study>.

## On-Campus program admissions

International applicants applying to any of our on-campus degree programs will be required to apply for a F-1 student visa or have an existing and active F-1 student visa status at another institution that can be transferred upon admission into Prescott College. All international applicants admitted into any of our on-campus programs are required to attend an on-campus orientation and complete all of their degree requirements (coursework) as a **full-time student** on the Prescott College campus.

## Online program admissions

International applicants applying to the PhD or the MS Counseling program will be required to attend an on-campus orientation and a series of on-campus residencies as part of their degree program. Therefore, if admitted, an international student must be prepared to apply for a short-term F-1 student visa to ensure their attendance at the on-campus orientation and each of the required residency components of their program. International students enrolled in any of our distance programs may complete their degree at a part-time or full-time pace.

## English Language Proficiency

International applicants whose primary language is not English, or who attended school in a non-English speaking country,

must prove English proficiency.

Applicants must demonstrate the following minimum scores taken within the last two years to demonstrate their English proficiency to demonstrate academic readiness to pursue their studies at our institution.

- TOEFL (Test of English as a Foreign Language) paper-delivered test. iBT score of 79 or higher, or TOEFL Essentials score of 8 or higher.  
IELTS academic band score of a 6.5
- Cambridge Certificate of Proficiency in English (ESOL) score of a B or higher
- PTE score of at least 53

## International Educational Evaluation

Transcripts from other countries must be evaluated by an international credential evaluation service.

Original educational documents of high school and/ or college transcripts and proof of a conferred degree is required. All international applicants or applicants who are U. S. citizens who have obtained high school or college/university credit from an institution outside of the United States must submit official transcripts for an evaluation by an approved and accredited NACES agency. Contact [Admissions@prescott.edu](mailto:Admissions@prescott.edu) for a full listing.

Recommended providers:

- [Educational Credential Evaluators](#)
- [International Educational Research Foundation](#)
- [Josef Silny](#)
- [World Education Services](#)

International applicants seeking admission into one of our undergraduate programs who have not taken college/university credit from an institution outside of the United States can request a high school equivalency report. International applicants seeking to transfer college/university credit from an institution outside of the United States to a Prescott College undergraduate degree, as well as applicants into any of our graduate programs (master's or PhD) will need to request a course-by-course equivalency evaluation. Grades of "Pass/Fail" are not accepted in transfer from non-U.S. schools. Since the evaluation process may take several weeks to complete, please begin your application completion process according to our priority deadlines. The applicant bears all costs of the transcript evaluation services.

Students applying from Canadian high schools that mirror the organization of U.S. educational structure and quality, as outlined by the U.S. Department of Education's U.S. Network for Education Information (USNEI), and who provide official transcripts and transcript key in English, are not required to obtain a NACES-agency international educational evaluation.

## Demonstrated Financial Support

All accepted international applicants (including applicants living in Canada and Mexico) must demonstrate ability to meet educational expenses while studying at Prescott College for the first year.

This is called "financial certification." This is the same standard that consular and Citizenship and Immigration Services (CIS) officers will use to determine an applicant's financial stability.

Applicants should anticipate that they will be required to present documentary evidence of financial support at the time they apply for a visa and again to the CIS when they arrive in the United States. Funds may come from any dependable source, including scholarships, fellowships, sponsoring agencies, personal funds, or funds from the applicant's family. Documentation of personal or family funds should be on bank letterhead stationery, or in the form of legally binding affidavit from CIS. It may be wise to get several sets of original financial documents.



## Identification Documentation

All accepted international applicants will be required to show proof of their identity through a valid passport to apply for a F-1 applicant visa. Applicants with a current active F-1 applicant visa from another U.S. college or university may request a transfer through the institution's designated school officer. Additional information on the F-1 applicant visa process can be found on the [U. S. Immigration and Customs Enforcement website](#).

## Veterans Admissions

Prescott College welcomes applications from veterans and their families to all SAA approved academic programs. Prescott College was the first private school in Arizona to be recognized as a Veteran-Supportive Campus, is a Yellow Ribbon school, and offers a Veterans Resource Center. Individuals may attend or participate in a program of education if the VA Beneficiary (from any chapter - including Chapter 31 or Chapter 33) provides the school with a "Certificate of Eligibility" (COE). The College complies with Title 38 USC 3679(e) and permits any covered individual (Chapter 31 or Chapter 33) to attend or participate in a course of education during the period beginning on the date in which the individual provides a COE and ending earlier on one of the following dates – (i) the date on which payment from the VA is made to the institution; (ii) 90 days after the date the institution certified tuition and fees following receipt of the COE. No penalties will be imposed on the covered individual due to their inability to meet financial obligations due to the delayed disbursement of VA funding. Students are responsible for any charges their VA education benefits do not cover.

Specific admissions processes that benefit veterans include:

### Military Transfer Credits

Prescott College awards transfer credits for U.S. military services training via the Joint Services Transcript and the American Council on Education (ACE) endorsement transcripts, A.A.R.T. (Army ACE Registry Transcript), and S.M.A.R.T. (Sailors/Marines ACE Registry Transcript). The College also awards transfer credit for tests administered to military personnel by DANTES, AART and SMART transcripts and DANTES scores will be evaluated on a course-by-course basis with faculty input. Only those courses that pertain to an applicant's degree program will be awarded transfer credit.

### Readmission

Veterans who reapply for admission within five years of their last enrollment at the College and who left in order to perform military service will be readmitted with the same academic status as when last in attendance.

Exceptions may be made in cases of veterans with other than honorable discharge.

## Tuition and Fees Payment and Refund Policy

Payment of all tuition and fees for all programs is due by the published tuition due dates for each term. Refunds are calculated based on reduction in credits or fees under specific circumstances or may be applicable based on the application of payments or financial aid awards greater than the charges.

Tuition is charged based on the number of credits enrolled in for an enrollment period. Refund dates are based on the enrollment period. Tuition and fees are established with the College budget each year and are not negotiable. The tuition and fees for each academic year are published each year on the college website. See the Academic Calendar for tuition due dates for each program.

A student who provides written notice of cancellation within three days, excluding Saturday, Sunday and federal or state holidays, or signing an enrollment agreement is entitled to a refund of all monies paid for that term. Not later than 30 days after receiving the notice of cancellation, the College shall provide the 100% refund.

Students with a balance on their account from a current term will not be able to register for a future term until payment arrangements are made with Student Accounts or the balance is paid in full.

### Consequences of non-payment

If, for any reason, a student’s account is not paid in full by the first day of enrollment, Prescott College has the following options:

1. If a student has a previous balance owing on the first day of a new enrollment period, the student may not be eligible to re-enroll.
2. The student’s account may be turned over to a collection agency or attorney with all collection costs charged to the student or responsible party.
3. The student will not receive his or her diploma.
4. Institutional Recommendations for Certification will be withheld.

The College may use any or all of the above options to collect any debts owed. A \$20.00 fee will be charged for all returned checks. Veterans for whom the disbursement of funds from the VA has been delayed will not incur any late fees or penalties.

## Refunds

### Tuition

Students may be eligible to receive a tuition refund only when a decrease in credit hours changes the students’ number of enrolled credits. The effective date is when a written request (Drop/Add form or Leave of Absence/Withdrawal form) is received in the Office of the Registrar. All refunds are based on the date of the written request to drop credits, calculated as per the schedule below. There will be no refund for “withdrawn” credits/courses. (See also, Withdrawal from College for more information). See Academic Calendar for specific drop/add dates per session.

Term, Session and Blocks Week:	% of Paid Tuition Refunded
Prior to Start of Term, Session or Block	100% refund
Through End of Drop/Add Period	100% refund
After End of Drop/Add Period	0% refund

### Fees

Students who attend Orientation and do not enroll for the term are not entitled to a refund of the orientation fee.

### Right to Appeal the Refund Policy

See Non-academic Appeals Policy 348

Students who believe that individual circumstances warrant an appeal to this published refund policy may file a formal, written appeal. The reasons one may file an appeal include: medical emergencies; severe health issues; family or personal catastrophe. The student is required to provide details as to why they are requesting the appeal, being as specific as possible, submitted via the online form found on the college website. Students requesting an appeal for medical reasons will be required to provide written documentation from the attending physician and/or licensed medical professional providing a summary of the medical issue. The College reserves the right to refuse an appeal of the refund policy.

## Payment of Tuition and Fees

Tuition and fees must be paid in a timely fashion for the continuation of student status.

Payment of tuition and fees for all programs is due by the published tuition due dates for the term. If payment cannot be made in full by the published tuition due date, payment arrangements with the Student Accounts office must be in place.

Financial aid and/or the College’s payment plan must be final and in place for it to count as payment.

There is an online interest-free payment plan available each term through NelNet. To access the payment plan, students log into their online student account through MyAcademicServices, choose Finance and then Make or Manage Online Payments. If students set up their payment plans as early as possible, they will be able to split their balance across five payments for fall and spring and three payments for summer. The plan for each term is designed to ensure that the account is paid in full prior to the end of that term.

Payment options include:

- Cash
- Check
- Money Order delivered in person at the Penstemon Building or via mail payable to Prescott College, Attn. Student Accounts, 220 Grove Ave, Prescott, AZ 86301
- Credit or debit card (through online student account and NelNet)
- Direct withdrawal from bank account (through online student account and NelNet)
- Payment Plan (through online student account and NelNet)
- Third Party Payers (contact Student Accounts for options)
- Financial Aid\*

\*Financial Aid recipients must complete all to-do items listed on their award letter (or via email communication from the Financial Aid Office) before the tuition due date including, but not limited to: accepting or declining Federal Direct Loans, Loan Entrance Counseling (if accepting loans). If awards alone are not sufficient to cover the total amount of tuition and fees due, other payment arrangements (i.e. payment plan) must be made to pay the balance.

# Tuition and Fees

## Fees Applied to All Programs

Graduation Fee (one time per program)	\$120
Sustainability Fee (per term)	\$50
Technology Fee (per term)	\$115
Replacement Diploma Fee	\$10
Student Health Insurance (optional for all except on campus students)	Contact Provider

Money added to your student id for printing charges is non-refundable.

### Mentored/Independent Studies fees for College field stations or use of the campus science lab

Students may complete mentored/independent studies under the guidance of their advisor and faculty. Students will be charged the following fees for use of College field stations or the campus science lab, if needed, as part of their studies.

- Block - Kino \$600
- Session - Kino \$1,050
- Full Term - Kino \$2,100
- Session - Kenya \$3,400
- Science lab - \$75

### Ph.D. students

Doctoral students must upload their final approved dissertation to ProQuest. ProQuest charges a \$95 upload fee.

## Mandatory Insurance Requirement for Counseling Students

Counseling students must maintain malpractice insurance throughout their entire graduate program. The College carries liability insurance to cover students in such field placements.

## Required Intensives by Program

An intensive is a short period of time in which all day learning takes place face to face with the instructor that is not measured by academic credit. Master's programs and Graduate Certificate with the titles listed below require completion of the following intensives for degree or certificate completion. Unless specified otherwise, all intensives are offered in the vicinity of Prescott, AZ or Tucson, AZ. Intensives are generally scheduled to be before or after colloquium for ease of travel.

### Expressive Arts Therapy

Successful completion of one intensive is required for full MS in Counseling students with the EAT concentration and for Post Master's in EAT students. One is offered each summer. Fee: \$2,400

### Adventure-Based Counseling & Nature-Based Counseling

Successful completion of four experiential field intensives (one may be substituted by an independent study totaling not less than 100 hours) are required. Intensives are typically 3-5 days.

Urban Intensive fee: \$900

Rural Intensive fee: \$520

## On-Campus Bachelor's Degrees Tuition and Fees

### **Full-Time Tuition (12 – 16 credit hours)                      \$16,980**

Credits above 16 credit hours or below 12 credit hours are charged at the per credit hour tuition rate

Per Credit Tuition    \$1,415

New Student Orientation Fees (one-time fee) \$1,075

On-Campus Housing: Single Occupancy private bath (includes laundry fee)    \$4,745

On-Campus Housing: Single Occupancy shared bath (includes laundry fee)    \$4,295

On-Campus Housing: Double Occupancy (includes laundry fee)                      \$3,495

On-Campus Housing: Triple Occupancy (includes laundry fee)                      \$2,945

On-Campus Housing: Quad Occupancy (includes laundry fee)                      \$2,445

Laundry Fee for On-Campus Housing (per term upon student request)              \$45

Meal Plan (Minimum for Students Required to be in On-Campus Housing (Fall & Spring)    \$400

Housing Deposit (To be returned if no damage (true deposit))                      \$250

Student Activity Fee    \$100

Freedom Education Fund Fee                                      \$30

Course Fees -vary by course

Health Insurance - Fall Term                                      \$1,966\*

Health Insurance - Spring Term \$3,049\* (includes coverage through summer)  
\*Health insurance costs are based on 2024-2025 and are subject to change each academic year. Updated rates are typically available in April of each year.

## Online Bachelor's Degrees Tuition and Fees

<b>Full-time Tuition (12 credits per term)</b>	<b>\$6,144</b>
Per Credit Tuition	\$512

## Master of Science in Counseling Degree, Ed.S. degree and graduate counseling certificates Tuition and Fees

<b>Full-Time Tuition (12 credits per term)</b>	<b>\$9,960</b>
Per Credit Tuition	\$830
Orientation Fee (one time per Orientation)	\$260
Counseling Program fee (one time)	\$215

## Master of Arts Degrees Tuition and Fees

### Interdisciplinary Studies

<b>Full-time Tuition (12 credits per term)</b>	<b>\$9,288</b>
Per Credit Tuition	\$774

### Organizing and Community Justice

<b>Full-time Tuition (12 credits per term)</b>	<b>\$4,224</b>
Per Credit Tuition	\$352

### Outdoor Leadership

<b>Full-time Tuition (12 credits per term)</b>	<b>\$9,588</b>
Per Credit Tuition	\$799

### Regenerative Design

<b>Full-time Tuition (12 credits per term)</b>	<b>\$9,588</b>
Per Credit Tuition	\$799

### Transformative Food Systems

<b>Full-time Tuition (12 credits per term)</b>	<b>\$9,588</b>
Per Credit Tuition	\$799

## Master of Education Degree Tuition and Fees

### Leadership

## School Counseling

<b>Full-time Tuition (12 credits per term)</b>	<b>\$7,176</b>
Per Credit Tuition	\$598

## Master of Science Degree Tuition and Fees

### Environmental Studies and Sustainability

<b>Full-time Tuition (12 credits per term)</b>	<b>\$9,588</b>
Per Credit Tuition	\$799

## Graduate Certificate Tuition and Fees

### Entrepreneurial Leadership and Organizational Management

<b>Full-time Tuition (12 credits per term)</b>	<b>\$9,588</b>
Per Credit Tuition	\$799

## Ph.D. Degree Tuition and Fees

### Education/Sustainability Education

<b>Full-time Tuition (12 credits per term)</b>	<b>\$15,576</b>
Per Credit Tuition	\$1,298

# Financial Aid

## Types of Financial Aid

The Office of Financial Aid processes student financial assistance through financial aid which includes grants, loans, and student employment from a variety of sources. Students must re-file the Free Application for Federal Student Aid (FAFSA) every academic year (as early as October 1st) at [www.studentaid.gov](https://www.studentaid.gov). The Office of Financial Aid can offer assistance throughout the application process.

The following types of financial aid are available to qualifying applicants:

### Scholarships

The College offers a number of institutional scholarships each year. Many are renewable from year to year provided students maintain Satisfactory Academic Progress and continuous enrollment. For a full listing of scholarships offered by the College, visit <https://prescott.edu/admissions/scholarships/>. Students are also encouraged to do their own searches for external scholarships as well. Information is available at this same Website location above.

### Federal and Institutional Grants

Grants are need-based and do not have to be repaid. Students are automatically considered for federal and Prescott College need-based grant funds by completing the FAFSA.

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Prescott College Grants

## Arizona State Grants

Offered through the Arizona Commission for Postsecondary Education (ACPE):

- Leveraging Education Assistance Partnerships (LEAP), funding permitting

For application and eligibility information visit the ACPE website at <https://azgrants.az.gov/>.

## Federal Direct Loans

Loans are borrowed funds that must be repaid with interest. Students are automatically considered for federal student loans by completing the FAFSA. The College participates in the William D. Ford Federal Direct Loan Program. The following loans are offered through this program:

- Federal Direct Subsidized and Unsubsidized Loans
- Federal Direct Parent (PLUS) Loan for Undergraduate Students Loan
- Federal Direct Graduate PLUS loan

## Private Loans for Education

A private/alternative loan is a credit-based educational loan. Terms and conditions are set by individual lenders. Students unable to qualify on their own may need to obtain a co-borrower/co-signer. Students may borrow up to their established Prescott College cost of attendance less any other financial aid funds and resources.

## Work Programs

The College offers three types of employment opportunities for students:

- Prescott College Student Employment Program - Federal Work Study funded positions
- Prescott College department-funded positions
- Paid, credit-bearing internships

# Financial Aid Policies

## Financial Aid Satisfactory Academic Progress

To be eligible and continue to receive Federal Student Aid (FSA), students must make satisfactory academic progress toward achieving and completing their program of study through measurement of qualitative (grade-based) and quantitative (time-based) standards. Students should also refer to the Policy - Academic Standing and Satisfactory Academic Progress.

Qualitative Standard:

1. Students enrolled in undergraduate degree programs must maintain a minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale. A grade of credit (CR) does not carry any GPA calculation at this time.
2. Students enrolled in online graduate degree programs must maintain a minimum cumulative GPA of 3.0 on a 4.0 scale. A grade of CR does not carry any GPA calculation at this time.
3. Students who do not have an official GPA due to less than 90% of their courses receiving letter grades (i.e. opting to receive "CR" (credit) grades instead via the Pass/Fail option), must maintain at least a 67% completion rate.

Quantitative Standard:

A student must have successfully completed at least 67% of all the credits they have attempted at Prescott College during

the entire period of enrollment. This is calculated by dividing the total credits earned by the total credits attempted.

To ensure pace towards program completion, each program within the college has a defined number of credit hours required for completion (see academic listings). Students must complete their program within 150% of the published credits which is defined as the maximum timeframe. All credits attempted will count towards this timeframe including transfer credits, unless excluded through Financial Aid SAP appeal for inapplicability to the student's current program of study (see Transfer Credit section below). A student will be ineligible for financial aid when it becomes mathematically impossible for them to complete their program within this maximum timeframe.

1. Bachelor degree candidates may attempt a maximum of 180 credits. For example, if the student is pursuing a double competency and their degree plan requires more than 120 credits, then the student must still satisfy all requirements of their program without having to attempt more than 180 credits.
2. All courses attempted toward a student's Ph.D. program must be completed prior to 10 calendar years from the start date of the student's initial term of admission. Exceptions to this policy will be considered for re-admitted students on a case-by-case basis and require program director and dean approval.

#### Coursework Results Used to Measure Standards:

- **Attempted credits:** are credits that a student has enrolled in as of the end of the add/drop or standard registration period. This includes courses graded as a W – withdrawn after the drop/add deadline until the withdrawal period has ended. After the withdrawal period has ended, student will be graded with a "NC" (no credit) grade.
- **Successfully completed credits:** are considered "earned credits" and are defined through the assignment of a passing grade to the courses attempted and equates to the number of credits earned. Successful grades include CR-credit.
- **Unsuccessfully completed credits:** are defined through the assignment of a grade that constitutes failure and non-earned credits which include F-Fail and NC-No Credit. These grades negatively affect both GPA (quantitative standard) and completion rate and maximum time frame (qualitative standards).
- **Withdrawal grades:** Credits assigned a W- Withdrawal grade do not count toward a student's cumulative GPA (qualitative standard), however, they do count as attempted but not completed courses and thus do negatively affect a student's completion rate and maximum time frame calculation (quantitative standards).
- **Incompletes:** Credits assigned an I-Incomplete count as attempted but not earned credits until the course is completed by receiving a passing grade. Incompletes do not affect a student's GPA (qualitative standard), do affect SAP, and will be excluded from the calculation of a student's program completion rate and maximum time frame calculation (quantitative standards), until the course is completed by receiving a passing grade.
- **Repeated coursework:** Previously passed courses can be repeated once and be eligible for Federal Financial Aid. Students may repeat unsuccessful course attempts as many times as necessary as long as the student otherwise remains in good financial aid satisfactory academic progress standing, however, only the first course attempt may be excluded from the calculation of Satisfactory Academic Progress (SAP) Grade Point Average (GPA) per this following policy: SAP GPA will follow the method used by Prescott College to calculate academic GPA, specifically with reference to repeating the same course to improve a grade. The lowest course grade will not be computed into the total GPA; instead, the highest grade will be used. Similarly, lowest graded course attempts will be excluded from total attempted credits in the calculation of completion percentage and maximum time frame.
- **Transfer credits:** are considered to be credits attempted and earned toward the completion of the student's program and therefore are counted toward the maximum time frame. Students may submit a Financial Aid SAP Appeal to request exclusion of transfer credits which are not applicable to the student's current program of study once per program of study. This policy is also applicable if a student transfers between programs of study at Prescott College at the graduate level. A completed degree plan and support from the student's faculty advisor are required for this appeal.
- **Audited courses and remedial coursework:** Prescott College does not permit auditing courses, nor does it provide remedial coursework and thus no provision is made for audited or remedial courses within the SAP financial aid standards.



**Satisfactory Academic Progress reviews:** SAP is reviewed for financial aid eligibility purposes at the end of each academic term. Both the quantitative (pace) and qualitative (grade-based) standards are reviewed at each evaluation point. Rounding rules are used when applicable for both qualitative and quantitative components as follows:

*Quantitative Standard (pace):* Rounds to the nearest whole percentage (i.e. .5% and higher is rounded up and, if below .5%, the measure is rounded down). Examples: 66.5% = 67%; 66.4% = 66%.

*Qualitative Standard (grade-based):* Rounds to the nearest tenth (i.e., .05 and higher is rounded up and, if below .05, rounded down). Examples: 1.95 = 2.0; 1.94=1.9.

#### **Satisfactory Academic Progress statuses and appeal process:**

The following definitions apply to the terms used in this section:

- **Maximum time frame:** Students must complete their program within 150% of the published credits required for their degree program in order to continue receiving federal financial aid. This limit is defined as the maximum time frame. SAP appeals may not be submitted to request an extension of a student's maximum time frame.
- **Financial aid warning:** Financial aid warning means a status assigned to a student who fails to make satisfactory academic progress at an institution that evaluates academic progress at the end of each payment period.
- **Financial Aid suspension:** Financial aid suspension is a status assigned when a student fails to achieve satisfactory academic progress standards after a term of warning, or if a student reaches their maximum time frame. Financial Aid suspension is a status assigned by the institution which prevents a student from receiving further disbursements of financial aid while the status is active.
- **Financial aid probation:** Financial aid probation means a status assigned by an institution to a student who fails to make satisfactory academic progress and who has appealed and has had eligibility for aid reinstated.

#### Financial Aid Warning

Students who fall below SAP standards will be placed on financial aid warning for one term and may continue to receive financial aid during this warning term. Students are required to complete an Academic Student Success Plan during their warning term outlining the challenges they previously faced and strategies they might be able to pursue to help them improve their academic standing in the future. Academic Student Success Plans are shared and reviewed by the student's advisor and other accountability partners of the student's choosing.

#### Financial Aid Suspension

At the end of this warning term, students who are still below SAP standards will be placed on financial aid suspension and will lose financial aid eligibility.

#### SAP Appeal

Students may appeal financial aid suspension for failure to meet SAP completion rate and/or cumulative GPA standards by submitting a SAP petition to the financial aid office if they have extenuating circumstances such as the death of a relative, an injury or illness of the student, or another special circumstance. SAP petitions will also be reviewed by the student's dean or designated committee for consideration of academic probation if applicable. SAP appeals must include supporting documentation including at least one letter of support from a professional not related to the student regarding why the student failed to make satisfactory academic progress, and what has changed in the student's situation that will allow the student to demonstrate future success in meeting the SAP standards.

Students who have reached their maximum time frame may not submit an appeal for extenuating circumstances.

#### Financial Aid Probation

Approved SAP appeals may result in being placed on financial aid probation status with or without an academic plan during which a student may receive financial aid. If no academic plan is approved, students are only permitted probation status for one term.

Academic plans, including the length of the plan, are determined on a case-by-case basis in conjunction with the student's

academic advisor, the student advising office, and/or the students' academic dean and may include enrollment level restrictions, mandatory tutoring, or other provisions designed to support the student's academic success. Academic plans must span a minimum of one full term and may span multiple terms if the academic plan specifies this and the student meets all other conditions of the academic plan. Academic plans are often inclusive of a student's Academic Student Success Plan, completed during their warning term, but may also include other conditions.

#### Re-establishing Aid Eligibility

Students may regain financial aid eligibility after SAP suspension at the next regular review of SAP standards at the end of each academic term if the student's academic record shows that they are meeting all qualitative and quantitative standards listed previously. In the case of a grade change including if/when a student completes an incomplete course, if the student was previously on SAP suspension, students may request a review of their academic record for compliance to SAP standards by emailing [finaid@prescott.edu](mailto:finaid@prescott.edu). Upon this review, if the student is meeting SAP standards, the student will regain the ability to register as well as financial aid eligibility retroactive to the beginning of the payment period (term) within the current award year, provided that the SAP review decision is made prior to the end of the payment period. These things may occur, even if the student was on SAP probation with an academic plan and is not otherwise meeting the conditions of that academic plan.

### Grade Level and Financial Aid (undergraduates only)

Grade level is used in determining eligibility and amounts for certain financial aid awards. The College uses the following scale, based on semester credits, to determine grade level:

0 to 29 credits = First Year

30 to 59 credits = Sophomore

60 to 89 credits = Junior

90 credits or greater = Senior

### Proration of Grants & Scholarships

Most institutionally awarded grants and scholarships may be prorated based on enrollment at less than full time. For financial aid purposes, enrollment status is evaluated as follows:

Full Time 12 or more credits 100% Three

Quarter Time 9 – 11 credits 75%

Half Time 6-8 credits 50%

With the exception of the Federal Pell Grant and Federal TEACH Grant, financial aid is not available to students enrolled in fewer than 6 credits during a payment period, except for students in their final term of enrollment who have fewer than 6 credits required for degree completion, in which case they may qualify for up to 25% of their full-time institutional aid for one term.

### Financial Aid Returns

#### Returns Due to Drops, Withdrawal, or Non-Participation

Failure to attend or complete classes and/or withdrawing or dropping courses may result in a recalculation of financial aid eligibility levels and a possible return of financial aid as described below. Thus, prior to formally dropping or withdrawing from courses, students are strongly urged to contact the Financial Aid office (928- 3501111) to discuss the potential financial ramifications.

#### Returns when a Student Fails to Begin Courses

When it is determined that a student fails to begin a course or courses, and/or a student chooses to drop or is otherwise dropped from a course or courses for administrative reasons, Prescott College will re- determine the student's enrollment level for financial aid purposes and their financial aid eligibility accordingly. As a result, students may lose full or partial financial aid eligibility which may result in a financial obligation for the student if their financial aid previously disbursed.

Such financial obligations may include immediate repayment of student loan funds to their lender/bank, a balance owed to Prescott College, and/or a debt owed to the US Department of Education. For federal grant funds, this enrollment level and financial aid re- determination is completed prior to any R2T4 calculation described below for courses for which the student began attendance and then withdrew.

#### Returns when a student withdraws

The U.S. Department of Education's financial aid return policy, known as the Return to Title IV Aid (R2T4) policy, applies when a student received federal aid (not including federal work study) and then ceases to academically participate in their courses after beginning attendance. Logging in to on-line courses without completing assignments or coursework does not count as academic participation. These rules apply even if a student is enrolled to attend a future course or courses within the same term unless the student confirms in writing (by e-mailing [finaid@prescott.edu](mailto:finaid@prescott.edu) from their student.prescott.edu email account) their intention to attend their future course(s) after the date the student officially withdraws or stops attending their current course(s).

#### R2T4 calculation

The R2T4 calculation compares the amount of federal funding the student received or could have received to the amount of aid the student actually *earned* based on the percentage of the enrollment period the student completed. This percentage is based on the effective date of the student's official withdrawal (if an official withdrawal or leave of absence form is filed with the registrar's office) or if known, the last date of an academically related activity (known as the last date of attendance) in a course. Prescott College does not require attendance to be taken in each course and thus, if the last date of attendance is unknown, the midpoint date of the student's scheduled dates of attendance may be used.

If the student has received more financial aid than the R2T4 calculation determines they have earned, the result may be a financial obligation for the student. Such financial obligations may include repayment of student loan funds to their lender/bank, and/or a debt owed to the U.S. Department of Education for unearned grant funds. The R2T4 calculation also determines if the school is obligated to return a portion of the student's financial aid directly to the US Department of Education. If so, and this financial aid was previously credited toward the student's tuition and fees for the term, and if the student is not eligible for a full tuition and fees refund (see Refund policy), the return may also result in a student balance due to the school.

Upon withdrawal, the financial aid office will complete the necessary calculations and notify the student in writing of any obligations within 45 days of the school's date of determination that the student withdrew. The R2T4 policy is mandated by federal regulation and cannot be appealed. It applies regardless of the reason for the student's withdrawal.

In certain circumstances, federal regulations allow for the R2T4 calculation to be waived when a student stops attending their courses. In these cases, the federal government does not consider the student to be withdrawn and therefore they will continue to be reported as an enrolled student for loan repayment purposes until the end of the payment period. These cases only apply to students who were enrolled in at least one course which does not span that entire length of the payment period – in other words if the student has at least one class that is not scheduled for the full term. The circumstances in which an R2T4 may be waived include:

1. If the student has completed all requirements for graduation from their program of study.
2. If a student has successfully completed enough Title IV eligible credits to meet the minimum required for half time enrollment (i.e. 6 credits). Title IV eligible credits are credits which apply to the student's program of study. Successful completion includes letter grades higher than an F, and does NOT include incomplete (I) or withdrawn courses (W).
3. If the student has successfully completed, with a passing grade, at least one Title IV-eligible course during the term in question and has also completed at least 49% of the countable days in that term. Countable days include all days within a term in which any classes are being taught by the college, excluding published breaks of 5 days or more. Breaks must be applicable to all students in all programs to be excluded from the countable days calculation.

#### Institutional Aid Return Policy

Prescott College will prorate the amount of institutional financial aid earned to the amount of tuition charged per the College's Refund Policy (see Policy- Tuition and Fees Payment and Refund).

## Disbursements and Refunds

The "disbursement date" is the earliest possible date funds may be applied to your student account.

All course contracts must be reviewed and approved by faculty and accepted by the Registrar prior to releasing any financial aid funds to Student Accounts. Aid is released no sooner than the Friday prior to the start day of the classes for which the student is enrolled. While Student Accounts will wait on your financial aid funds to cover your charges, students and families should plan appropriately for other expenses.

When funds arrive, your eligibility will be re-verified and the payment will be posted to your account. (Third party funding [i.e. outside scholarship checks] will be paid according to sponsor instructions.) Once your charges are paid in full, Student Accounts will generate a refund for any excess. Parents who are using a Federal Direct PLUS Loan have the option on the PLUS application to direct any excess loan proceeds to either the parent borrower or directly to the student. Refunds are processed through a third- party service. Students may choose between ACH or paper check by logging into the Student Account Center via My Academic Services/Finance/Make or Manage Online Payments.

### Financial Aid Disbursement Authorization for Study Abroad Participants

Students must use the Disbursement Authorization form to provide financial aid and payment arrangement information between the home school (Prescott College) and the host school through which you are going on a study abroad program. This form must be used in conjunction with an approved consortium agreement and authorization to take courses off campus. Provided you meet all eligibility criteria, Prescott College may process any federal and/or state aid for which you may qualify while on the study abroad program. Prescott College resources, including Prescott College grants, scholarships and campus-based funds such as SEOG and Work Study, do not apply to other school's programs. You must clearly identify where any financial aid payments should be mailed, and you are responsible for ensuring that satisfactory payment arrangements are made with your host school.

## Consortium Agreements

Prescott College students may use an individually arranged Consortium Agreement when attending another accredited institution for a short period of time (i.e. one term or one year) provided:

### *Student Eligibility Requirements:*

- Students must obtain approval of the transferability of coursework before the course is taken at another institution in order for the work to be applied toward a Prescott College degree.
- Students must provide a copy of the course description(s) from the college/university catalog or schedule for review, include a statement as to how it fits in your degree plan, and why it cannot be taken at Prescott College.
- If students wish to use financial aid while enrolled, they must be simultaneously enrolled for a minimum of six credits at Prescott College for the term in which you wish to receive financial aid.

For study abroad courses/programs, students will not be required to be simultaneously enrolled at Prescott College.

- If students wish to receive financial aid through Prescott College, the host school of your choice must be regionally accredited and approved for Title IV Aid funding.
- Approval forms must be signed by the student's faculty advisor prior to students' attendance at the host school. Relevant forms are available on the website or from the Financial Aid and Registrar's offices.

### *Student Responsibilities:*

- Student must be in, and maintain, Satisfactory Academic Progress (Good Standing) as outlined in the College Catalog for the relevant academic year. (See Academic Standing.)
- If using financial aid through a consortium agreement, student must be enrolled in the number of credit

hours approved in the agreement at the time of financial aid disbursement.

- Student must complete a Transcript Request form at the host school. Be sure to check the option on the Transcript Request Form for “Hold for Current Grades” for the consortium term. Ultimately, it is the student’s responsibility to have official transcripts sent to Prescott College. Failure to do so will result in a hold being placed on your financial aid for the following term.

Failure to inform the Prescott College Financial Aid Office of any changes to this agreement may result in a cancellation of the Consortium Agreement. It may also lead to immediate repayment of any financial aid received and suspension of future financial aid.

## Academics and Degree Requirements

Students have a variety of options for completing their coursework. These include on-campus, field-or community-based or online courses created and taught by faculty; credit-bearing practica or career internships supervised by College faculty; capstone projects; mentored studies created by the student in consultation with their faculty advisor and course mentor; and courses presented by the College’ educational partners, such as the Ecoleague ([www.ecoleague.org](http://www.ecoleague.org)) or Consortium for Innovative Environments in Learning ([www.cielearn.org](http://www.cielearn.org)).

## Faculty

The College faculty members are responsible for development and oversight of the curriculum, assessment and program improvement, and serve as advisors and mentors to students.

## Graduate School and Career Outcomes by Study Area

Prescott College graduates from our bachelor’s, master’s and doctoral programs are sought after by graduate schools and by employers for their highly effective mix of practical skills and theoretical knowledge demonstrated through professionally- relevant capstone projects. In their coursework, internships and capstone projects, students develop professional networks of mentors within and outside of the College that directly support their career success. Graduates of our undergraduate programs often go on to complete graduate degrees. Our interdisciplinary approach to the liberal arts and professional programs at all degree levels create broad career opportunities for our graduates.

### Sample Careers by Areas of Study

#### Adventure Education

Outdoor Education  
Activism and Advocacy  
Rock Climbing Guide  
Adaptive Sports Instruction

Field Instruction  
Wilderness Therapy  
River Guide  
Forest Service/Wilderness Ranger

#### Environmental Humanities

Nature Writer  
Photojournalist  
Environmental Program Manager  
Environmental Educator

Museum Curator  
Community Development  
Regenerative design(er)  
Community Arts Organizer

#### Environmental Studies and Sustainability

Community Outreach  
Environmental and Sustainability Specialist  
Sustainability Coordinator  
Habitat Conservation Biologist

Conservation Organizer  
Education Coordinator  
Wildlife Care Manager

#### Field Ecology and Conservation

Environmental Analyst  
Campaign Organizer/Green Policy Advocate  
Marine Science Educator

#### Community Development

Project Ecologist  
Conservation Biologist

#### Outdoor Leadership

Outdoor Program Administrator  
Outdoor Education Specialist  
Environmental and Outdoor Program Educator  
Nature and Place-based Program Designer

#### Curriculum Design Specialist

Recreational Director  
DEIJ Outdoor Program Evaluator  
Adventure and Tourism Travel Director

#### Psychology

Health Educator  
Victims' Advocate  
Social/Human Services Worker

#### Community Services Manager

Disability Policy Worker  
Residential Counselor

#### Social and Community Justice

Labor and Community Organizer  
Healthcare Advocate  
Policy Analyst  
Nonprofit Executive Director  
Civil Service Worker

#### Grant Writer and Fundraiser

Diversity and Inclusion Officer  
Human Rights Advocate  
Regional and Urban Planner  
Political Campaign Manager

## Degree Plan

Using the handbooks and advising documents, and with the guidance and approval of their faculty advisor, each student creates an individualized degree plan to satisfy graduation requirements and to achieve their personal and professional goals. The purposes of the structured degree plan are to support self-direction in learning, to encourage planning, to provide feedback needed to improve quality, and to help students fulfill graduation requirements in a timely manner. The degree plan lists all transfer courses, all courses completed at Prescott College, and all courses remaining to be taken to complete graduation requirements. Undergraduate students work closely with their faculty advisors to make sure that they have a well- rounded liberal arts education that satisfies the general education requirements. Graduate students work with their faculty advisors to assure that their degree plan satisfies program requirements and achieves personal and professional goals. The degree plan is a living document and is updated regularly as students proceed through the curriculum. The final degree plan is verified by the registrar before degree conferral to assure that all graduation requirements have been met.

## Major

In Prescott College's undergraduate programs, "competence" may be used to refer to a student's major. Informed by advising documents and degree requirements, the degree plan specifies the courses making up the major and any additional courses taken to satisfy the College's general education requirements.

Specific requirements for the undergraduate degrees are found in program requirement documents located in the appendix.

# Undergraduate Degree Requirements

Earning one degree with one competence

- 120 total credits
  - 40 to 48 credits in the Major (half of these, 20 to 24 credits must be Upper Division coursework)
  - 36 credits in General Education
- Minimum of 36 credits must be Upper Division coursework
- Components of General Education
- Approved Degree Plan
- Requisite coursework on degree plan
- Documented assessment of all college wide learning outcomes through general education

#### Earning one degree with double major

- 120 total credits
  - 40 to 48 credits in each Major (half of these, 20 to 24 credits must be Upper Division coursework in each Major)
  - 36 credits in General Education
- Minimum of 45 credits must be Upper Division coursework
- Components of General Education
- Approved Degree Plan
- Requisite coursework for major based on degree plan
- Documented assessment of all college wide learning outcomes through general education

#### Earning two degrees (BA and BAS)

- 150 total credits
  - 40 to 48 credits per each degree/Major (half of these, 20-24 credits in each degree/Major must be Upper Division coursework)
  - 36 credits of General Education
- Minimum of 60 credits must be Upper Division coursework
- Approved Degree Plan
- Requisite coursework on degree plan
- Documented assessment of all college wide learning outcomes through general education

## Concentrations

Degree concentrations at Prescott College are intentional clusters of courses designed to provide students with flexible pathways that align with their learning goals. Our concentrations offer a transdisciplinary approach that invites students to engage deeply with topics while recognizing that learning doesn't always fit neatly within traditional disciplines.

Concentrations are designed to cultivate critical thinking around systems change, resilience, and innovation, focusing on creating sustainable, equitable futures. With a flexible focus, students can develop skills to become thought leaders and problem-solvers in dynamic, evolving fields. Please note that course availability may vary due to scheduling rotations and not all courses may be available each year.

## Undergraduate General Education Requirements

The general education requirements at Prescott College are designed to support the undergraduate learning outcomes. Undergraduate students complete or transfer a minimum of 30 credits of general education as per the requirements. General education courses engage students through experiential, relational, justice-centered, and place-based learning processes grounded in Prescott College values such as social justice and environmental literacy, to support professional and skills-based practices such as collaboration and leadership, critical and systems thinking, writing, and quantitative reasoning. General education classes are designed to create a transdisciplinary curriculum for students to develop academic and professional competence through their individualized areas of study, to complete key graduation requirements, and to support student engagement in Prescott College's professional partnerships, community engagement possibilities, and globally connected learning opportunities. In order to complete the general education requirements at Prescott College, each

student's degree plan must include courses that assess each of found undergraduate learning outcomes; these courses may simultaneously meet requirements within the student's major. Transfer courses may be used for partial fulfillment of the College's general education requirements. Professional advisors review student transcripts to determine if they have fulfilled the quantitative reasoning requirement and/or their lower-division writing, media, and communication requirements.

The following constitute the general education requirements:

- First Year Experience (4 Credits) or Accelerated Core (2 Credits) for first-year students and transfer students coming in with less than 30 transfer credits
- Undergraduate Learning Outcome (ULO) Driven General Education Courses (16 Credits)
- Service Learning (60 hours of service)
- Internship (4 or 6 credits) recommended
- College-level course meeting Quantitative Reasoning requirements (4 credits)
- Lower Division Writing, Media, and Communication course (4 credits) or transfer of Freshman Composition
- Upper Division Writing, Media, and Communication course (4 credits)

#### *First-Year Experience*

Fall On-Campus First-Year Students (with less than 30 transfer credits)

The First Year Experience (FYE) course is an experiential, place-based, interdisciplinary course that integrates new students into the Prescott College community and acquaints them with the many pathways for learning at Prescott College. It equips students who have completed fewer than 30 college credits with foundational skills in communication, self-leadership, and systems thinking, that the foster the development of cultural and environmental literacy. A contemporary theme will shape course content every time FYE is offered as students engage in self-reflection, community engagement, and critical exploration of their social and natural worlds.

#### *Accelerated Core*

Spring On-Campus First-Year Students (with less than 30 transfer credits)

Fall/Spring Online Transfer Students (with less than 30 transfer credits)

In Spring Terms, when FYE is not offered, on-campus first-year students (who have completed fewer than 30 transfer credits) may enroll in this course. Online undergraduate students who have completed fewer than 30 transfer credits enroll this course in their Fall or Spring intake term. The focus of this course is on creating an individualized yet compelling Bachelor's curriculum, practicing research and library skills, increasing awareness of the social and ecological implications of each student's major, and learning how to begin their degree plan. This course also supports students' orientation to the procedures, policies, faculty, and requirements of undergraduate programs. Accelerated Core must be completed in the first term of enrollment; if not, it must be repeated in the second enrollment period.

#### *Undergraduate-Wide Learning Goals and Outcomes*

The Prescott College mission guides the learning goals and learning outcomes for classes designated as satisfying general education requirements. Students will take four courses aligned with Prescott college values such as collaboration and reflection, critical and systems thinking, and care-oriented and humanizing approaches that meet Undergraduate Learning Outcomes (ULOs). Students are advised to choose one of two pathway starting points that guide them to general education courses congruent with their intended degree/major. The pathway starting points are Natural Communities and Social Communities. ULO categories are the same for both pathways and thus students may meet the ULOs with course from either or both pathways.

##### 1. Cultural Literacy

Cultural Literacy refers to the abilities to listen and reciprocate, reaching across structures of power with critical awareness, cultural humility, understanding of complex systems, and committed responsiveness. Through globally connected learning and community engagement, students develop competence in this area, which involves both an academic and a personal



understanding of the depth of our global interdependence. Analyzing historical roots and current dynamics cultivates respect for constructed categories of difference.

#### Learning Outcomes

- Learners can identify differences among various cultural approaches to the study of complex global systems.
- While identifying systems of power and influence, learners articulate collaborative solutions to local and/or global issues.

#### 2. Environmental Literacy

Environmental literacy is based on an understanding of natural systems and processes integral to the diversity of life. Competence in this area implies the recognition of unfolding global situations and supports the use of indigenous and western ways of knowing to imagine and implement solutions. Literacy ultimately fosters healthy, caring, just and regenerative relationships between human communities and the natural world.

#### Learning Outcomes

- Learners explain effects of humans on natural systems.
- Learners apply understandings of scientific and ecological processes.

#### 3. Arts and Communication

Arts and communication involve engagement with various mediums including verbal and non-verbal communication, film, literature, language, digital, and the performing arts from diverse perspectives. Competence in this area allows students to consume information critically and develop creative modes of expression, effective interpersonal communication, as well as contemporary technical communication skills.

#### Learning Outcomes

- Learners express an understanding of real-world issues through engagement with various aesthetic pursuits.
- Learners demonstrate critical and contemporary arts and communication skills.

#### 4. Community Engagement

Community Engagement centers on action-oriented, collaborative work. Competence in this area involves knowledge, application of leadership skills, and the active use of empathy to ethically contribute to, and serve, the self-identified needs of humans within more than human communities. At Prescott College, students will use the skills they gain in general education courses to implement community engagement activities through leadership, professional partnerships, and globally connected learning opportunities across their areas of study. In addition to their academic coursework, students will also engage in discrete service learning and internship opportunities.

#### Learning Outcomes

- Learners analyze values and assumptions of self and community through collaborative engagement.
- Learners are prepared to take ethical social action within a specific community engagement project.

#### 5. Service Learning

First-year students who begin at Prescott College with less than 30 transfer credits are required to complete 60 hours of service within their four years at Prescott College. Students transferring as second year students (with 30-59 transfer credits) are required to complete 45 hours of service, and students transferring in as juniors (60-89 transfer credits) are required to complete 30 hours of service. Students transferring in as seniors (90 transfer credits) are not required to complete service hours.

## 6. Internships

All undergraduate students are required to complete a minimum 150-hour external professional internship. Internships are offered for 4 credits, which requires 150 hours, or 6 credits, which requires 225 hours. Internships can be paid opportunities. Students are encouraged to select an internship opportunity that is complementary and supportive of their degree/major. All internships must be approved by the faculty advisor. Students have the option to complete an Innovative Internship for their Senior Project (pending advisor approval), which can fulfill both their Senior Project requirement as well as the General Education internship requirement. Note: Students in the Adventure Education major are required to complete 50-75 Leadership Days. These Leadership Days can be completed through an external internship and students are encouraged to do so.

## 7. Quantitative Reasoning

Quantitative Reasoning, also referred to as the math certification, will usually be completed in the sophomore year, but must be completed prior to the senior year. Students may satisfy the math certification requirement in one of five ways:

- a. Successful completion of a quantitative reasoning course at Prescott College (note: some majors may require a specific math course, such as Calculus or Statistics; see the graduation requirements for the major for more information)
- b. Successful completion ("C-" or better) of a college-level (college-level Algebra, Statistics, and/or other) mathematics course taken at another regionally accredited college or university. Other college-level quantitative reasoning courses may satisfy the math certification requirement pending a review of course descriptions.
- c. A qualifying score of three (3) or better on the Advanced Placement (AP) Exam in Algebra, Statistics, or Calculus.
- d. A score of 50 or higher on the College Board's CLEP test in any of the following: Calculus, College Algebra, Statistics, or College Mathematics; the course should be consistent with department requirements. Passing CLEP scores also results in transfer credit.

### Learning Outcome

- Learners will demonstrate quantitative reasoning skills appropriate to their chosen quantitative reasoning course.

## 8. Basic College-level Writing Proficiency (LD)

Students may satisfy the lower division (LD) writing, media, and communications requirement by completing WRW26000 Academic Writing Workshop at Prescott College; by transferring in an equivalent course from another accredited institution (with a grade of C- or better); or by achieving a score of 3 or higher in AP English Language. Transfer courses can be reviewed for suitability in meeting stated requirements. Students may not use this course (or its equivalent transfer) to meet the requirements for a major.

### Learning Outcomes

- Learners will create a thesis statement that answers a meaningful (student curiosity-driven) research question.
- Learners will use a thesis statement to organize a research paper that includes an introduction, body, and conclusion.
- Learners will form an argument in a research paper, correctly citing supporting scholarly evidence.
- Learners will use library and internet resources to locate scholarly sources of evidence and sources of help with APA/MLA citation styles (dependent on the program).
- Learners will develop strategies for coping with writing anxiety and cultivate accessible resources for help

with a variety of questions.

- Learners will produce persuasive writing that demonstrates an ability to tailor an argument to different audiences with strategic and appropriate rhetorical choices.
- Learners will produce a first-person narrative that showcases storytelling techniques such as sensory detail and “showing, not telling.”

#### 9. Advanced College-level Writing and Communication Proficiency (UD)

Students may satisfy the upper-division proficiency by completing WRW46000 Writing, Media, and Communication at Prescott College or transfer equivalent.

##### Learning Outcomes

- Students will analyze media for purpose, message, accuracy, bias, and intended audience.
- Students will create a persuasive multimedia work or a piece of digital communication for a specific purpose and audience.
- Students will apply inquiry, analysis, and synthesis skills to produce an effective project proposal.
- Students will demonstrate the ability to give and receive thoughtful feedback as part of an iterative revision process.

## Master's Degree Graduation Requirements

### Residency Requirements

Prescott College offers master's degree orientations online or in-person as well as colloquia residencies in Prescott, Arizona. Enrolled students may attend the residency associated with their degree program. The residency is optional for the master's programs except for the Master of Science in Counseling program. The attendance requirements for those programs are documented below. Not all degree programs offer a residency.

### Social and Ecological Literacies

While graduate students are not required to complete a general education program like undergraduate students or demonstrate competency in all college-wide, general education learning outcomes, students are required to develop and demonstrate social and ecological literacies as part of their program of study. The concept of social and ecological responsibility is inherent within the mission of Prescott College. Development of these literacies can be as broad or as specific as the student and their faculty advisor agree is appropriate, but should be a significant factor in the student's learning throughout the entire program. Each program specifies how social and ecological literacies are developed and assessed.

### Master's Level Core Curriculum and General Requirements

Each graduate program requires core courses and learning experiences to provide the necessary structure, guidance and support for student academic, scholarly, and professional success. All graduate programs are centered around a sequence of core courses and experiences that involve interdisciplinary content, methods learning outcomes (e.g., research methods, social and ecological literacies, capstone project). At each phase of the students' program, online courses taught by faculty provide the curricular structure to support and integrate the individualized learning developed via mentored studies, research or other experiential learning. Students are expected to complete combination of theoretical and applied learning in a range of courses and practical experiences typically followed by a capstone project. This learning occurs in a combination of structured sequences of core online courses with online electives and a smaller number of independent mentored studies.

### Online Courses and Electives

Each specific degree offers a sequence of online core as well as electives within the department and/or from other departments. These courses may be combined with mentored studies courses in order to fulfill the requirements for the

specific program per the degree requirements and specific program handbook and with the approval of program director.

## Mentored Course Plans

Students intending to integrate a mentored study course into their studies must complete the Mentored Course Plan form found on the Registrar's page on the college website to register mentored courses.

## Thesis and Other Capstone Projects

Students on track to complete thesis projects may be required to take thesis plan and qualifying paper courses. Most master's degree programs have options for other capstone projects besides the thesis project. Some master's programs do not allow thesis projects. See specific program handbooks.

The detailed sets of course and other learning requirements for each master's program are provided in the appendix.

## Master of Arts Degrees

The Masters of Arts degree programs are 36 credits with the exception of the Master of Arts in Interdisciplinary Studies which is 30 credits in length.

## Master of Science Degrees

The Master of Science, Environmental Studies and Sustainability is 36 credits in length.

## Master of Science in Counseling Degree

The Master of Science in Counseling is 60 credits in length.

## Master of Education Degrees

The Masters of Education degree programs are 36 credits in length.

### *Arizona State Certification Requirements for Educators*

Completion of state-required coursework and other requirements; passing scores on applicable licensure or certification exams.

All of the educator preparation programs at Prescott College are approved by the Arizona Board of Education. For an Institutional Recommendation, students must pass the required professional and subject knowledge exams offered through the National Evaluation Series (NES). See the Arizona Department of Education website for details:

<http://www.azed.gov/state-board-education/>.

### *Institutional Recommendation*

The Institutional Recommendation (IR) verifies the completion of a state-approved educator preparation program. Prescott College is authorized by the State of Arizona to issue an IR to students who complete the state-board approved program coursework (or transferrable equivalents); this includes administrator internship and SGC practicum. The Prescott College IR must be requested and issued within one year of a student completing the College's program. The IR is valid for one year from the date it is issued, for the purpose of obtaining a principal certificate from the Arizona Department of Education (ADE). Students seeking certification in another state must research that state's licensure requirements and reciprocity agreements and adjust their requirements accordingly. Official transcripts are not required for Arizona state certification when students have an IR. Consult the ADE website for more details.

## Graduate Concentrations

Graduate concentrations at Prescott College are carefully curated clusters of courses designed to deepen students' expertise within a specific field while fostering advanced critical thinking and practical application. Though typically aligned with a particular discipline, our graduate concentrations maintain a transdisciplinary perspective, encouraging students to explore how their chosen field intersects with broader systems and societal challenges. These concentrations cultivate leadership, resilience, and innovation, equipping students with the specialized knowledge and skills necessary to address complex, real-world problems.

Whether advancing in a professional career or preparing for doctoral-level research, graduate students are supported in developing nuanced, sustainable, and equitable solutions within their areas of focus. Masters-level concentrations are designed to offer flexibility, allowing students to shape their learning experience to meet their personal and professional goals.

## Doctoral Degree Graduation Requirements

### **PhD in Education / Sustainability Education**

The PhD is 72 credits in length (at a minimum)

- 72 credits, completed with satisfactory evaluation by faculty of all learning/study documents, written materials, and oral presentations within 10 years' time.
- Required participation in first-year Orientation and one's last term Spring Sustainability Education Symposium/graduation.
- Attendance at all required residencies or documentation of prior written approval from the faculty advisor to miss a specific colloquium and in some way to make up for it.

## Residency Requirements

First-year Orientation (Fall semester) and one's last term Spring Sustainability Education Symposium/graduation are required residencies. The program is designed to be limited residency, primarily conducted online with annual optional residential offerings, and one mandatory on-campus residency. There is a recommended annual Spring Sustainability Education Symposium in Prescott, Arizona on the Prescott College campus.

## Transfer Credit Policy

### Undergraduate applicants

Up to 90 semester credits may be accepted in transfer toward a bachelor's degree at Prescott College.

Undergraduate credits awarded by institutions with accreditation from institutional and/or specialized accrediting agencies recognized by the Council on Higher Education Accreditation (CHEA) for college-level courses (100 level or higher) that received a grade equivalent of "C-" (1.7) or higher may be accepted by the College as transfer credit.

Transfer classes taken for a pass/fail, credit/no credit, or satisfactory/unsatisfactory grade, and where "P", "S", or "CR" equals "C-" or better, may be accepted for credit. In some cases, college level credit from institutions that are not accredited may be transferable via the College's Prior Learning Assessment process. Applicants desiring to transfer such credits would apply for the Prior Learning Assessment once enrolled at Prescott College. Assessment options available through Prior Learning Assessment include Conversion Portfolio and Life Experience Portfolio. Through the Conversion Portfolio process, students may be able to document prior learning from sources such as trainings, workshops, and continuing education units.

Credits completed as part of a graduate program at Prescott College may not be considered for transfer credit to an

undergraduate degree at Prescott College. The only exception to this rule is when a student is completing an approved accelerated program and working on their undergraduate and graduate degrees at Prescott College during the same enrollment period(s).

#### *Arizona General Education Curriculum (AGEC) and Other State-based Transfer Frameworks*

Prescott College recognizes the Arizona General Education Curriculum (AGEC) and other state-based transfer frameworks such as California's Intersegmental General Education Transfer Agreement. Completion of such state-based general education curricula will count as satisfying the lower-division (i.e., first year and sophomore) core curriculum and general education course requirements. All credits from courses with a grade of "C-" or higher comprising a completed state-based general education curriculum will be accepted as transfer credit.

#### *External online credit-awarding programs*

Credits completed by online providers that are accredited, awarded through a community college or university, or through an ACE-evaluated transcript (such as StraighterLine, Sophia Learning, etc.) may be accepted. The Registrar's Office reserves the right to review online providers' accreditation and academic standards prior to accepting credit outright. Students who desire to transfer unaccredited online coursework may apply for the Prior Learning Assessment once enrolled at Prescott College.

#### *Advanced Placement (AP) and International Baccalaureate (IB) Credits*

Prescott College awards 4 undergraduate college credits for each AP test score of 3, 4 or 5, and for each IB "higher level" score of 4, 5 or 6, up to a maximum of 20 credits (5 tests). Credit is awarded on a course-by-course basis. AP scores must be sent directly from the College Board/Advanced Placement to the Office of the Registrar. IB scores must be sent directly from the International Baccalaureate North American office to the Office of the Registrar. AP and IB-awarded credits do not count toward the College's residency requirements. AP and IB credit will not be awarded based on another institution's prior evaluation.

If a student has enough AP/IB classes to be considered a sophomore or junior, the student will apply as a first-year and will be considered a first-year with transfer credit for the purpose of admissions and financial aid consideration. Once the student has been admitted and the credits have been evaluated the student will be classified to the appropriate grade level based on the earned credits and other applicability to their chosen degree program. All students are considered first-year applicants when they apply for admission directly from high school.

#### *College Level Examination Program (CLEP)*

Prescott College accepts a full range of CLEP tests, which measure mastery of college-level introductory course content in a wide range of disciplines. There is no limit to how many credits a student may earn through CLEP, however only 90 total credits may be applied toward an undergraduate degree at Prescott College. Upon admission to the college, the tests will be reviewed by Prescott College faculty and the Registrar's Office to determine how your transferable credits may apply to your selected program of study. Regardless of the number of credits being transferred to Prescott College, students are responsible for meeting overall degree requirements, including those around upper division credit, and number of credits taken "in-house," or with Prescott College. See Undergraduate Degree Graduation Requirements for more information.

In regards to Foreign Language Proficiency, a score over level 2 receives level 2 credit only (Levels 1 and 2 are not combined for credit). If a score is between min level 1 and min level 2, the student receives credit for level 1.

To receive credit for successful performance on a CLEP examination, a final official transcript must be sent by the CLEP Transcript Service. Prescott College uses the American Council on Education's (ACE) credit recommendations to determine transfer credit for CLEP exams. The College will not accept a transcript or score report submitted by the applicant, nor will credit be awarded based on another institution's prior evaluation. Students should contact the Registrar's Office for equivalencies of exams taken outside of the current catalog year.

### *Military Transfer Credits*

Prescott College awards transfer credits for U.S. military services training via the American Council on Education (ACE) endorsement transcripts, A.A.R.T. (Army ACE Registry Transcript), and S.M.A.R.T. (Sailors/Marines ACE Registry Transcript). The College also awards transfer credit for tests administered to military personnel by DANTES, AART and SMART transcripts and DANTES scores will be evaluated on a course-by-course basis with faculty input. Only those courses that pertain to an applicant's degree program will be awarded transfer credit.

## Graduate Applicants

The Program Director of each graduate program is responsible for approving all requests for the acceptance of transfer credits. A maximum of 15 credits may be approved for transfer into each master's-level program. A maximum of 36 credits may be approved for transfer into the doctoral program. To be considered, all such credits must be from an appropriately accredited or approved institution. Additionally, the grade earned must be equivalent to the minimum passing grade, or higher, acceptable to the program in which the applicant is requesting to transfer credits. See Policy – Learning Evaluation and Grading for minimum passing grade requirement.

Students who previously completed a graduate degree at Prescott College or who are currently enrolled in a graduate program and are applying to a different program at Prescott College, may have those credits reviewed for transfer into a different graduate program at the College.

### Maximum Transfer Credits

- Master's Degree up to 15 degree-applicable credits

- Ed.S. Degree up to 15 degree-applicable credits

- Ph.D. Degree up to 36 degree-applicable credits

For the Master of Science in Counseling and Master of Education, transfer credits must have been earned within the last 6 years prior to acceptance at Prescott College. For the PhD., transfer credits must have been earned within the last 6 years prior to acceptance at Prescott College.

## International Transfer Credits (undergraduate and graduate applicants)

International applicants are required to have non-U.S. school transcripts evaluated by a professional, foreign credential evaluation service. They produce an "official report" which is used for evaluation. The official report should be mailed or securely emailed to the Admissions Office. A list of acceptable evaluation services is available from the Admissions Office.

Applicants seeking to transfer credit into one of our undergraduate programs can request a high school equivalency report, while those seeking to transfer college credit will need to request a course-by-course equivalency evaluation.

Applicants seeking to transfer credit into any of our graduate programs (master's or PhD) will need to request a course-by-course equivalency evaluation. Applicants may also be required to provide an undergraduate equivalency evaluation for application to a master's program.

Grades of "Pass/Fail" are not accepted in transfer from non-U.S. schools.

The applicant is responsible for all costs associated with this service.

The evaluation process can take several weeks to complete.

# Enrollment Status Policy

Students matriculating at the College must maintain continuous enrollment or complete the appropriate process for a Leave of Absence or Withdrawal.

## Continuous enrollment

Students must remain continuously enrolled once they matriculate. Continuous enrollment is defined as being (a) registered for credit(s), or (b) on an approved leave of absence.

A student who fails to re-enroll in the next term or fails to request and receive an approved leave of absence or fails to re-enroll at the completion of an approved leave of absence will be withdrawn from the College and must apply for readmission.

Students who participate in an exchange program with one of the College's educational partners do not have to apply for a leave of absence.

Students are required to electronically sign an enrollment agreement (the terms of enrollment) for every term they are continuously enrolled.

By completing registration each term, students acknowledge that they understand and will abide by all academic and administrative policies.

Active duty military students please refer to Deployment and Recall to Active Duty Policy 330.

## Minimum enrollment requirements

Students earning a degree from Prescott College must satisfy minimum enrollment requirements as follows:

- Students will attend a new student orientation at the beginning of their first term either in Prescott or online dependent on their program.
- Undergraduate students must complete the equivalent of one year (two terms) of full-time enrollment.
- Master's students must complete one year (two terms) of full-time enrollment, and attend residencies as specified by certain programs.
- Ph.D. students must complete one and one-half years (three terms) of full-time enrollment and attend required residencies.

## Program length

Prescott College requires a minimum of 120 semester credits for the bachelor's degree and a minimum of 30 semester credits beyond the bachelor's degree for the master's degree. Specific program length can be found in the degree requirements at [catalog.prescott.edu](http://catalog.prescott.edu). At least 30 credits of the 120 semester credits required for the bachelor's degree must be in courses that meet the general education requirements. See [catalog.prescott.edu](http://catalog.prescott.edu) for specific details regarding general education requirements. Students pursuing accelerated master's degrees may receive graduate credits for approved graduate courses taken while an undergraduate and count those courses for both undergraduate and graduate credit and course requirements.

## Time limits for completing degree or program requirements

Diplomas will be awarded when all requisite credits and requirements have been confirmed through a graduation audit. Per the incomplete policy (see Learning Evaluation and Grading Policy 738, section on Incompletes), pending program completers with incomplete courses may petition for a maximum of one additional term with approval and support of the course instructor(s). Uncompleted courses become No Credit at the end of the subsequent term. Students who have



completed course or credit graduation requirements at the end of the subsequent term must then enroll for a minimum of one credit in order to complete their Prescott College degree. For other requirements not related to coursework (e.g. dissertation publication, etc.), pending graduates will be granted a maximum of 12 months from intended graduation date to complete the requirement(s). After that deadline the student must be readmitted to the College and enroll for a minimum of one credit in order to complete their degree.

## Graduation and Commencement

Graduation refers to the fulfillment of degree requirements and the conferral of a degree.

Commencement is the public ceremony to celebrate your accomplishments.

The student submitted graduation application will initiate the graduation process toward the conferral of a degree, as well as reserving a spot in the commencement ceremony. Participating in commencement does not mean that a student has graduated.

All degree requirements must be completed by the last day in the term in which the degree is to be awarded. The student is also responsible for providing all documentation relating to the completion of their degree program to the Registrar's Office within 15 calendar days following the last day in the term in which the degree is to be awarded. Documentation may include, but is not limited to, final official transcripts from other educational institutions or programs, proof of approval for publication of dissertation, change of grade forms (including remove of "I" (incomplete grades), etc. Failure to meet these responsibilities may result in a delay or non-awarding of the degree.

## Taking courses at other colleges

Students may take courses at other colleges while enrolled at the College. However, such courses cannot be used to help fulfill a student's registered course load. Students must arrange for official transcripts from the other college(s) in order to have the credits apply to their Prescott College degree. See Transfer Credit Policy 742.

Students should get approval from their advisor prior to taking courses at other colleges to verify the credits can be applied to their Prescott College degree.

Undergraduate students who wish to receive financial aid while enrolled at both Prescott College and another college must consult with the Financial Aid office about a consortium agreement.

## Credit load and overload

Full time enrollment for undergraduate students consists of 12 to 16 credits. On-campus undergraduate students must receive approval from their advisor to take more than 16 credits in a term.

Full time enrollment for graduate students consists of 12 credits. Students in the MS Counseling program must receive approval from their advisor to register for more than 12 credits.

## Entering student credit load requirement

On-campus undergraduates must enroll full time in their first enrollment period. Online undergraduate, graduate and Ph.D. students may elect for full time or part time for their first enrollment period.

## Decrease/increase of credits – drop/add

A student wishing to increase/add or decrease/drop the amount of credits enrolled for the term after online registration closes must submit an electronic add/drop form to the Office of the Registrar. The effective date of the drop or add is the date that the form is received in the Registrar's Office. The electronic form is available on the College website.

Students may drop and/or add credits during add/drop periods. For full term courses, a course may be dropped or added during the first 10 days of the course. Session courses may be dropped or added within the first six days. Block courses may be dropped or added during the first three days of the course. See the Academic Calendar for specific dates each term. Courses dropped during this period will not be reflected on the student's transcript. Once the drop/add period ends, no credits may be added or dropped. Dropping or being administratively dropped from a course may affect financial aid eligibility. Students should consult with Financial Aid and their academic advisor before dropping courses. Also see Tuition and Fees, Payments and Refund Policy 335.

*Decrease of credits* – Student may be entitled to a refund on the decreased portion of credits depending on the effective date of the dropped credits. See Academic Calendar for specific deadlines by term. See Tuition and Fees, Payments and Refund Policy 335. NOTE: decreasing credits may affect financial aid eligibility. It is best to contact the Financial Aid office prior to decreasing registered credits.

*Increase of credits* – Requests to add courses or credits must be received by the Office of the Registrar by the published drop/add deadline dates. See Academic Calendar for specific dates. Students are obligated to pay tuition for additional credit(s). See Tuition and Fees for each academic program for per credit hour charges on our website.

*Overload credits* – Students who enroll for more than full time credit loads, or who submit course contracts for more credits than their original enrollment for the term, are obligated to pay tuition for the additional credit(s). See Tuition and Fees for each academic program for per credit hour charges on our website. NOTE: Overload credits will not be recorded until approved by the student's advisor and payment arrangements are made by the student.

## Participation/Non-participation "No Shows" in courses

Students who are identified by course instructor or faculty advisor as not attending course(s) will be administratively dropped, withdrawn, or given a grade of No Credit depending on the actual last day of participation.

## Withdrawal from courses

If a student is withdrawing from all courses in a term, the student must follow the Withdrawal from College policy and process listed below.

Students may elect to withdraw from a course by the published student-initiated withdrawal date by submitting the electronic Drop/Add/Withdraw form available on the College website. This date is different for full term, session and block courses. Specific dates by term can be found in the Academic Calendar. There will be no refund of any tuition or fees for "withdrawn" credits/courses. If a student officially withdraws from a course before the course is completed and during the withdrawal period, the student will receive a "W" grade for the course. After the withdrawal date for that course, if a student drops or withdraws, a grade of "NC" (no credit) will be recorded. If a student withdraws from a course which is designated as a co-requisite for another course in which the student is enrolled, withdrawal from the co-requisite course is required. The "W" grade counts against the student's completion rate but not the student's GPA in Satisfactory Academic Progress calculations. Withdrawing or being administratively withdrawn from a course may affect academic standing. See Academic Standing and Satisfactory Academic Progress Policy 340 and Financial Aid Policy 345, section on Satisfactory Academic Progress.

After the student-initiated withdraw date, students will receive their earned grade per the instructor (credit, no credit, letter grade).

See the Learning Evaluation and Grading Policy 738, Incompletes section for options regarding incompletes.

## Leave of Absence (LOA)/Withdrawing from a Term

Students wishing to take a break from their studies or to further educational or personal goals may request a leave of absence (LOA). The electronic form – Application for Leave of Absence/Withdrawal – is available on the college website. The effective date of the LOA is the date the electronic, signed form is received in the Registrar's Office. A LOA extends for one term. A student may request and be approved for an additional term, for a maximum of two consecutive terms of LOA. No more than two consecutive LOAs will be permitted. If a student does not return after an approved LOA, they will be administratively withdrawn from the College and will need to reapply for admission. See Continuous Enrollment section of this policy.

Students requesting a LOA after the term in which they are currently enrolled has started but before the term has ended are considered to be "withdrawing from the term." The effective date of the LOA/term withdrawal will determine whether or not the student is entitled to a refund of any credits for that term. See Tuition and Fees, Payments and Refund Policy 335. It is best to consult with Financial Aid prior to requesting a LOA/term withdrawal for a current term.

Military personnel who leave the College in order to perform military service may take a LOA for up to five years. After the five years, the student must reapply for admission. See Deployment and Recall to Active Duty Policy 330 for more information.

## Withdrawal from the College

Students wishing to withdraw from the College must submit an Application for Leave of Absence/Withdrawal form. This form is available on the college website. The effective date of the withdrawal is the date the completed form is received in the Registrar's Office. The effective date of the withdrawal will determine whether or not the student is entitled to a refund. See Tuition and Fees, Payments and Refund Policy 335.

A student will be determined to be withdrawn from the College if they have not been continuously enrolled. See Continuous Enrollment section of this policy.

New students have until the end of new student orientation to give written notice of their intent to withdraw. Application and orientation fees will not be refunded.

Financial aid recipients who stop attending and/or participating in their coursework must officially withdraw. The Financial Aid Office is required by federal regulation to calculate the amount of funding the student received compared to what the student actually earned based on the portion of the enrollment period the student completed. This calculation may result in financial obligation for the student. Such financial obligations may include immediate repayment of student loan funds to their lender, a balance owed to the College, and/or a debt owed to the U.S. Department of Education.

If the student stops participating in all classes and does not officially withdraw, the student will be considered as withdrawn and the effective date of withdrawal will be the last day of participation.

## Readmission to the College

Students must apply for readmission to the College if their matriculation is terminated for any reason. See Continuous Enrollment section of this policy. Contact the Admissions Office or go to our website for complete application instructions.

Students who are readmitted to the College must adhere to the policies, procedures and guidelines that are in place during the first enrollment period of readmittance. Students who were placed on academic warning remain in this status as a readmit until they meet the minimum standards. See Academic Standing and Satisfactory Successful Academic Progress Policy 340, Academic Standing following Academic Suspension section.

# Deployment and Recall to Active Duty Policy

Prescott College recognizes that students who are currently serving active duty in the United States Armed Forces, National Guard, Military Reserves and veterans may be called for mandatory deployment or recalled to active duty while engaged in studies at Prescott College. This policy is intended to assist students falling into these categories with continued educational success while fulfilling their service commitments.

This policy applies to students deployed or recalled after the start of the term.

Students are encouraged to continue course work while on deployment if the situation allows. Students who are unable to continue coursework may elect one of the following options upon receiving deployment or recall orders:

- Drop or Withdrawal from all courses, depending on the effective date. Drop will result in a full refund\* regardless of refund policy. A withdrawal from all courses will result in a prorated refund\*. Courses will remain on the student's transcript with a notation that the 'W' grade is due to deployment. Courses awarded 'W' will NOT be counted in Satisfactory Academic Progress. The student will be made aware of any retroactive loss of VA benefits such as Basic Housing Allowance (BHA).
- Incomplete grade (I)\*\* awarded regardless of the 75% completion normally required for incomplete courses. Completion of coursework must be completed within one calendar year of the end of deployment.
- Award of CR (credit, no letter grade) providing the student is 75% (undergraduates) or 85% (graduates) through the course.
- Award of CR (CR, no letter grade) providing the student is 75% (undergraduates) or 85% (graduates) through the course.

The student will be placed on Approved Leave of Absence during deployment for all terms falling into estimated deployment dates.

\*Full refund does NOT include non-tuition-based College fees. Housing fees will be refunded on a prorated basis. Deposits may not be refunded if damage to the unit has occurred.

\*\*For a student who can complete the course but needs additional time beyond the term end date.

## *On-campus housing*

Students living in on-campus housing will be released from their contract without penalty. Housing fees will be refunded on a prorated basis. Deposits may not be refunded if damage to the unit has occurred.

## *Meal Cards*

Refund on balance.

## *Returning after Deployment*

Students returning from deployment will NOT be required to reapply for admission. A written petition for reinstatement and a copy of release orders (or other verification documentation) will need to be provided for reinstatement. Reinstatement must occur within one year of the end of deployment. After the one-year grace period, students desiring to return to Prescott College must reapply.

Exception: Any student who officially withdraws from the College must reapply for admission.

## *Obligations of the Student*

To enable the College to support deployed or recalled students, the student must complete the following:

- Contact the College VA Certification Officer with deployment orders.
- Submission of request for Approved Leave of Absence or Withdrawal from College with deployment/recall orders.

- Notify faculty advisor, course instructors and or mentors of deployment/recall and the associated dates.
- Request the chosen course option (outlined above) for withdrawal, drop, incomplete or CR from the instructor.
- Submit appropriate documents for the option chosen:
  - Drop form
  - Withdrawal notice with Drop form
  - Incomplete Course contract\*\*\*
  - Written request for CR

Upon return from deployment the student must contact the College VA Certification Office and any instructors who have granted incomplete grades.

\*\*\*Incomplete (I) grades will have one year after the end of deployment for completion. After the one- year grace period any courses still graded 'I' will automatically be regraded to F.

The faculty, staff and administration of Prescott College are committed to our service members of all classifications. In support of the Prescott College Mission the College will work to support service members and this policy.

## Learning Evaluation and Grading

Prescott College awards semester-hour credits based on the Credit Hour Policy 740. Credit may be earned through courses, independent studies, internships, prior learning assessments or courses taken at other colleges (see Transfer Credit Policy 742).

Credit is awarded by faculty members through grades or awards of credit/no credit.

**Grade point averages** are calculated for undergraduate and graduate students only when a student has received letter grades for at least 90% of their Prescott College coursework. Where letter grades have been awarded, the College uses the following point values for computing grade point averages:

GRADE	POINT VALUE
A	4.0
A-	3.75
B+	3.25
B	3.0
B-	2.75
C+	2.25
C	2.0
C-	1.75
D	1.0
F	0
NC (no credit)	0
NG (no grade)	0
INC (incomplete)	0
W (withdrawn)	-

### **No Credit and No Grade**

Receiving a No Credit or a non-passing grade for any course will require any student to take additional course(s) to complete the minimum number of credits required for graduation. Also refer to Enrollment Status Policy 759, withdrawal from course specifics.

A No Grade or "NG" will be assigned if a faculty member does not file their course grades by the deadline. NG grades will be

considered unsatisfactory grade and will negatively impact both a student's course completion rate and their grade point average. This grade is also used in calculating Academic and Financial Aid Satisfactory progress (see Academic Standing and Satisfactory Academic Progress Policy 340 and Financial Aid Policy 345, Satisfactory Academic Progress section). Students will need to appeal their Satisfactory progress after grades are submitted by the faculty if their status should be in good standing.

### ***Incomplete Grade***

When a student is unable to complete the coursework specified by the end of the published course date, the student may initiate an Incomplete request subject to approval from the course instructor. The instructor must approve the student's request for an Incomplete by the end of the grading period of the given course.

Incompletes will not be awarded for student teaching, thesis or dissertation credits. Unfinished coursework in these courses will necessitate re-enrollment or enrollment in additional completion credits.

The student must have completed 75% of the coursework to be eligible for the temporary incomplete grade. Approving the incomplete binds the instructor of the course to the work of the final evaluation. If the responsible instructor is unable to fulfill their obligation to finish the Incomplete, the evaluation of student works falls to the Program Director of their designee.

The maximum time frame to complete a course graded Incomplete is 45 calendar days from the end of the course. The instructor can set an earlier date, but cannot extend the Incomplete period beyond the 45-day period. If the instructor and the student agree, the earlier date can be extended, within the 45-day maximum incomplete period, by submitting an updated Incomplete Grade Contract to the Registrar with a new completion date within the 45-day period.

On or before the end of the 45-day period, the responsible instructor has 30 calendar days to evaluate the student's work and submit a completed grade change form to replace the Incomplete grade with a letter grade or Credit/No Credit grade.

If no work is completed, according to the goals on the Incomplete Contract, the grade will be changed to NC by the Registrar.

Incomplete courses are not considered successfully passing a course, nor are NC, F (fail) or W (withdrawal) grades.

The Incomplete grade will be considered as attempted credits but not earned credits in the Satisfactory Academic Progress (SAP) calculations. Incomplete grades do not affect the student's GPA.

A student with all non-passing grades in their last session course(s) is considered a withdrawal from the term and may have their financial aid recalculated according to financial aid policy and federal regulations. See Financial Aid Policy 345.

### ***Withdrawal Grade for a Course***

Students may elect to receive a "W" grade if they withdraw from a course after the add/drop deadline and prior to the deadline for electing a "W." (see the Academic Calendar for deadlines) A grade of "W" does not impact a student's GPA but is included in the calculation of attempted versus earned credits when determining Satisfactory Academic Progress. See Academic Standing and Satisfactory Academic Progress Policy 340 and Financial Aid Policy 345, Satisfactory Academic Progress section.

### ***Evaluation and Grading of Mentored Studies***

For independent mentored-study courses, the College supports the use of mentors who meet the policy on faculty qualifications and who are hired by Prescott College to supplement learning for students in structured, individualized courses reviewed, approved and supervised by an approved Prescott College faculty evaluator.

### ***Grade Change***

Students may request a course grade change by petitioning the instructor at the time the grade is recorded.

### ***Grade Translation from NC/CR to Letter Grade***

Students requesting for their transcript to be translated from CR/NC to letter grades, may submit a request to the Dean of

Academic Affairs. The Dean will entertain a grade translation request that is made less than two years from the end of the course or the conferral of a student's degree. If the Dean grants a request, a signed change of grade form will be submitted to the Registrar and the student's transcript will be updated.

### ***Undergraduate grading***

Letter grades are awarded by default in most courses. Courses exclusively awarding credit/no credit (CR/NC) include credit-bearing graduation requirements such as Wilderness and Community-Based Orientation (for on campus undergraduate students only). Students may petition for CR/NC in other courses if done so within the add/drop period for those classes.

The full amount of credit established for an undergraduate course will be awarded to each student who successfully completes the course requirements. No partial credit is awarded for courses. Students who do not satisfy course requirements and have not officially withdrawn from a course will receive a grade of No Credit ("NC"). If eligible, students may apply for an Incomplete ("I") – see Incomplete Grade above.

Students who withdraw, or are administratively withdrawn from a course after the student-initiated withdraw deadline (see Academic Calendar), will receive No Credit. Receiving No Credit in a course lowers the number of credits earned in a given enrollment period, but the number of credits attempted remains the same. This may adversely affect a student's academic standing – see Satisfactory Academic Progress policies (both academic and financial aid).

For undergraduate courses completed at Prescott College, CR equals "C-" or better. The CR grade will not be awarded for "D" level work at Prescott College.

Students must maintain a grade point average of 2.0 or better or will be placed on academic suspension. Education certification students must maintain a GPA of 3.0 or better or they will be removed from the certification program.

For undergraduate students at Prescott College participating in an accelerated graduate program, graduate courses that will count toward both the undergraduate and graduate degree must meet the graduate program passing grade requirements. No milestone courses (or transfer courses meeting a milestone requirement) will be counted toward graduation requirements unless a minimum grade of "C-" is earned.

When a student earns a grade of "F," credit is not applied to the total 120 credits required for degree completion.

### ***Prior Learning Assessment/Life Experience Documentation***

Prior Learning Assessment/Life Experience Documentation is only available to undergraduate students. To receive credit for college-level learning that occurs outside of the classroom, in professional work or in structured workshops, seminars and training, qualified students may use the Prior Learning Assessment (PLA) process to complete a life experience or conversion portfolio. Credit received becomes a part of the student's transcript. No more than 60 undergraduate credits awarded via PLA may count towards undergraduate degree requirements.

### ***Graduate grading***

Graduate students must maintain a cumulative GPA of 3.0 to graduate.

The minimum grade would be a C or better in order to count toward the requirements to graduate.

Students matriculating in the MS Counseling program and any of the Master of Education certification programs must earn a minimum of a "B" in all core required courses or they will be placed on academic suspension.

For undergraduate students at Prescott College participating in an accelerated graduate program, graduate courses must meet the graduate program passing grade requirements.

Grades will be assigned as the default for theory and mentored courses.

Receiving a grade or a Credit (CR) or No Credit (NC) for a field experience or culminating final project varies by program.

PROGRAM	Grades Issued Capstone & Dissertation	Grades Issued Practicum & Internship
Counseling, MS	N/A	Yes
Education, M.Ed.	No	No
Environmental Studies and Sustainability, MS	Yes	Yes
Experiential Counseling, Ed.S.	N/A	Yes
Interdisciplinary Studies, MA	Yes	Yes
Organizing and Community Justice, MA	Yes	Yes
Outdoor Leadership, MA	Yes	Yes
Regenerative Design, MA	Yes	Yes
Sustainability Education, Ph.D.	No	No
Transformative Food Systems, MA	Yes	Yes



# Academic Standing and Satisfactory Academic Progress

Students must maintain Good Academic Standing and Satisfactory Academic Progress (SAP) in order to remain enrolled in a degree-seeking program at Prescott College.

Academic standing is calculated at the end of each term by dividing the cumulative number of credits earned at the College by the cumulative number of credits attempted at the College. Incomplete grades count as credits attempted by not earned.

The Academic Standing categories include: Good Standing, Academic Warning, Academic Suspension, and Academic Probation as filed with the Office of the Registrar. Students should also refer to the Financial Aid Policy 345, Satisfactory Academic Progress section (whether or not the student has financial aid).

## ***Good Academic Standing***

Students who have successfully completed at least 67% of all credits attempted at the College and/or have met the GPA standard listed below, have achieved Satisfactory Academic Progress and are considered in Good Academic Standing.

GPA standards

- Students enrolled in on-campus and online undergraduate degree programs must maintain a minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale. A grade of credit (CR) does not carry any GPA calculation at this time.
- Students enrolled in graduate degree programs must maintain a minimum cumulative GPA of 3.0 on a 4.0 scale. A grade of CR does not carry any GPA calculation at this time.

## ***Academic Warning***

Students who have not successfully completed at least 67% of all credits attempted or achieved the GPA standard will be placed on Academic Warning. Students on Academic Warning are eligible to receive financial aid.

Students must complete a student success plan, which includes information on how the student will improve their GPA or completion rate. Student will submit the success plan to their faculty advisor for approval. Please see Financial Aid Policy 345, Satisfactory Academic Progress section for additional details.

Students on Academic Warning will be placed on Academic Suspension if they do not achieve a 67% or greater completion rate at the end of the warning term.

## ***Academic Suspension***

Students who have been placed on Academic Warning and do not achieve a 67% or greater completion rate or achieved the GPA standard at the end of the Earning term will be placed on Academic Suspension. A student on Academic Suspension may not enroll and, therefore, will be withdrawn from the College per the Enrollment Status Policy 750, Continuous enrollment section, unless a probationary status is granted.

Consequences of Academic Suspension

- Student may not enroll;
- Student is not eligible to receive financial aid;
- Student may not be employed in a work-study position; and
- Student may not serve as a student representative in official positions at Prescott College (on academic or administrative committees).

## ***Academic Probation***

Academic Probation is granted by the appropriate dean and/or designated committee. A student who has been academically suspended must petition to be placed on Academic Probation in order to re-enroll. The petition must include the support of

the student's advisor and indicate a plan to return to academic good standing. See Financial Aid Policy 345, SAP section for additional details (whether or not the student is receiving financial aid).

A student who does not achieve Satisfactory Academic Progress in the term following the probationary term or does not meet the conditions of the academic plan must petition again to continue Academic Probation. Failure to do so will result in Academic Suspension and the consequences outlined above.

### ***Reinstatement of Satisfactory Academic Progress***

In order to be removed from Academic Warning or Academic Probation, a student must achieve Satisfactory Academic Progress, as defined above, by the end of each enrollment period.

### ***Academic Standing following Leaves of Absence***

Students on Academic Warning who take a leave of absence will remain on Academic Warning when they return, unless they have submitted coursework that returned them to good standing. Students cannot avoid Academic Warning or Suspension/Probation by taking a leave of absence.

### ***Academic Standing following Academic Suspension for Re-Admitted Students***

Students readmitted after being on Academic Suspension will be placed on Academic Probation for their first term back. Students must meet the standards of Satisfactory Academic Progress by the end of the that term to be eligible to re-enroll and/or receive financial aid funding for a subsequent term. Students must also petition the Financial Aid office to determine financial aid eligibility.

## **Academic Integrity**

Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Anything less is unacceptable and is considered academically dishonest.

### ***Definitions***

#### **Cheating**

Using or attempting to use unauthorized materials, information, or study aids in any academic work submitted for credit.

#### **Plagiarism**

Submitting academic work for credit that includes material copied or paraphrased from published or unpublished works without documentation.

#### **Fabrication**

Deliberately falsifying or inventing any information or citation in academic work.

#### **Facilitating Academic Dishonesty**

Knowingly helping or attempting to help another violate the College's policy on academic dishonesty.

#### **Falsifying qualifications**

Deliberately misrepresenting oneself and/or one's professional qualifications, credentials, or experiences.

#### **Faculty**

mentors, instructors, and others who make academic decisions. Collectively referred to as faculty in the remainder of this document.

#### **Sanctions**

Penalty imposed for violation of a policy; possible sanctions include: no credit for the assignment; no credit for the

course or the term; suspension from the College, revocation of an awarded degree.

### ***Procedures***

If a faculty member suspects a student may be engaged in academic dishonesty:

1. The faculty member will meet with the student and discuss the situation in an effort to resolve the problem. If the meeting does not resolve the situation, a follow-up letter will be sent by the faculty member to the appropriate dean reviewing the allegations, the student's response, any pertinent documentation, and the outcome and recommendations. This must occur within 20 business days.
2. If necessary, a second meeting will take place involving the student, the faculty member and the dean. This meeting will review all of the documentation, allegations, and prior discussions to determine appropriate sanctions, if any. This must occur within 15 business days of the dean receiving the letter.
3. A resolution, including any sanctions, will be conveyed to the student in writing by the dean. This decision ends the investigation.
4. In the event that the student believes that the investigation and/or the sanctions are unwarranted, he/she may submit an appeal to the Appeals Committee. This appeal must be filed in writing and received within 15 days of the dean's ruling. No further appeals will be accepted and the Appeals Committee's decision is final.

### ***Reinstatement after Dismissal for Academic Dishonesty***

For the Dean, or designee, to consider reinstatement, a student must present convincing written evidence that they have come to value the standards for academic honesty and written affirmation that they agree to follow the College's Academic Integrity Policy.

Students are not eligible for reinstatement for at least one term after an academic dismissal>

If the Dean reinstates the student, they may place the student in warning status and may also establish terms and conditions for re-enrollment.

Students who are academically dismissed a second time for academic dishonesty are not eligible for reinstatement.

## **Academic Credit Hour**

Credit awards are based on qualified faculty evaluation of evidence that demonstrates appropriate quality, rigor, and applicability to course or program level learning outcomes.

Typical semester credit hour equivalencies are based on a minimum ratio of 1:2 where for each hour of direct contact time, students additionally engage in 2 hours of out-of-class learning time. In certain circumstances, it is possible to have more hours, but not fewer. The time per credit hour is:

- Direct: 12.5 hours or 750 minutes
- Out-of-class learning time: 25 hours or 1,500 minutes.

See chart included in Procedures section for variations.

### ***Definitions***

Credit Hour - Prescott College uses the semester credit hour for awarding of academic credit. The credit hour is defined by Prescott College in accordance with HLC Policy FDCR.A.10.020 (11/2020) and with the Federal Policy as follows:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: one hour

of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours. 34CFR 600.2

The Code of Federal Regulations requires regional accrediting agencies to monitor compliance by assuring through their review practices that:

- a. Institutions have a formal policy in place that defines the credit hour and its application to all courses and programs provided by the institution;
- b. The institution periodically reviews the application of its policy to assure that credit hour assignments are accurate and reliable; and
- c. Any variances in the assignment of credit hours conform to commonly accepted practices in higher education.

### Procedures

The following chart demonstrates the variation in direct contact to out-of-class learning time for various course types. Face-to-face courses will be scheduled in accordance with the chart based on course type. Course types are based on primary academic activities as established by the institution, including laboratory or studio work, internships, practica, dissertation, and/or other academic field-based work. If there is an interruption to the published schedule caused by instructor illness, college weather closures or other reasons, the requisite hours will be made up using an alternative schedule or additional activities meeting the direct instruction definition.

Course Type	Credit Value	Contact Hours/Ratios (1 Credit = 12.5 Hours)	Description/Notes
Theory-Based	2 (or) 3 (or) 4	<b>25</b> Hours   (1 : 2)25 : 500 <b>37.5</b> Hours   (1 : 2) or 37.5 : 75 <b>50</b> Hours   (1 : 2)50 : 100	Synchronous and asynchronous courses.
Limited Field	4	<b>50</b> Hours   (1.5 : 1.5) or 75 : 75	Field days and/or multiple field trips.
Immersive Field	3 (or) 4 (or) 6	<b>37.5</b> Hours   (2.5 : 0.5) or 95 : 18 <b>50</b> Hours   (2.5 : 0.5) or 125 : 25 <b>75</b> Hours   (2.5 : 0.5) or 187.5 : 37.5	Field-based for the majority of the course.

Individualized	1 (to) 8	<b>12.5</b> Hours   (1 : 2) or 12.5 : 25 <b>100</b> Hours   (1 : 2) or 100 : 200	Includes Mentored Study, Practicum, and Internship.
Lab/Studio	4	<b>50</b> Hours   (1 .5 : 1.5) or 75 : 75	Use of College lab/studios on a weekly basis
Skill/Novelty	1 (or) 2	<b>12.5</b> Hours   (2 : 1) or 25 : 12.5 <b>25</b> Hours   (2 : 1) or 50 : 25	Skill-building, orientations, accelerated cohort(s), workshops, and/or novelty work.
Senior Project	4	<b>50</b> Hours   (2.5 : 0.5) or 125 : 25	Repeatable for a cumulative total of 8 credits.
Capstone/Thesis	3	<b>37.5</b> Hours   (1 : 2) or 37.5 : 75	
Dissertation	up to 18 total	<b>12.5</b> Hours   (1 : 2) or 12.5 : 25	Repeatable for a cumulative total of 18 credits.
Clinical Practicum	1 (to) 8	<b>12.5</b> Hours   (1 : 2) or 12.5 : 25 <b>100</b> Hours   (1 : 2) or 100 : 200	
Clinical Internship	1 (to) 5	<b>12.5</b> Hours   (1 : 2) or 12.5 : 25 <b>62.5</b> Hours   (1 : 2) or 62.5 : 125	
Student Teaching	8	<b>100</b> Hours   (1 : 2) or 100 : 200	

Because the pace of reading, writing and other learning activities, time needed to complete coursework varies widely among learners. Actual time spent in learning activities to achieve course learning outcomes will vary.

# Student Academic Appeals Policy

Students are responsible for reviewing and abiding by the college's academic policies and procedures. Students are responsible for their academic choices and for meeting the standards of academic performance established for each study or course in which they enroll.

Faculty are responsible for establishing methods and criteria for evaluation and evaluating a student's performance in learning contracts, courses, final projects, exams, etc. Evaluations of students, awards of academic credit and other academic judgments are based upon academic performance and the application of relevant academic policies.

Students may appeal academic procedural decisions that have already been made. Examples include final grades or an academic suspension.

In the appeal, a student must provide documentation of the extenuating circumstance(s). This may include medical documentation, an obituary, or other documents.

Appeals to return after Academic Suspension must include information regarding why the student failed to meet satisfactory academic progress, how the student plans to get back in compliance, and what has changed that will allow the student to demonstrate satisfactory progress. See Financial Aid Policy 345, Appeals for Satisfactory Academic Progress section.

Grades on individual assignments may not be appealed.

## ***Informal Resolution***

The student should discuss the matter directly with the faculty who made the academic decision and make a reasonable effort to resolve the issue. The student must begin such an informal resolution process within 20 business days of receiving the decision.

## ***Formal Appeal***

A student may initiate a formal appeal of an academic decision within 30 business days of receiving the decision. The student submits a written appeal to the Dean of Academic Affairs (or designee). The appeal must include a full description of the basis of the student's appeal for reconsideration of the decision; a statement of the remedy they are seeking; any supporting documents, such as syllabus, and/or course outcomes and evaluations; and information on when and with whom the student attempted an information resolution.

Based on initial review, the dean may return an appeal to the student for further information or clarification. If the appeal is returned for further information or clarification, the student must submit the requested information or revision within 10 business days for the appeal to be heard. If the requested information or revision is not submitted within 10 business days, the appeal will be denied. The dean or designee will make a final decision regarding the appeal within 10 business days of receiving the complete appeal. The faculty, the student, Financial Aid and the Registrar's Office will be notified in writing of the dean's decision.

A student's status does not change while an appeal is under consideration. If a student is on academic warning, for example, the warning stands.

## **Outside Entities Contact Information**

If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1740 W. Adams, Phoenix, AZ 85007, phone # 602-542-5709, website address:

[www.azppse.gov](http://www.azppse.gov)

Students also have the right to contact state authorization or accrediting agency contacts for specific issues. For online

students who are residents of states outside of Arizona, consumer inquiries may be directed via the College's webpage listing contact information for licensing and consumer protection bodies in specific states:  
<http://www.prescott.edu/explore/at-a-glance/accreditation/consumer-protection-agency.php>.

## Student Non-Academic Appeals Policy

### *Reason for Policy*

The purpose of the Student Non-Academic Appeals Policy is to provide guidance regarding non-academic appeals.

### *Policy Statement*

Students are responsible for reviewing and abiding by the college's policies and procedures. Students may appeal for a refund of tuition or fees or appeal an add/drop outside of the established and published deadlines under specific circumstances as described below.

In the appeal, a student must provide documentation of extenuating circumstances. This may include medical documentation, an obituary, or other documents.

Appeals under this policy regarding tuition and fees should be submitted to the Bursar.

Appeals under this policy for a late add/drop should be submitted to the Registrar.

This policy does not cover appeals addressed through specific other policies or procedures. Complaints about sexual harassment and discrimination based upon protected class are addressed via Title IX Sexual Harassment Policy 813. Complaints about student behavior are addressed through the Student Conduct Policy. Student academic appeals are addressed through the Academic Appeals Policy 752. Student housing appeals are addressed by the Director of Student Housing. Financial Aid appeals are addressed through the Financial Aid office.

### *Formal Appeal*

The student may make a formal, written appeal to the relevant administrator. Formal appeals are considered under the following circumstances: medical emergencies; severe health issues; family or personal catastrophe. Any formal appeal must be submitted by the student within 30 business days after the published deadline. The student must state the nature of the appeal and the remedy they are seeking.

Students who submit an appeal for medical reasons will be required to provide written documentation from the attending physician and/or licensed medical professional providing a summary of the issue. Students who submit an appeal for a family or personal catastrophe (such as death or accident), will be required to provide written documentation such as an obituary, proof of a car accident or other relevant documentation.

The administrator will review the situation and provide a written response within 15 days of receiving the complaint. Students will be informed if extenuating circumstances require additional time.

### *Appeal of a Formal Appeal Decision*

If the student believes the formal appeal decision is inconsistent with College policies, the student may appeal in writing to the Vice President Finance and Administration (VPFA) or designee.

Any appeal must be submitted within 20 days of the transmission of the formal appeal decision. The student must state the nature of the justification for the appeal. The VPFA or designee reviews the appeal and provides a written response within 15 days of receiving the appeal. The decision is final.

# Student Grievance Policy

Students may file a grievance in response to any perceived infringement of their rights, whether the perceived infringement is of their rights according to federal law, their rights as students according to College policies, or simply their personal rights to equitable treatment. Prescott College is committed to handling all grievances in a prompt and equitable manner. Conflicts occur every day and many conflicts are resolved through effective and respectful communication. Prescott College encourages all community members to make a reasonable effort to resolve conflicts informally before filing a formal grievance. If a student needs assistance in resolving an academic or non-academic conflict, they should contact the appropriate Dean.

This policy does not apply to matters covered by other college policies, including, but not limited to: complaints about sexual harassment and discrimination which are addressed via Title IX Sexual Harassment Policy 813; complaints about student behavior which are addressed through the Student Conduct Policy; academic appeals which are addressed through the Student Academic Appeals Policy 752; non-academic appeals relating to tuition or fee reimbursement or registration deadlines which are addressed through the Student Non-Academic Appeals Policy 348.

Grievances fall into two categories: academic and nonacademic.

- Academic grievances might include conflicts over course evaluations, or learning contracts, but could concern an academic matter in which a student believes he/she has been treated unfairly or unreasonably. Students who believe they have grounds for an academic grievance should contact the Dean of Academic Affairs.
- Nonacademic grievances might concern any instance of perceived mistreatment. Examples include, but are not limited to, unprofessional conduct on the part of a College community member, failure to provide services, arbitrary actions by an employee or office, or a policy or procedure that was applied unfairly. Students who believe they have grounds for a nonacademic grievance should contact the Dean of Student Affairs.

## ***Grievance Procedures***

A student who is unsure whether their grievance falls under the nonacademic description should consult with the Dean of Academic Affairs or Dean of Student Affairs.

1. Every effort should be made to resolve the problem informally. If for any reason a dispute cannot or should not be addressed informally, this step may be omitted.
2. If the student cannot resolve the issue with the individual directly, they should then explain the situation to the Director of that appropriate area, i.e. housing, student services, advising and support, department or study area, and ask for their assistance in working with the individual to resolve the issue. If that does not successfully resolve the issue, the student has the option to file an academic grievance with the Dean of Academic Affairs or a nonacademic grievance with the Dean of Student Affairs.
3. The grievance must be in writing, and must include the name of the respondent and a description of the specific incident(s) concerning the grievance, an outline of the informal steps taken to resolve the matter, and reference to the desired outcome(s), if appropriate. The formal grievance should be filed within 30 days after the student has knowledge of the problem.
4. The dean or designee will determine if an investigation is appropriate.
5. Any investigation will be conducted by the dean or designee; who may include other relevant college officials in the process.
6. The complainant has a right to present witnesses or testimony if they so choose.
7. Based on the investigation, the dean or designee will render a decision in a written summary sent to both parties.
8. The dean's decision may be appealed in writing to the Appeals Committee. This appeal must be received within 15 days of the dean's decision. The Appeals Committee will make a ruling within 30 days of receipt of the appeal. The decision of the Appeals Committee is final.

It should be understood that the filing of a grievance against a college employee or a final decision in favor of the student is



not necessarily an unfavorable comment on an employee's performance of their duties. It should also be understood that the filing of a grievance against a college employee by a student will not result in arbitrary or unreasonable actions against that student.

### Outside Entities Contact Information

If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1740 W. Adams, Phoenix, AZ 85007, phone # 602-542-5709, website address:

[www.azppse.gov](http://www.azppse.gov)

The Arizona SARA Council has jurisdiction over Arizona SARA-approved institutions including Prescott College in relation to non-instructional complaints. Instructional complaints, such as grade grievance, are not reviewed by the Council and should not be submitted for review. Prior to registering a non-instructional complaint with the Arizona SARA Council, the student/complainant must complete Prescott College's and the Arizona State Board for Private Postsecondary Education's complaint process, as listed above. [Non-instructional complaints may be submitted here:](http://azsara.arizona.edu/complaints)

<http://azsara.arizona.edu/complaints>.

Students also have the right to contact state authorization or accrediting agency contacts for specific issues. For online students who are residents of states outside of Arizona, consumer inquiries may be directed via the College's webpage listing contact information for licensing and consumer protection bodies in specific states: <https://prescott.edu/consumer-information>. If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the United States Department of Education: Office for Civil Rights (OCR), 400 Maryland Avenue, SW, Washington, DC 20202-1100, Customer Service Hotline #: (800) 421-3481, Email: [OCR@ed.gov](mailto:OCR@ed.gov).

## Acceptable and Responsible Use Policy – Information Technology

This policy establishes the boundaries and acceptable and responsible use of College's computing and communication resources.

College-owned computing equipment, networks, services, and resources are provided for the purpose of conducting College-related activities and are therefore considered College property. The College, as owner of such property, has the right to access information on the system stored, sent, created, or received by students, alumni, faculty, or staff including electronic mail, as it deems necessary and appropriate. While the College values the importance of individual privacy and endeavors to balance that value against the needs for institutional security and for compliance with legal and institutional standards that allow the College to provide campus-wide support, individual users should not expect privacy when using shared information systems.

Users are obligated to protect College computing systems from illegal or damaging actions, either knowingly or unknowingly. This policy provides description of unacceptable uses of College computing resources and how to report violations; however, the College may at any time make determinations that particular uses are and are not appropriate.

Use of Prescott College Information Technology resources, including the network, is considered an agreement to abide by this policy.

1. Use of information technology resources is limited to research, instructional, or administrative purposes only. Computing resources may not be used for commercial purposes or personal gain. Use of computer services for any commercial purpose, partisan political purpose, personal undertaking, or for any unlawful purpose is prohibited.

2. Users must uphold laws and ethics while using Prescott College computing resources.
  - Comply with laws governing copyrighted materials. Making, distributing, storing, or using unauthorized duplicates of copyrighted material, including software applications, proprietary data, and information technology resources is prohibited. This includes illegal file sharing of entertainment (e.g. music, movies, and video games) files in violation of copyright laws.
  - Borrowing, lending, falsifying, allowing, or facilitating the unauthorized access to use of College computing resources by a third party is prohibited. This includes violating the terms and conditions of software license agreements for software distributed by the College by giving, lending, selling, or leasing such media or software to others for their own use. Users should assume that all College supported software is proprietary and may not be copied.
  - Using College computing resources to gain or attempt to gain unauthorized access to computing resources either inside or outside of the College is prohibited, including obtaining user IDs and/or password(s) or impersonating another person on a computing resource.
  - Using electronic media to harass or threaten other persons, or to display, design, copy, store, draw, print, or publish obscene language or graphics is prohibited.
  - Intercepting or attempting to intercept or otherwise monitor any communications not explicitly intended for the user, without authorization, is prohibited.
  - Copying, reading, accessing, using, misappropriating, altering, publishing, or destroying computer files, data, documents, or other files of another individual or attempts to do so, without the permission of that individual or authorized administrator is prohibited.
  - Users must follow all Prescott College policies, including but not limited to communications, marketing and publishing regulations when utilizing computing resources.
3. Users must participate in computing security measures of the College.
  - Users shall protect computing credentials, and never share passwords with others, including IT personnel.
  - Users shall relinquish college-issued computing equipment for the purpose of required repairs and security measures.
  - College network systems and devices are regularly scanned for security purposes. Attempting to circumvent or subvert system or network security measures is prohibited.
  - Creating or propagating malware or viruses is explicitly prohibited.
4. Users must protect the functionality of the College's IT systems.
  - Intentionally or recklessly abusing, monopolizing, or misusing computing resources which cause damage, system interruptions, resource degradation, or harassment to other persons is prohibited.
  - Actions or attempted actions that degrade or disrupt resource performance, security, or administration operation including, but not limited to, intentionally introduction of any computer virus or similar disruptive force into any computer resource is prohibited.
  - Repeatedly or purposefully engaging in activities which can be reasonably expect to, or do, unreasonably tax computing resources or go beyond their intended or acceptable use is prohibited.
  - Attempting to alter the Prescott College computing infrastructure is prohibited. Users must not install or alter wiring, or extend or retransmit the network, or connect any computing or networking components (including, but not limited to, bridges, routers, DHCP servers, wireless access points, and hubs) on the College network without prior approval is prohibited.
5. Users with authorized access to internal College data have additional duties.
  - Users who have a role that includes access to student information must protect the student information. Records containing information directly related to a student are confidential and protected from public disclosure by the Family Education Rights and Privacy Act. Employees must access only information to which they have been given

authorized access or is publicly available, and may not disclose or distribute student information in a manner inconsistent with federal and state law and College regulations.

- All legally restricted, regulated and confidential information must be kept secure. Current best security practices are to be utilized when sending or receiving this data including encryption, authentication and, when away from campus, via a Virtual desktop. Employees may not forward such information to personal email accounts, nor store or transport restricted and confidential data on removable storage devices. Any exceptions shall be documented and approved by the Vice President, Finance and Administration or their designee.
- Employees are to consult Information Technology and Institutional Research before integrating data.
- Employees in certain roles, such as Information Technology personnel, those with access to health or financial records, those who create new identities within the system, and users of specialized hardware, software, databases, or data must follow all computing training and protocols provided for their roles.
- Employees in supervisory roles are responsible for ensuring supervisees have the appropriate training for their role related to what type of data the employee accesses and any protocols that are required.

## **Student Privacy Policy**

### **Family Educational Rights and Privacy Act (FERPA)**

Prescott College complies fully with the Family Educational Rights and Privacy Act of 1974 (as amended). This federal law was designated to protect the privacy of education records, to establish the right of students to inspect and review their education records, to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings, and to submit an explanatory statement for inclusion in the education record if the outcome of the hearing is unsatisfactory.

Prescott College accords all the rights under the Act to students who are declared independent. No one outside the College shall have access to, nor will the institution disclose any information from, a student's records without the prior written consent of the student, except: to persons or organizations providing student financial aid; to accrediting agencies carrying out their accreditation function; to persons in compliance with a judicial order; and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

Education records do not include records in the "sole possession of the maker" (e.g. private advising notes); law enforcement records created and maintained by a law enforcement agency for a law enforcement purpose; employment records (unless the employment is based on student status), the employment records of student employees (e.g. work-study wages, graduate teaching associates) are part of their educational records; medical/psychological treatment records (e.g. from a health or counseling center); alumni records (i.e. those created after the student graduated or left the institution).

Within the Prescott College community, only those members, individually or collectively acting in the students' educational interest, are allowed access to student educational records. These include personnel in the Financial Aid, Business, Admissions, and Registrar's offices, as well as deans, president, advisors, and faculty, within the limitations of their need to know.

Directory Information: At its discretion, the College may provide Directory Information in accordance with the provisions of the Act to include:

- student name
- home and local addresses
- email and web site addresses
- all phone numbers
- date and place of birth

- photographs
- fields of study, including competence, breadth, and primary degree/program area
- dates of attendance and full-time/part-time status
- all degrees earned and awards received
- anticipated graduation/completion date
- advisor(s) name(s)
- recently attended previous educational institution(s)
- participation in officially recognized activities

Every student must be given the opportunity to have directory information suppressed from public release. This process is referred to as "directory block." When a student makes this request, everyone within the institution must abide by a student's request that no information be released about the student.

It is important to understand that a "directory block" does *not* mean that a school official within the institution who has a demonstrated legitimate educational interest (e.g. a faculty member teaching the student in class) is precluded from using the information to perform that official's duties.

### **Right to View and/or Amend Records**

Prescott College students have the right to see everything in their educational record, except:

- information about other students
- financial records of parents, and
- confidential letters of recommendation if they waived their right of access

### **Right to File a Complaint**

A student alleging College noncompliance with the Family Educational Rights and Privacy Act may file a written complaint with the Family Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-5920; Phone: 1-800-872-5327; <http://www2.ed.gov/policy/gen/guid/fpco/index.html>.

### **Notification**

Prescott College informs students about the Family Educational Rights and Privacy Act in each term's enrollment materials.

## **Nondiscrimination Policy – Student**

This policy is provided in accordance with all federal and state civil-rights laws prohibiting discrimination in private institutions of higher education.

Prescott College adheres to all federal and state civil rights laws prohibiting discrimination in private institutions of higher education. Prescott College will not discriminate against any employee, applicant for employment, student or applicant for admission on the basis of race, religion, hearing status, personal appearance, color, sex, pregnancy, political affiliation, source of income, place of business, residence, religion, creed, ethnicity, national origin (including ancestry), citizenship status, physical or mental disability, age, marital status, family responsibilities, sexual orientation, gender, gender identity, gender expression, veteran or military status (including special disabled veteran, Vietnam-era veteran, or recently separated veteran), predisposing genetic characteristics, domestic violence victim status or any other protected category under applicable local, state or federal law, including protections for those opposing discrimination or participating in any resolution process on campus or within the Equal Employment Opportunity Commission or other human rights agencies.

This policy applies to the administration of the College's educational policies, financial aid program, or any other programs generally accorded or made available to students. The Human Resources office is available to discuss and investigate matters concerning discrimination.

# Americans with Disability Act (ADA)

## Access and Disability Support Services

Prescott College is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA).

Prescott College prohibits and actively discourages discrimination against individuals with disabilities.

The College is committed to make services available for any student who can document a disability under Section 504 or the ADA. College policy calls for reasonable accommodations to be made for students with disabilities on an individualized and flexible basis. It is the responsibility of students with disabilities to request available assistance.

## Academic Standards and ADA Accommodation Statement

Prescott College has an institutional commitment to provide equal educational opportunities and access for qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Under the ADA, students requesting ADA accommodations must be able to perform the “essential academic and technical standards of the program”; providing ADA accommodations must not fundamentally alter the program or compromise the essential elements of a course or curriculum, nor does it weaken the academic standards or integrity of a course. Accommodations are an alternative way to accomplish the course requirements by eliminating or reducing disability-related barriers; accommodations “level the playing field”, they do not provide an unfair advantage.

Documentation of disabilities as well as advocacy for reasonable accommodations is handled through Student Affairs. Reasonable accommodations offered are based on the nature of the disability and the academic environment.

Prescott College promotes the development of academic and personal growth, life-long learning, academic integrity, as well as equal access to all programs, services, activities and courses for students. All questions and concerns should be directed to the Director of Accessibility and Accommodations at [accommodations@prescott.edu](mailto:accommodations@prescott.edu).

## Accommodation Process for Students with Disabilities

- Students with disabilities who require accommodations to access College courses, programs, services, activities, and facilities must request accommodations for each course or other activity prior to the beginning of said course or activity. The student must provide documentation of disability to the Director of Accessibility and Accommodations in a timely manner.
- Disability-related documents are kept confidential and shared with College personnel on a limited and need-to-know basis.
- Based on the submitted disability documentation, the Director of Accessibility and Accommodations will determine if the student is eligible for reasonable accommodations. All accommodations are made on a case-by-case basis.
- If the student is eligible for reasonable accommodations, the interaction between the disability and the academic environment will be explored to determine possible reasonable accommodations. Consultation with faculty, staff, and outside professionals regarding essential elements and reasonable accommodations will occur as needed.
- The student requesting accommodations will be notified of the process for the provision of reasonable accommodations and all relevant activity will be documented in the student’s confidential file.
- Since the responsibility for provision of accommodations often involves instructors and students, instructors can contact the Director of Accessibility and Accommodations with concerns or questions about reasonable accommodations. Instructors are not expected to compromise or alter essential elements of their course or evaluation standards.
- Students with disabilities are responsible for contacting the Director of Accessibility and Accommodations if

reasonable accommodations are not implemented in an effective or timely way. The Director of Accessibility and Accommodations works with College personnel and students requesting ADA-related accommodations to resolve disagreements regarding recommended accommodations. When needed, the Director of Accessibility and Accommodations is available to assist with resolution of disagreement and to assure institutional compliance with the ADA.

- Students with disabilities who believe they have been discriminated against on the basis of their disability may contact the Director of Accessibility and Accommodations.
- Each student bears the responsibility to submit requests for accommodations, auxiliary aids and/or services in a timely manner.

**Temporary Disabilities**

Services are available to students with temporary disabilities to provide access to campus academic programs and services. Assistance cannot be provided for tasks of a personal nature such as, but not limited to, assisting with health care issues. Students must submit appropriate documentation of their condition to the Director of Accessibility and Accommodations.

**Contacts for ADA-Related Services**

Director of Accessibility and Accommodations	Kay Boyle	accommodations@prescott.edu
Counseling	Tony Himes	928-713-6427
Residential Life	Rebekah McMillian	928-350-1006

Telehealth Counseling Services UWill <https://app.uwill.com/login>

# Drug-free Campus and Workplace Policy

The use of illegal drugs and the abuse of alcohol on Prescott College properties or in facilities controlled by Prescott College are prohibited by college regulations and are incompatible with Prescott College’s goal of providing a healthy educational environment for students, faculty, staff, and guests.

**Effects of Drugs and Alcohol**

Although individuals often use drugs and alcohol to achieve a variety of effects on mind and body that are found to be temporarily useful or pleasurable, drugs can be highly addictive and injurious. A person can pay a price in terms of his or her physical, emotional, and social health.

This can lead to risk taking behavior in regards to sexual health, the incidence of unwanted or unprotected sex when one is under the influence of drugs or alcohol is significantly raised, and drugs can be the trigger for violent crime. Economic and legal problems usually result when one tries to support a drug habit by resorting to crime. The dependence, illness, loss of job, and loss of family or friends that can result from drug or alcohol use and abuse can be tragic. In keeping with the mission of Prescott College and the requirements of state and federal law, Prescott College has adopted this program to ensure a drug-free campus and workplace and to prevent the use of controlled substances and the abuse of alcohol.

**Alcohol Use at the College**

While the College’s alcohol policy reflects current interpretations of federal, state and local laws governing the possession, distribution, and use of alcohol, it also expresses the College’s commitment to responsible drinking and behavior. The following regulations apply to all functions sponsored by College groups on and off campus. Non-College groups that use College facilities may not serve alcohol unless approved by the College.

## **College Functions**

For the purposes of this policy, “function” is defined as a gathering sponsored by Prescott College, or any of its constituent groups, at which alcohol is served. The presence of alcohol at these functions creates a need to manage the activity with care and to be more concerned with the conduct of those present. Those who plan to choose to attend functions where alcoholic beverages will be served and consumed must assume responsibility for the consequences of their actions.

## **Off-Campus College Functions**

College functions that take place off-campus at establishments licensed to sell alcohol are not governed by the College’s alcohol policy. College functions that take place off-campus at locations not licensed to sell alcohol are governed by the College’s alcohol policy. Federal, state, and local laws (and not the College’s alcohol policy) govern off-campus employee sponsored functions, such as class parties and field trips; however, sponsors have the right to prohibit alcohol consumption. The Kino Center, Dopoi Center, Tucson Center, and field trips are considered on-campus and are governed by the College’s alcohol policy.

## **Risk-Management Guidelines**

Inform the group advisor or other sponsor of both planned activities and the person(s) responsible for the event at least 72 hours in advance of the event. Focus on a theme rather than on alcohol.

When alcohol is served, encourage mature and responsible use. A general guideline is one keg per 55 legal drinkers or one 12-ounce can of beer per hour, per person. Designate officers or members who will not drink alcohol during the functions. Sponsor activities that do not require driving afterwards if alcohol is served. Help guests find escorts or transportation home if needed. Call 928-350-2222 for assistance with on-campus emergencies. Observe proper fire and building codes with respect to maximum occupancy.

## **Alcohol—State Laws and Regulations**

All use and distribution of alcohol is subject to state laws and regulations, which include the following duties and prohibitions:

- No person or organization may sell, furnish, or give alcoholic beverages to any person under the age of 21, except as otherwise permitted by law.
- No person under the age of 21 is allowed to consume or possess alcoholic beverages, except as otherwise permitted by law.
- No person authorized to sell or serve alcoholic beverages may consume such beverages while they are so engaged or employed.
- No person or organization may serve or sell alcoholic beverages to any intoxicated or disorderly person, and such intoxicated persons shall not be allowed to remain on or about premises in which alcoholic beverages are furnished for more than 30 minutes after the state of intoxication is known or should be known to a person selling or serving alcoholic beverages.
- Any person or organization authorized to serve alcoholic beverages who has reason to question whether the person ordering or attempting to order alcoholic beverages is under the age of 21 shall require that person to show an identification card, which includes a photograph, proving that the individual is at least 21 years of age.
- No person under the legal drinking age may misrepresent his or her age with the intent to induce another to sell or serve alcohol contrary to law.
- No person may solicit another person to purchase, sell, or serve alcohol contrary to law.

## **College Sanctions**

Prescott College, in all actions, will seek to uphold local, state, and federal laws. Insofar as permitted by these laws, Prescott College will apply sanctions that could lead to a student being fined, suspended, or expelled, or an employee being disciplined, suspended, or dismissed for violation of Prescott College’s standards of conduct.

Students and employees may also be referred for prosecution. Disciplinary sanctions may include the completion of an

appropriate rehabilitation program, at the student's or employee's expense, if necessary.

### **State and Federal Sanctions**

Federal penalties and sanctions for illegal possession of a controlled substance include the following:

- First conviction: up to 1 year in prison, fine of \$1,000 to \$100,000, or both
- Second conviction: at least 15 days and up to 2 years' imprisonment, \$5,000 to \$250,000 fine, or both
- After two drug convictions: at least 90 days and up to 3 years in prison, \$5,000 to \$250,000 fine, or both. Special federal sentencing provisions for possession of crack cocaine include a mandatory prison term of at least 5 years and up to 20 years, fine of up to \$250,000, or both, for a first conviction if the amount of crack exceeds 5 grams, for a second conviction if amount exceeds 3 grams, and for a third or subsequent conviction if the amount exceeds 1 gram.
- Additional federal sanctions may also apply, including forfeiture of vehicles used to transport controlled substances; denial of federal benefits including student loans, grants, and contracts; and denial or revocation of certain federal licenses and benefits.

### **Convictions for Drug-related Offenses**

Any student convicted of any drug-related criminal offense must notify the Director of Financial Aid, in writing, no later than five (5) days after such conviction, regardless of where the offense occurred. This is because under federal and state laws, any student convicted of a drug-related felony offense during a period of enrollment in which the student was receiving federal student aid must be denied all federal and state assistance, including Pell Grants. However, a criminal conviction shall not be necessary to find that a student has violated these standards of conduct, and Prescott College need not, and ordinarily will not, defer their own actions and sanctions pending the outcome of any criminal proceeding.

### **Danger Signals Indicating a Drug or Alcohol Problem**

Following is a listing of classic danger signals that may indicate the presence of a drug or alcohol problem:

- Abrupt changes in mood or attitude.
- Decreased efficiency at work or at school.
- Frequent absences, tardiness, and/or early departures.
- Relationship problems with family, friends, and co-workers.
- Unusual outbursts of anger and hostility.
- Social withdrawal.

### **Counseling**

If you observe any of these changes in yourself or another student, you are encouraged to talk with a counselor.

In accordance with Clery Act regulations, College "Pastoral Counselors" and College "Professional Counselors," when acting as such, are not considered to be a campus security authority and are not required to report crimes for inclusion into the annual disclosure of crime statistics. As a matter of policy, the counselors are encouraged, if and when they deem it appropriate, to inform persons being counseled of the procedures to report crimes on a voluntary, confidential basis for inclusion into the annual crime statistics.

Abuse of alcohol or drugs can lead to dependency and addiction, with serious consequences for personal health and overall quality of life. There are drug and alcohol counseling, treatment, and rehabilitation facilities available in the Prescott area where students and employees may seek advice and treatment.

There are also organizations that may be contacted for help. The Alcoholism and Drug Abuse Hotline (1-877-437- 8422) and the Cocaine Hotline (1-866-535-7046) are open 24 hours a day. The National Institute on Treatment Referral Hotline (1-800-662-4357) is available from 8:00 a.m. to 2:00 a.m., Monday through Friday and from 11:00 a.m. to 2:00 a.m. on weekends.



# Missing Student Notification Policy

In accordance with the Higher Education Act, Section 485(j), Prescott College has established the following procedures regarding missing students. This policy applies only to students residing in campus housing.

If College officials determine that a student for whom a missing person report has been filed has been missing for more than 24 hours, then within the next 24 hours the College will:

1. Notify the individual identified by the student to be contacted in this circumstance;
2. If the student is under 18 years old, notify a parent or guardian; and
3. In cases where the student is over 18 and has not identified a person to be contacted, notify appropriate law enforcement officials

Students residing in campus housing are informed of this policy and given the option to provide confidential contact information for a person to be notified in the event the student is officially reported as missing.

## Residential Life Policies

It is the responsibility of the student to know and abide by all community standards, policies of Prescott College and the Office of Residence Life & Housing. Each Resident is provided a copy of the Resident Housing Handbook upon move-in. This handbook contains policies and community standards by which residents are expected to abide. Residents are responsible, to the best of their ability, for the safety and wellbeing of their community. A student that witnesses an injustice or a situation where community standards are not met must report such behavior. Any resident who does not report such behavior encourages the tolerance of injustice and disrespect and therefore assumes partial responsibility for these actions. A community member whose actions or inactions are found to be the direct cause of injury to persons or damage to Prescott College property or student personal property will be held financially and otherwise responsible.

## Student Conduct Policy

### Section I. Guiding Principles

Prescott College recognizes its students as responsible and dedicated people who are preparing to be global citizens. As members of the College community, students have responsibilities and duties commensurate with their rights and privileges. In this policy, Prescott College provides guidance to students regarding those standards of student conduct and behavior that it considers essential to its educational mission. This policy also provides guidance regarding the types of conduct that infringe upon the fulfillment of the College's educational mission.

### Section II. Scope

This Student Conduct Policy applies to all students and student organizations at Prescott College.

### Section III. Reach

The Student Conduct Policy shall apply to student conduct that occurs on College premises including online platforms (including online classes, e-mail and telephone communication), at College-sponsored activities, student organization sponsored events or in College Housing. At the discretion of the Conduct Officer (dean or their delegate), the Policy also shall apply to off-campus student conduct (off-campus conduct should demonstrate concern for the health, safety, and welfare of community members and reflect students' fitness to be a member of the local community); when the conduct, as alleged, adversely affects a substantial college interest and potentially violates a campus policy. The Conduct Officer delegates to the director of student housing the authority to develop and enforce rules and procedures to address the unique needs and management of College premises under the control of the director of student housing. Such rules and procedures shall be complementary to this Code.

## Section IV. Responsibilities of Dual Membership

Students are both members of the College community, as well as citizens of the state and the larger community. As citizens, students are responsible to the community of which they are a part, and, as students, they are responsible to the academic community of the College and to other individuals who make up the community. By upholding its Student Conduct Policy, the College neither substitutes for nor interferes with other civil or criminal legal processes. When a student is charged in both jurisdictions, the College will decide on the basis of its interests, the interests of affected students, and the interests of the community whether to proceed with its disciplinary process or to defer action.

## Section V. Disciplinary Offenses

The offenses listed below are given as examples only. Prescott College may sanction other conduct not specifically included on this list.

### 1) Scholastic Dishonesty

1. Plagiarism;
2. Cheating on assignments or examinations;
3. Engaging in unauthorized collaboration on academic work;
4. Taking, acquiring or using test materials without faculty permission;
5. Submitting false or incomplete records of academic achievement;
6. Altering, forging or misusing a College academic record;
7. Fabricating or falsifying data, research procedures, or data analysis;
8. Deceiving the College and/or its officials.

### 2) Illegal or Unauthorized Possession or Use of Weapons

1. Possession or use of firearms, explosives, dangerous chemicals, or other weapons, or likenesses of weapons, on college property, at school-sponsored housing or at college-sponsored functions, except where possession is required by law.

### 3) Threatening, Violent or Aggressive Conduct

1. Assault, battery, or any other form of physical abuse of a student or college employee.
2. Fighting or physical altercation.
3. Conveyance of threats by any means of communication including, but not limited to, threats of physical abuse and threats to damage or destroy college property or the property of other students or college employees.
4. Any conduct that threatens the health or safety of another individual one's own self or another individual. Threats to commit self-harm and/or actual incidents of self-harm by any student.
5. Extortion-practice of obtaining something through force or threats.
6. Intimidation-implied threats or acts that cause an unreasonable fear of harm in another.

### 4) Theft

1. Theft, attempted theft, vandalism/damage, or defacing of college property, college-controlled property, or the property of another student, faculty, staff member or guest.
2. Any form of identity theft or unauthorized acquisition of another's personal information, identification or access credentials.

### 5) Property Damage

1. Vandalism or malicious destruction of private or public property.
2. Damage or misuse of private or public property.

6) Participation of students or groups of students in activities which cause damage to public or private property.

7) Disruptive or Disorderly Conduct

1. Obstruction or disruption of teaching, research, student conduct proceedings, administration, residence hall operations, or other college sponsored activities.
2. Conduct that could be perceived as offensive, indecent or obscene to a reasonable person.
3. Participation of students or groups of students in activities which may interfere with orderly function or normal flow of traffic.
4. Disorderly Conduct in person or within e- learning platforms.
5. Any in-school, online, or off-campus act considered inappropriate or as an example of misconduct that adversely affects the interests of Prescott College and/or its reputation (off- campus conduct should demonstrate concern for the health, safety, and welfare of community members and reflect students' fitness to be a member of the local community).

8) Illegal or Unauthorized Possession or Use of Drugs or Alcohol

1. Use, sale, possession\*, or distribution of illegal or controlled substances, drug, alcohol or drug or alcohol paraphernalia on college property or at any function sponsored or supervised by the college.
2. Being under the influence of illegal or controlled substances on college property, or at any college function.
3. Use, sale, possession, or distribution of alcoholic beverages on college property or at any function sponsored or supervised by the college without authorization.
4. Being under the influence of alcohol on college property or at any college function is also prohibited.
5. No exception will be made for the use of medical marijuana, marijuana or CBD products, regardless of whether the student has a medical marijuana registry card. Knowingly being in the presence of others violating this rule is also prohibited.

\*Possession refers to: being under the influence of a drug; holding or transporting drugs on college- owned or operated property including the college vehicles; during a college function.

9) Verbal Assault, Defamation and Harassment

1. Verbal abuse of a student or college employee, or community members that threatens the health and safety of person.
2. Harassment by any means of any individual, including coercion and personal abuse. Harassment includes but is not limited to, written or verbal acts or uses of technology, which have the effect of harassing or intimidating a person.
3. Harassment based on sex, race, color, national origin, religion, sexual orientation, age, disability, or any other criteria protected by state, federal, or local law.

10) Hazing and Anti-bullying

1. Any form of "hazing" and any act that endangers the safety of a student, or that destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. "Hazing" includes any method of initiation or pre-initiation into a student club or any pastime or amusement engaged in with respect to such a student group or student organization that causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending the college.
2. It is the policy of the College that bullying behavior by or against any member of the College community, whether student, employee, faculty or guest, will not be tolerated. Violation of the anti-bullying policy can result in discipline, up to and including expulsion for students. While each circumstance is different, bullying is inappropriate, unwelcome behavior (which can be through verbal or other communication, or physical contact) that targets an individual or

group because of a characteristic of the individual or group, whether protected by anti-discrimination laws or not. Prohibited bullying may be the result of repeated behavior or, if sufficiently severe, a single incident; can be direct or indirect; and can be effectuated through verbal, physical, electronic, or other means.

Bullying behavior may include:

1. Verbal abuse, such as the use of derogatory remarks, insults, and epithets; slandering, ridiculing, or maligning a person or their family; persistent name calling; using an individual or group as the butt of jokes;
2. Verbal or physical conduct of a threatening, intimidating, or humiliating nature;
3. Sabotaging or undermining an individual or group's work performance or education experience; inappropriate physical contact, such as pushing, shoving, kicking, poking, tripping, assault, or the threat of such conduct, or damage to a person's work area or property; and inappropriate electronic communication, such as the use of electronic mail, text messaging, voice mail, pagers, websites, or online chat rooms in a threatening, intimidating, or humiliating manner.
  1. Bullying behavior violates the College's Student Conduct Policy and its expectation that students will respect the rights of others and help create a positive environment where diversity of people and ideas is valued and tolerated.

#### 11) Retaliation

1. Any attempts or acts to seek retribution including, but not limited to, any form of bullying, intimidation, reprisal, harassment, depriving participation in activities, or intent to prevent participation in university proceedings under this Policy. Retaliation may include continued abuse or violence, other harassment, and slander and libel. Retaliation against an individual for an allegation, for supporting a reporting party or for assisting in providing information relevant to an allegation is a serious violation of college policy.

#### 12) Falsification/Fraud

1. Willfully providing college officials with false, misleading, or incomplete information.
2. Forgery, falsification, alteration, or misuse of college documents, records, or identification with the intent to injure, defraud, or misinform.
3. Unauthorized use of another's personal information, identification, or access credentials.

#### 13) Failure to Comply

1. Failure to obey the summons of a disciplinary body or college official.
2. Falsification, distortion, or misrepresentation of information before a disciplinary body or college official.
3. Disruption or interference with the orderly conduct of a disciplinary proceeding.
4. Attempting to influence the impartiality of a member of a disciplinary body prior to and/or during the course of the disciplinary proceeding.
5. Verbal or physical harassment and/or intimidation of a member of a disciplinary body prior to, during, and/or after the disciplinary proceeding.
6. Failure to comply with the sanction(s) imposed under the student conduct policy.
7. Influencing or attempting to influence another person to commit an abuse of the disciplinary system.

#### 14) Animals on Campus

1. Service Animals are defined as dogs that are individually trained to work or perform tasks for people with disabilities. Service Animals are welcome wherever the public is allowed. Service Animals must be harnessed, leashed, or tethered, unless these devices interfere with the Service Animal's work or the individual's disability prevents using these devices. In specific situations, students must seek approval for service animals to participate. Examples may include, but are not limited to, chemical labs and remote technical backcountry courses.
2. An Emotional Support Animal (ESA) is a companion animal that provides therapeutic benefit for an individual with a

- documented disability. ESAs are approved by the Disabilities Resource Specialist and are specific to housing.
3. Animals (except Service Animals and ESAs in student-specific housing) are prohibited in campus facilities, on class field trips or present during class time. Any animal on campus must be leashed and under the control of its handler at all times. Animals cannot be left unattended (except Service Animals and ESAs).
  4. Students with animals are responsible for the animal's behavior, damages created by the animal and the proper disposal of animal waste.

#### 15) Unauthorized Use or Misuse of College Facilities

1. Unauthorized entry into, unauthorized use of, or misuse of college property, including computers and data and voice communication networks.

#### 16) Violation of Federal or State Laws

1. Violation of federal, state, or local laws and college rules and regulations on college property or at college-sanctioned or college-sponsored functions.
2. Any student who has a criminal case pending, or those which have already been adjudicated with the court system, as a sexual offender or sexual predator, must notify the Dean of Student Affairs Office of their status. Proof of final judgement, sentence or disposition related to the matter must be submitted within 24 hours of judgement or at the time of enrollment.
3. Committing an act or attempting to commit an act that is a violation of local, state, and/or federal laws.

#### 17) Insubordination

1. Persistent or gross acts of willful disobedience or defiance toward college personnel or security officers.
2. Failure to comply with direction of college officials, faculty, staff, who are acting in the performance of their duties.
3. Failure to exit during fire drill or other evacuation drills.
4. Failure to identify oneself when on college property or at college-sponsored or supervised functions, upon request of college official or security officer acting in the performance of their duties.

#### 18) Violations of College Rules

1. Violations by guest of a student on college property. Students are responsible for the actions of their guests.
2. Violation of school safety regulations, including but not limited to: setting fires, tampering with fire safety and/or firefighting equipment, failure to exit during fire drill, turning in false fire alarms and/or bomb threats.
3. Smoking in classrooms or other college buildings or areas unless designated as a smoking area.
4. Any violation of the student housing agreement, rules and regulations and/or the college housing student handbook.

#### 19) Acceptable and Responsible Use Policy – Information Technology

Any violation of the institution's policy on the responsible use of technology, including but not limited to

1. Making, distributing, or using unauthorized duplicates of copyrighted material, including software applications, proprietary data, and information technology resources is prohibited. Section No. IX Policy No. 905.0 Page 1 of 2 Responsible Office: Information Technology Effective date: 07-01-98 Revision date: 06-03-00; 09-21-06; 01-02-12. This includes illegal file sharing of entertainment (e.g. music, movies, and video games) files in violation of copyright laws.
2. Intentionally or recklessly abusing or misusing computing resources so as to cause damage, system, interruptions, or harassment to other persons is prohibited.
3. Repeatedly or purposefully engaging in activities which can be reasonably expected to, or do, unreasonably tax computing resources or go beyond their intended or acceptable use is prohibited.
4. Borrowing, lending, falsifying, allowing, or facilitating the unauthorized access to use of College computing resources by a third party is prohibited.

5. Obtaining user IDs and/or password(s) of other persons in order to use College or College- related computing resources or impersonating another person on a computing resource is prohibited.
6. Using electronic media to harass or threaten other persons, or to display, design, copy, store, draw, print, or publish obscene language or graphics is prohibited.
7. Using College computing resources to gain or attempt to gain unauthorized access to computing resources either inside or outside of the College is prohibited.
8. Cyber bullying.

## 20) Failure to satisfy school financial obligations

The above list is illustrative only, and Prescott College may sanction other conduct not specifically included on this list.

## Section VI: Sanctions

Prescott College may impose sanctions for violations of the Student Conduct Policy. The type of sanction imposed may vary depending upon the seriousness of the violation(s). Prescott College reserves the right to immediately impose the most severe sanction if circumstances merit.

Although not exhaustive, the following list represents the types of sanctions that may be imposed upon any student or student organization found to have violated the student conduct policy:

1. **Warning:** A notice in writing that a student has failed to meet some aspect of the school's standards and expectations.
2. **Probation:** Probation is used for repeated violations or a specific violation of a serious nature as a first course of action. The Conduct Officer or their delegate defines the terms of probation.
3. **Discretionary Sanctions:** The student will be required to complete an educational service, attend counseling, or have restricted privileges.
4. **Removal from Housing:** The student will be immediately dismissed from school housing. The student will be required to vacate the premises according to the terms of the sanction.
5. **Suspension:** Separation of the student from the school for a pre-determined period of time. The student may be able to return to school once specified conditions for readmission are met. The student may not attend classes, visit college housing, use school facilities, participate in or attend college activities, or be employed by the school during their suspension.
6. **Expulsion:** The student will be expelled from Prescott College immediately. The student will not be permitted to continue his or her studies at the college and may not return to the college or to college sponsored housing or activities at any time or for any reason.
7. **Restitution:** Compensation for loss or damage to property leased, owned, or controlled by the school.

This may take the form of monetary or material replacement.

The above list is only a general guideline. Some sanctions may be omitted, and other sanctions not listed above may be used.

## Search of Students' Property

Students have no expectation of privacy of their personal property while on campus. Prescott College reserves the right to search the contents of students' personal property or belongings at any time, when there is reasonable suspicion on the part of the College's staff, that a risk to the health, safety, or welfare of students and/or the school community exists, including searches pursuant to an investigation of potential wrongdoing. This includes but is not limited to: vehicles brought onto property leased, owned or controlled by the school; backpacks; and clothing. This policy also applies to student property in school housing, as well as student e-mail and/or computers.

## Section VII: Disciplinary Procedures

### Complaint

Any member of the Prescott College community may file a complaint against any student for misconduct or for otherwise being in violation of College policies.

The complaint shall be prepared in writing or in an incident report and directed to the Dean of Student Affairs or their delegate.

1. The written complaint or incident report should include the nature of the offense, date, approximate time and location of incident. The name of the victim(s), offender(s), and any witness(es) may be included.
2. Complaints or incident reports should be submitted within 48 hours after the alleged violation occurred unless there are extenuating circumstances requiring a longer timeframe.

The Dean or a delegate may review and investigate the complaint, and uphold due process, to determine if the allegations have factual merit, to identify violations of the student conduct policy, and to impose sanctions for such violations. In most situations, the accused will be given the opportunity to tell his or her account of the situation and to provide this information, in writing, unless Prescott College determines that the circumstances do not warrant disclosure of some or all of the facts.

### Notification and Determination of violations that warrant Disciplinary Meeting

1. The Dean or a delegate will choose to conduct a disciplinary meeting. Potential attendees include a student or students, and others who may have relevant information. The Student should receive advance notice, in writing, of the allegations and the reason for the meeting.
2. After the meeting, the Dean or their delegate will determine whether it is more likely than not that a violation occurred, and will render and communicate the decision to the student in writing, which shall describe the violation and the sanctions imposed, if any, and the student's right to appeal. If the dean determines that there was no violation, that decision will be documented in writing to the student as well.
3. If a student fails to appear for the meeting, the Dean or their delegate may make a determination of violations of Prescott College policies on the basis of the information available, and impose sanctions for such violations.

### Notification and Determination of violations that warrant Disciplinary Hearing by Panel

In some cases, involving serious violations the Dean or delegate, hereby referred to as "Hearing Officer", in his or her sole discretion, may choose to assemble a disciplinary panel to adjudicate the process.

1. The Hearing Officer may immediately (before a hearing takes place) remove the student from the campus community pursuant to an Interim Suspension until the Disciplinary Panel is convened. (See Interim Suspension).
2. The Student should receive advance notice, in writing, of the allegations and the reason for the meeting. A student may forego attendance at the hearing and a determination of the sanction will be made by the Disciplinary Panel.
3. Hearings normally shall be conducted in private. The Disciplinary Hearing is an academic hearing, not a legal hearing. Therefore, legal counsel is not allowed at the hearing.
4. The Student may be accompanied by one person (family member, friend, etc.) to provide support. This person cannot ask questions directly or speak during the meeting. The committee may prohibit from attending or remove any person who disrupts the proceedings of the committee.
5. In Hearings involving more than one Student, the Hearing Officer, at his or her discretion, may permit the hearing concerning each student to be conducted separately.
6. The Disciplinary Panel may hear from any person who may have relevant information, and the Panel may review any documents presented to them.
7. Pertinent records, documents, and written statements may be considered by the Hearing Officer at their discretion.
8. The Disciplinary Panel may ask questions and may seek information not provided to it previously.

9. The Disciplinary Panel may determine whether it is more likely than not that a violation occurred. The Panel should communicate to the Hearing Officer its decision and its recommended sanction, if any.
10. After the Hearing, the Hearing Officer will issue a written decision to the accused Student, which identifies the accusations and the panel's conclusions, any sanctions, and the student's right of appeal.
11. In general, the accused should have access to the documentation reviewed by the panel; however, identifying names and information may be removed from the documentation when necessary to protect other students' privacy rights.

### Disciplinary Panel

A Disciplinary Panel will consist of members of the college administration, campus staff, faculty or student body. When students are permitted on the panel, the accused student should sign a form granting permission to release their educational records to a student serving on the panel. Failure to sign the permission constitutes an agreement to have no student on the panel.

### Administrative Interim Suspension

Students may be administratively suspended on an interim basis when:

- Serious allegations are being investigated.
- Serious allegations are pending before a disciplinary panel.
- In advance of a disciplinary panel hearing; or
- When a student potentially poses a threat of harm to himself, to others, or to property of the college or a member of the college community.

During the interim suspension, students are denied access to college housing and/or to the school (including classes, labs, library) and/or all other school activities or privileges for which the student might otherwise be eligible, as the academic dean or designee may determine to be appropriate. This interim suspension period should last no longer than three business days, and the Dean or delegate may make reasonable provisions to provide for accommodations of a student in school housing.

The interim suspension is not to be considered disciplinary; it is a tool to separate potential adversaries until a reasoned decision can be made.

## Section VIII: Appeal Procedures

Students have a right to appeal disciplinary actions when they believe they have extenuating circumstances or believe they have been treated in an arbitrary or biased fashion or without adherence to Prescott College policies and procedures.

- During an appeal, the student should continue to obey the terms of the decision, e.g., a student who has been suspended from school may not be on school property; a student dismissed from school housing must leave in accordance with the directions indicated in the decision.
- The student must write a letter of appeal in the student's own words, addressed to the Appeals Committee. This letter must clearly state the extenuating circumstances or the grounds for believing the decision was arbitrary or biased or that it was without adherence to Prescott College policies and procedures, and provide any supporting documentation. It must be delivered to the President or their delegate within seven calendar days following the student's receipt of the decision.
- Students should provide documentation to support the allegations of the appeal.
- The Appeals Committee will review appeals and make a recommendation regarding disposition of the appeal within 30 days of the date of receipt of the appeal.
- The Appeals Committee may (or may not) decide to convene an appeal hearing. The student will be notified in writing of the date and time of the appeal. The student is expected to attend the meeting, and failure to do so, for other than documented emergencies, may be considered forfeiture of the right to present further information regarding the



appeal.

- The student making the appeal may be provided an opportunity to address the committee in person. The student may be accompanied by one person (family member, friend, etc.) as an observer. The committee may prohibit from attending or remove any person who disrupts the proceedings of the committee.
- The Appeal meeting is an academic hearing, not a legal hearing. Therefore, legal counsel is not allowed at the meeting.
- Audio recording of the academic hearing is not permitted. Minutes of the meeting are confidential.
- Following appropriate review and deliberation, the committee will render a written decision on the appeal within thirty calendar days from receipt of the appeal. The decision will be final.

## **Title IX Sexual Harassment Policy**

This policy prohibits sexual harassment, including rape, fondling, dating and domestic violence, stalking and unwelcome conduct on the basis of sex, requires supportive measures in response to reports, and provides both informal and formal procedures for resolving sexual harassment complaints.

Prescott College has two policies in order to address incidents of sexual misconduct. This policy is referred to as the Title IX Sexual Harassment Policy and the second is referred to as the Prescott College Sexual Misconduct Policy. These policies are interrelated and must be read together. If the allegations forming the basis of a formal complaint (defined below), if substantiated, would constitute prohibited conduct under both policies, then the grievance process set forth in this Title IX Sexual Harassment policy will be applied in the investigation and adjudication of all of the allegations.

This Title IX Sexual Harassment policy is based on definitions set forth in regulations promulgated by the U.S. Department of Education under Title IX of the Education Amendments Act of 1972. This policy limits the scope of Title IX Sexual Harassment to, among other things, conduct that occurs within the United States and conduct that occurs within the College's education program or activity (a concept further defined and discussed below).

The College Sexual Misconduct policy applies only to certain conduct, as defined under that policy. Specifically, the College Sexual Misconduct policy applies to forms of sexual misconduct that do not fall under the scope of the Title IX Sexual Harassment policy, including Sexual Exploitation, Improper Conduct related to Sex, and College Sexual Harassment. The College Sexual Misconduct policy also applies to certain conduct that would otherwise be prohibited under the Title IX Sexual Harassment policy (e.g., Sexual Assault, Domestic Violence, Dating Violence, and Stalking), but which must be dismissed under the Title IX Sexual Harassment policy because they do not meet the jurisdictional requirements.

### **Academic Freedom**

This policy will not be interpreted to inhibit or prohibit educational content or discussion inside or outside of the classroom that includes controversial or sensitive subject matter protected by academic freedom.

Academic freedom extends to topics that are pedagogically appropriate and germane to the subject matter of the courses or that touch on academic exploration of matter of public concern. The College will respond to reports or formal complaints of conduct prohibited under this policy with measures designed to stop the prohibited conduct, prevent its recurrence, and remediate any adverse effects of such conduct on campus or in College-related programs or activities.

### **Compliance Responsibility**

The Title IX Coordinators oversee compliance of Title IX Sexual Harassment in accordance with Federal Regulations as well as incidents falling under the Prescott College Sexual Misconduct policy.

Title IX Coordinators will be informed of all reports or formal complaints of violations of this policy, and oversee the College's centralized response to ensure compliance with Title IX and the 2013 Amendments to the Violence Against Women Act (VAWA). The Title IX Coordinator's responsibilities include (but are not limited to):

- Communicating with all members of the College community regarding Title IX and VAWA, and providing information about how individuals may access their rights;
- Reviewing applicable College policies to ensure institutional compliance with Title IX and VAWA;
- Monitoring the College's administration of its own applicable policies, including this policy and the Prescott College Sexual Misconduct Policy and all related record keeping, timeframes, and other procedural requirements;
- Conducting training regarding Title IX, VAWA, and prohibited conduct defined in this policy and related policies; and
- Responding to any report or formal complaint regarding conduct that violates this policy. For any report of which the College has actual knowledge (and any formal complaint), the Title IX Coordinator shall oversee and implement the explanation and provision of any supportive measures. For any formal complaint, the Title IX Coordinators oversee the investigation and resolution of such alleged misconduct, direct the provision of any additional supportive measures, and monitor the administration of any related appeal.

The Title IX Coordinators may delegate certain responsibilities under this policy to Title IX Investigators or other designated and trained administrators.

## Contact Information

- Title IX Coordinator  
Susan Krause, 928-350-4402, [susan.krause@prescott.edu](mailto:susan.krause@prescott.edu)

Information a party shares with Confidential Resources will not be shared with the Title IX Office or any other individual without the individual's express written permission. Exceptions are made if there is an imminent threat of serious harm to the individual or to others, or a legal obligation to reveal such information (e.g., if there is suspected abuse or neglect of a minor).

- Prescott College Confidential Resource  
Tony Himes, 928-848-1111
- Disability Resources  
Kay Boyle, [accommodations@prescott.edu](mailto:accommodations@prescott.edu)
- Responsible Employees (see Definitions for definition of Responsible Employee)
  - Mandated reporters
    - Housing and Residence Life Professional Staff
    - Resident Assistants (RA's)
    - College Deans
    - College Advisors

For any complaints received by the Title IX Office or an Official with Authority involving an employee, the Title IX Office will communicate with the appropriate persons in Human Resources. If Human Resources receives a complaint related to this policy, they will consult with the appropriate Title IX Coordinator or their designee.

- External inquires  
Inquiries may be made externally to:  
Office for Civil Rights (OCR)  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202-1100  
Customer Service Hotline: (800) 421-3481  
Facsimile: (202) 453-6012  
TDD#: (877) 521-2172  
Email: [OCR@ed.gov](mailto:OCR@ed.gov)  
Web: <http://www.ed.gov/ocr>

For complaints involving employees:  
Phoenix District Office (Arizona)

3300 North Central Ave Suite 690  
Phoenix, AZ 85012-2504  
Phone: (800) 669-5000  
Fax: ((602) 640-5071  
TTY: (800) 669-6820  
ASL Video Phone: (844)234-5122

To raise any concern involving possible bias, conflict of interest, misconduct or discrimination by the Title IX Coordinator, contact the President, Dr. Barbara Jean Morris 928-778-2090.

Concerns of possible bias, conflict of interest, misconduct, or discrimination by any other Title IX team member should be raised with the Title IX Coordinator.

## Prohibited Conduct

This policy addresses Title IX Sexual Harassment, which encompasses all of the prohibited conduct described below that occurs on the basis of sex and meets all of the following requirements:

- Occurs within the United States; and
- Occurs within the College's education program or activity, meaning
  - locations, events, or circumstances over which the College exercises substantial control over both the respondent and the context in which the Title IX Sexual Harassment occurs, and
  - any building owned or controlled by a student organization that is officially recognized by the College; and
- At the time of filing a formal complaint, a complainant is participating in or attempting to participate in the education program or activity at the College.

Allegations of sexual misconduct that do not fall under this policy because they do not constitute prohibited conduct as defined in this section may constitute violations of the College Sexual Misconduct Policy.

In determining whether alleged conduct violates this policy, the College will consider the totality of the facts and circumstances involved in the incident, including the nature of the alleged conduct and the context in which it occurred. Individuals of any gender can commit any of the prohibited conduct defined in this policy, and it can occur between individuals of the same gender or different genders. It can occur between strangers or acquaintances, as well as people involved in intimate or sexual relationships.

The prohibited behaviors listed below are serious offenses and will result in College discipline.

Prohibited conduct involving force, duress, or inducement of incapacitation, or where the perpetrator has deliberately taken advantage of another individual's state of incapacitation, will be deemed especially egregious and may result in expulsion or termination of employment. The respondent's consumption of alcohol or the use of illegal substances does not constitute a mitigating circumstance when it contributes to a violation under this policy.

Prohibited Behaviors are:

- a. **Quid Pro Quo Sexual Harassment:** An employee of the College conditioning the provision of an aid, benefit, or service of the College on an individual's participation in unwelcome sexual conduct;
- b. **Sexual Harassment:** Sexual harassment is unwelcome sexual attention made by a person who knows, or reasonably should know that such attention is unwanted. Sexual harassment encompasses sexual, sex based and gender-based verbal, written, online and/or physical conduct when:
  - Such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or
  - Such conduct by an individual is used as the basis for employment or academic decisions affecting the individual; or
  - Such conduct has the purpose or effect of unreasonably interfering with an individual's academic, social or professional performance, or creating an intimidating, hostile or demeaning employment or educational environment.
- c. **Sexual Assault:** Any sexual act directed against another person, without the consent of the individual, including instances

where the person is incapable of giving consent. Sexual assault can occur between individuals of the same or different sexes and/or genders. This includes the following:

- d. Rape: The carnal knowledge of a person, without the consent of the individual, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
- e. Sodomy: Oral or anal sexual intercourse with another person, without the consent of the individual, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
- f. Sexual Assault with an Object: To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the individual, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
- g. Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the individual, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
- h. Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law; or
- i. Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent in the state that the incident occurred.
- j. Domestic Violence: A felony or misdemeanor crime of violence committed:
  - by a current or former spouse or intimate partner of the complainant;
  - by an individual with whom the individual shares a child in common;
  - by an individual who is cohabitating with, or has cohabitated with, the individual as a spouse or intimate partner;
  - by an individual similarly situated to a spouse of the person under the domestic or family violence laws of the jurisdiction in which the felony or misdemeanor crime of violence occurred;
  - by any other individual against an adult or youth complainant who is protected from that individual's acts under the domestic or family violence laws of the jurisdiction in which the felony or misdemeanor crime of violence occurred. For purposes of this policy, an intimate partner is defined as an individual with whom one has or had a short- or long- term relationship that provides romantic and/or physical intimacy or emotional dependence. Intimate relationships can occur between individuals of the same gender or different genders and may include (but are not limited to) marriages, civil unions, dating relationships, "hook-up" relationships, relationships in which partners are characterized as "girlfriends" or "boyfriends," and relationships between individuals with a child in common.
- k. Dating Violence: Violence committed by an individual who is or has been in a social relationship of a romantic or intimate nature with the complainant. The existence of such a relationship shall be determined based on the reporting individual's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the individuals involved in the relationship. This includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.
- l. Stalking: Engaging in a course of conduct directed at a specific individual that would cause a reasonable person to:
  - fear for the individual's safety or the safety of others; or
  - suffer substantial emotional distress.For the purposes of the Stalking definition:
  - *Course of conduct* means two or more acts, including acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about an individual, or interferes with an individual's property.
  - *Reasonable person* means a reasonable person under similar circumstances and with similar identities to the complainant.
  - *Substantial emotional distress* means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

## Retaliation under this policy

No individual may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by this policy or because an individual has made a report or formal complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy.

The College retains the right to charge an individual for making a materially false statement in bad faith during the course of an investigation, proceeding, or hearing under this policy. The College will not conclude that any individual has made a materially false statement in bad faith solely based on the determination regarding responsibility.

Complaints alleging retaliation under this Title IX Sexual Harassment policy, including for the exercise of rights under this policy, must be filed in accordance with this policy and will be addressed promptly and equitably. Where the individual allegedly retaliating is not affiliated with the College and not otherwise, subject to its policies, the College will process the complaint and respond appropriately.

Notwithstanding the above, the exercise of rights protected under the First Amendment does not constitute retaliation prohibited under this policy. Charging an individual with a College violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy does not constitute retaliation; provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

## Consent

For purposes of this policy, consent is defined as follows:

- a. Consent - The College considers consent as a voluntary, informed, un-coerced agreement through words or actions freely given, which could be reasonably interpreted as a willingness to participate in mutually agreed-upon sexual acts. Consensual sexual activity happens when each partner willingly and affirmatively chooses to participate. Indications that consent is not present include but are not limited to:
  - When physical force is used or there is a reasonable belief of the threat of physical force.
  - When duress is present.
  - When one individual overcomes the physical limitations of another individual.
  - When an individual is incapable of making an intentional decision to participate in a sexual act, which could include instances in which the individual is in a state of incapacitation.

Important points regarding consent include:

- Consent to one act does not constitute consent to another act.
  - Consent on a prior occasion does not constitute consent on a subsequent occasion.
  - The existence of a prior or current relationship does not, in itself, constitute consent.
  - Consent can be withdrawn or modified at any time.
  - Consent is not implicit in an individual's manner of dress.
  - Accepting a meal, a gift, or an invitation for a date does not imply or constitute consent.
  - Silence, passivity, or lack of resistance does not necessarily constitute consent.
  - Initiation by someone who a reasonable person knows or should have known to be deemed incapacitated is not consent.
- b. For purposes of this policy, incapacitation (or incapacity) is the state in which an individual's perception or judgment is so impaired that the individual lacks the cognitive capacity to make or act on conscious decisions. The use of drugs or alcohol can cause incapacitation. An individual who is incapacitated is unable to consent to a sexual activity. Engaging in sexual activity with an individual who is incapacitated (and therefore unable to consent), where an individual knows or ought reasonably to have understood that the individual is incapacitated, constitutes Title IX Sexual Harassment as

defined by this policy.

## **Assessment and Dismissal of Formal Complaints**

Upon receipt of a formal complaint, the Title IX Coordinator will respond to any immediate health or safety concerns raised. The Title IX Coordinator will then conduct an initial assessment for the sole purpose of determining whether the alleged conduct, if substantiated, would constitute prohibited conduct under this policy. The College will seek to complete this initial assessment within ten (10) business days of receipt of the formal complaint. Following the initial assessment, the Title IX Coordinator may take any of the following actions:

If the allegations forming the basis of the formal complaint would, if substantiated, constitute prohibited conduct as defined in this policy, the Title IX Coordinator shall implement appropriate supportive measures. In addition, the Title IX Coordinator shall initiate an investigation of the allegations under this policy in a formal complaint. However, if the Title IX Coordinator deems the formal complaint appropriate for the informal resolution process, upon the consent of both parties, the Title IX Coordinator may instead refer the matter to the informal resolution process.

If the allegations forming the basis of the formal complaint, if substantiated, would not constitute prohibited conduct as defined in this policy, the Title IX Coordinator shall dismiss the formal complaint from the Title IX grievance process (and either party may appeal this dismissal, as discussed below). However, if appropriate, the Title IX Coordinator may refer the matter to the College Sexual Misconduct process or to another office for review; or, if the Title IX Coordinator deems the formal complaint appropriate for the informal resolution process, upon the consent of both parties, the Title IX Coordinator may instead refer the matter to the informal resolution process.

In addition, at any time prior to the hearing, the College may dismiss a formal complaint if:

- The complainant notifies the Title IX Coordinator in writing that the complainant wishes to withdraw the formal complaint or any allegations therein;
- The respondent is no longer enrolled or employed by the College; or
- Specific circumstances prevent the College from gathering sufficient evidence to reach a determination as to the formal complaint or the allegations therein.

Upon dismissal, the College shall promptly send written notice of the dismissal and reason(s) therefore simultaneously to the parties via electronic format. Both parties will have equal right to appeal the dismissal through the appeal process.

The determination regarding dismissal becomes final either on the date that the parties are provided with the written determination of the result of an appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely. Once final, a complainant cannot file a formal complaint under this policy concerning the same alleged conduct.

## **Confidentiality, Privacy, and Related Responsibilities**

Issues of privacy and confidentiality play important roles in this policy, and may affect individuals differently. Privacy and confidentiality are related but distinct terms that are defined below.

In some circumstances, the reporting responsibilities of College employees, or the College's responsibility to investigate, may conflict with the preferences of the complainant and/or respondent with regard to privacy and confidentiality. Therefore, all individuals are encouraged to familiarize themselves with their options and responsibilities, and make use of confidential resources, if applicable, in determining their preferred course of action.

### **a. Confidentiality and Confidential Resources**

The term "confidentiality" refers to the circumstances under which information will or will not be disclosed to others.

Several campus professionals are designated as Confidential Resources, to whom confidentiality attaches. Confidential

Resources are not obligated to report information that is provided to them. This allows individuals to explore their options in a non-pressured environment while they make informed decisions. There may be exceptions in cases involving child abuse, imminent risk of serious harm, emergent hospitalization, or a court order. In addition, non-identifying information about violations of the College's Title IX Sexual Harassment Policy will be submitted to Campus Safety and Security for purposes of the anonymous statistical reporting under the Clery Act.

An individual who is not prepared to make a report or formal complaint, or who may be unsure how to label what happened, but still seeks information and support, is strongly encouraged to contact a Confidential Resource or the Title IX Coordinators. Confidential Resources are listed in the Administrator's Contact Information section at the beginning of this policy.

The College has an obligation to respond promptly and effectively to individuals alleged to be the victims of Sexual Harassment as defined by the Title IX policy. College employees who are designated as Mandatory Reporters or Others with Authority are required to notify the Title IX Coordinator of suspected violations of this policy, and cannot guarantee the confidentiality of a report under this policy. Other College employees may report the incident or concern to the Title IX Coordinator with the complainant's authorization.

b. Confidential Rights of Complainants and Respondents

While complainants, respondents, and witnesses involved in the grievance process under this policy are strongly encouraged to exercise discretion in sharing information in order to safeguard the integrity of the process and to avoid the appearance of retaliation, complainants and respondents are not restricted from discussing the allegations under investigation.

Medical, psychological, and similar treatment records are privileged and confidential documents that cannot be accessed or used for a grievance process under this policy without the relevant party's voluntary, written consent.

c. Privacy

The term "privacy" refers to the discretion that the College will exercise in the course of any investigation or grievance processes under this policy.

In all proceedings under this policy, the College will take into consideration the privacy of the parties to the extent possible.

In cases involving students, the Title IX Coordinator may notify select College employees of the existence of the report and/or formal complaint for the purpose of overseeing compliance with this policy and addressing any concerns related to educational and residential life.

In accordance with federal regulations, the College will keep confidential the identity of any individual who has made a report or formal complaint under this policy, including any complainant, any individual who has been reported to be the perpetrator, any respondent, and any witness, except as may be permitted by Family Educational Rights and Privacy Act (FERPA), or as required by law, or to carry out the purposes of conducting any investigation or hearing under this policy.

Any additional disclosure by the College regarding information related to the report or formal complaint may be made if consistent with FERPA or the Title IX requirements. In addition, governmental agencies, such as the National Science Foundation, may mandate certain reporting related to prohibited conduct under this policy involving College employees or students.

d. Release of Information

If Risk Management becomes aware of a serious and continuing threat to the campus community, Risk Management may issue a timely warning in accordance with federal regulation to protect the health or safety of the community. Risk Management may also publish a reported incident in the daily crime log or annual security report. In addition, the College may also share non-identifying information, including data about outcomes and sanctions, in aggregate form.

The College will not disclose the name or other personally identifiable information of the complainant unless it has received the express consent of the complainant or unless the release of such information is consistent with legal requirements or mandated by law.

## Options for Complainants, Respondents, and Other Reporting Individuals

A complainant, respondent, or witness has many options, including counseling and support services. Information regarding contact information for local law enforcement and medical assistance is provided in Appendix B.

A complainant may:

- Request supportive measures from the Title IX Coordinator.
- File a formal complaint with the Title IX Coordinator, thereby invoking the College's internal grievance process.
- Contact the Title IX Coordinator for assistance in filing a criminal complaint and preserving physical evidence.
- Contact local law enforcement to file a criminal complaint. At the complainant's request, the College will assist the complainant in contacting local law enforcement and will cooperate with law enforcement agencies if a complainant decides to pursue a criminal process.

An individual may pursue some or all of these steps at the same time. When initiating any of the above, an individual does not need to know whether they wish to request any particular course of action, nor how to label what happened.

### a. Employees' Responsibility to Report

In emergency situations where a suspected crime is in progress or imminent or serious threats to the safety of anyone, employees must immediately contact 911.

In non-emergency situations, employees who are designated as Officials with Authority under this policy, must promptly report suspected violations of this policy to the Title IX Coordinator. Responsible employees with the written authorization of the complainant must promptly report alleged violations of this policy to the Title IX Coordinator.

Students are encouraged to report any suspected violation of this policy.

### b. Anonymous Reporting

Any individual may make an anonymous report alleging violation of this policy using the online Title IX Grievance form. However, the College cannot consider an anonymous report as a formal complaint because there is very limited action if any the College can take without knowing the complainant making the allegation.

### c. Timeliness of Report

Complainants and other reporting individuals are encouraged to report any violation of this policy as soon as possible in order to maximize the College's ability to respond promptly and effectively. Reports and formal complaints may be made at any time without regard to how much time has elapsed since the incident(s) in question. If the respondent is no longer a student or employee at the time of the report or formal complaint, the College may not be in a position to gather evidence sufficient to reach a determination as to the formal complaint and/or the College may not be able to take disciplinary action against the respondent. However, the College will still seek to provide support for the complainant and seek to take steps to end the prohibited behavior, prevent its recurrence, and address its effects.

### d. Amnesty

In order to encourage reports of conduct that is prohibited under this policy, the College may offer leniency with respect to other violations, which may become known as a result of such reports, depending on the circumstances involved.

### e. Supportive Measures for Complainants and Respondents



Upon receipt of a report or formal complaint of a violation of this policy, the College, through the Title IX Coordinator, will promptly:

- Contact the complainant to discuss the availability of supportive measures;
- Consider the complainant's wishes with respect to supportive measures; and
- Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

The College will also consider supportive measures, as appropriate and reasonably available, for the respondent.

These supportive measures are designed to restore or preserve equal access to the College's educational and working programs or activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties and the broader College community, or deter sexual harassment. While a supportive measure may impose some restrictions on a party, it will not unreasonably burden them. The College may provide supportive measures to the complainant or respondent, as appropriate, as reasonably available, and will do so without fee or charge, regardless of whether the complainant seeks formal disciplinary action. Once supportive measures are approved, the parties or affected individuals will be notified in writing of the supportive measures. The College will maintain any supportive measures provided to the complainant or respondent as confidential to the extent possible.

Supportive measures may include:

- counseling;
- extensions of deadlines or other course-related adjustments;
- modifications of work or class schedules;
- mutual restrictions on contact between the parties;
- changes in work or housing locations;
- leaves of absence;
- increased security and monitoring of certain areas of the campus; and/or
- any other measure that can be used to achieve the goals of this policy.

Requests for supportive measures may be made by or on behalf of the complainant or respondent to any College official, including the Title IX Coordinator. The Title IX Coordinator is responsible for ensuring the implementation of supportive measures and coordinating the College's response with the appropriate offices on campus.

All individuals are encouraged to report concerns about the failure of another to abide by any restrictions imposed by a supportive measure. The College will take immediate action to enforce a previously implemented measure and disciplinary sanctions can be imposed for failing to abide by a College-imposed measure.

f. Emergency Removal

The College may summarily remove an individual from an education program or activity on an emergency basis after an individualized safety and risk analysis, where a determination is made that the individual poses an immediate threat to the physical health or safety of any student, other individual or themselves. In these situations, the Title IX Coordinator will provide the individual with notice and an opportunity to challenge the decision immediately following the removal.

g. Informal Resolution Process

Subject to the consent of the parties and the approval of the Title IX Coordinator, the College permits informal resolution processes in cases in which a formal complaint has been filed with the Title IX Coordinator. Subject to approval by the Title IX Coordinator, the informal resolution process is available in matters involving a student complainant and a student respondent as well as in matters involving a faculty/staff complainant and a faculty/ staff respondent; the informal resolution process is not available in matters involving a student and an employee.

The informal resolution process is a voluntary, remedies-based process designed to provide parties with an option to resolve disputes with other students in a forum that is separate and distinct from the College's formal grievance processes under the Title IX Sexual Harassment policy. The purpose of the informal resolution process is to address the conduct, which has been reported by the complainant, and place the parties in a position to pursue their academic and non-academic interests in a safe, respectful, and productive educational and working environment.

The College may facilitate the informal resolution process prior to conducting a hearing. Before the informal resolution process is used, both parties must provide voluntary, written consent to the informal resolution process. They must receive written notice disclosing: the allegations, the requirements of the informal resolution process (including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations), and any outcomes resulting from participating in the informal resolution process (including the records that will be maintained or could be shared). At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX Sexual Harassment grievance process with respect to the formal complaint.

The College will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of Title IX Sexual Harassment. Similarly, the College will not require, encourage, or discourage the parties from participating in the informal resolution process. The College will not offer the informal resolution process unless a formal complaint is filed.

See Appendix C for additional information regarding the informal resolution process.

## **Grievance Procedures for Title IX Sexual Harassment Complaints, In General**

The College is committed to providing a prompt and impartial investigation and adjudication of all formal complaints alleging violations of this policy. During the grievance process, both parties (complainant and respondent) have equal rights to participate.

### **a. Conflict of Interest**

All individuals who have responsibilities in administering the grievance process under this policy must be free of any conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent and will be trained as required by federal regulations. Parties will be notified at the appropriate junctures of the identities of the individuals serving as investigators, Hearing Decision-Makers, Sanctioning Authority, and Appeal Decision-Maker. A party who has concerns that one or more of the individuals performing one of the aforementioned roles has conflicting interest or is biased must report those concerns to the Title IX Coordinator within two (2) business days of being notified of their identities and include a brief explanation of the basis for the conflict or bias concern. The Title IX Coordinator will assess the allegations of conflict or bias to determine whether the identified individual(s) can fulfill their duties in an impartial way. If the Title IX Coordinator concludes that the facts and circumstances support the claim of conflict or bias, the pertinent individual(s) will not participate in the case.

### **b. Responsibility to Review Reports and Formal Complaints**

In order to protect the safety of the campus community, the Title IX Coordinator may review reports of violations of this policy even absent the filing of a formal complaint, or under certain circumstances, even if a formal complaint has been withdrawn. The Title IX Coordinator may need to themselves file a formal complaint and proceed with an investigation even if a complainant specifically requests that the matter not be pursued. In such a circumstance, the Title IX Coordinator will take into account the complainant's articulated concerns, the best interests of the College community, fair treatment of all individuals involved, and the College's obligations under Title IX.

### **c. Presumption of Good Faith Reporting**

The College presumes that reports of prohibited conduct are made in good faith. A finding that the alleged behavior

does not constitute a violation of this policy or that there is insufficient evidence to establish that the alleged conduct occurred as reported does not mean that the report was made in bad faith.

d. **Presumption of Non-Responsibility**

The respondent is presumed not to be responsible for the alleged conduct unless and until a determination regarding responsibility is made at the conclusion of the grievance process.

e. **Honesty and Cooperation during Grievance Process**

The College expects all members of the College community to be honest and cooperative in their official dealings with the College under this policy. In this regard, individuals are expected to acknowledge requests from College officials for information in a timely fashion and to make themselves available for meetings with College officials or any officials acting on behalf of the College; any student or member of the faculty or staff who fails to do so may be subject to discipline. However, parties and witnesses may choose not to attend the hearing or may choose not to participate in cross-examination at the hearing.

f. **Advisors**

Throughout the grievance process, each party may have an advisor of their choice; parties may change their advisor at any time during the grievance process. An advisor is an individual chosen by a complainant or a respondent to provide guidance during the grievance process. An advisor may be a member or non-member of the College community, and may be an attorney. If one party seeks to engage an attorney, the College will not provide an attorney for the other party.

The role of the advisor is narrow in scope: the advisor may attend any interview or meeting connected with the grievance process, but the advisor may not actively participate in interviews and may not serve as a proxy for the party. The advisor must attend the hearing and is required to conduct cross-examination of the other party and any witnesses at the hearing; otherwise, the advisor may not actively participate in the hearing.

If a party does not have an advisor present at the hearing to conduct cross-examination, the College will provide without fee or charge to that party an advisor selected by the College to conduct cross-examination of the other party and/or any witnesses.

Any individual who serves as an advisor is expected to make themselves available for meetings and interviews throughout the investigation process, as well as the hearing, as scheduled by the College. The College (including any official acting on behalf of the College such as an investigator or a Hearing Decision-Maker) has the right at all times to determine what constitutes appropriate behavior on the part of an advisor and to take appropriate steps to ensure compliance with this policy.

g. **Prior Sexual Behavior**

The complainant's predisposition or prior sexual behavior are not relevant and will not be used during the grievance process. Exceptions may be considered as an attempt to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainants' prior sexual behavior with respect to the respondent and are offered to prove consent.

h. **Consolidation**

The Title IX Coordinator has the discretion to consolidate multiple formal complaints as to allegations of Title IX Sexual Harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of Title IX Sexual Harassment arise out of the same facts or circumstances.

## Investigation of Allegations Pertaining to Other College Policies

### *Allegations under the College Sexual Misconduct Policy*

When an initial assessment or investigation under this policy identifies additional related possible violations of the College Sexual Misconduct policy by the same party(ies), the grievance process set forth in the Title IX Sexual Harassment policy and procedures will apply to all allegations. Under such circumstances, the parties will be provided with written notice containing the following information: (a) the alleged prohibited conduct, and (b) the policy(ies) under which alleged prohibited conduct falls.

### *Violation of Other College Policies*

During an initial assessment or investigation, other possibly related violations by the same party(ies) may be identified. The Title IX Coordinator may direct the Title IX Investigator to investigate those possible violations of other College Policies, at the same time that they are investigating the allegations falling under this policy.

Under those circumstances, the outcomes from the investigation of the non-Title IX Sexual Harassment matter will be provided to the office of responsibility as a matter of record.

### *Procedures Where One Party Is a Member of the College Community and the Other Party Is a Non-Member of the College Community*

When a third party, (i.e., a non-member of our College community, which could include, for example, alumni) is a party under this policy, the College will use disciplinary procedures that are generally consistent with the disciplinary procedures described in this policy, appropriately modified based on the particular circumstances of the case and taking into account privacy requirements and the like. In no case will a member of our community (i.e., current student, faculty member, or staff member) be afforded lesser rights or lesser opportunities to participate in the disciplinary proceeding than the non-member of the College community.

#### a. Investigation and Adjudication

##### *Timing*

The College will seek to complete the investigation and adjudication within ninety (90) business days after the investigators' first interview of the complainant. Investigations will proceed according to the aforementioned timeframe during the summer and at other times when the College is not in session. Timeframes for all phases of the grievance process, including the investigation, the hearing, and any related appeal, apply equally to both parties.

There may be circumstances that require the extension of time frames for good cause. Time frames may be extended to ensure the integrity and completeness of the investigation or adjudication, comply with a request by external law enforcement, accommodate the absence of a party, advisor, or witness, or for other legitimate reasons, including the complexity of the investigation and the severity and extent of the alleged misconduct. The College will notify the parties in writing of any extension of the time frames for good cause, and the reason for the extension.

In accordance with College policy, the College will review requests for language assistance and accommodation of disabilities throughout the investigation and adjudication process.

Although cooperation with law enforcement may require the College to temporarily suspend the fact-finding aspect of an investigation, under such circumstances, the College will promptly resume its investigation as soon as it is notified by the law enforcement agency that the agency has completed the evidence gathering process. The College however, will not wait for the conclusion of a criminal proceeding to begin its own investigation and, if needed, will take immediate steps to provide supportive measures for the complainant or respondent. Neither a decision by law enforcement regarding prosecution nor the outcome of any criminal proceeding will be considered determinative of whether a violation of this policy has occurred.

### *Investigation*

If the Title IX Coordinator has determined, following an initial assessment, that an investigation is appropriate, the Title IX Coordinator will appoint a Title IX Investigator.

### *Notice of Investigation*

Following the receipt and review of the formal complaint by the Title IX Coordinator, and it being determined that the matter properly falls under this Title IX Sexual Harassment policy, the parties will be informed in writing of the initiation of the investigation. The written information shall include:

- The identities of the parties, if known.
- A concise summary of the alleged conduct at issue (including when and where it occurred, if known).
- Notice of the allegations potentially constituting Title IX Sexual Harassment.
- A statement that the respondent is presumed not responsible and that a determination regarding responsibility is made at the conclusion of the grievance process.
- A statement informing the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney.
- A statement informing the parties that they will have the opportunity to inspect, review evidence and provide final comments.
- A statement informing the parties that knowingly making false statements or knowingly submitting false information during the grievance process may constitute a violation of College policy.
- Information regarding the applicable grievance procedures, including the informal resolution process.

If, during the investigation, additional information is disclosed that may also constitute prohibited conduct under this policy, the respondent and complainant will be informed in writing that such additional information will be included in the grievance process.

### *Gathering of Evidence*

The investigator will gather information from each party. While the complainant and the respondent are not restricted from gathering and presenting relevant evidence, the investigator is responsible for gathering relevant evidence to the extent reasonably possible. Each party will be given an equal opportunity to suggest witnesses, provide other relevant information, such as medical, mental health, or law enforcement documentation, communications, photographs, and other evidence. Both parties may suggest questions to be posed to the other party or witnesses. Parties and witnesses are expected to provide all available relevant evidence to the investigator during the investigation. If a party or witness fails to provide available relevant evidence during the investigation, such evidence may, at the discretion of the Hearing Decision- Maker, be excluded from consideration at the hearing.

The Title IX Investigator will provide written notice no less than three (3) business days prior to the meeting with a Title IX Investigator. The written notice will include:

- Date
- Time
- Location and/or method
- Purpose
- Any other person(s) who will be attending the meeting

A Title IX Investigator will interview parties and witnesses separately. On occasion, a Title IX Investigator may seek assistance from another Title IX Investigator for interviewing purposes. The Title IX Investigators will record all interviews or take notes of the interviews. Any other recording of interviews is prohibited and violations may result in discipline.

The investigators will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege (e.g., attorney-client, doctor-patient), unless

the individual holding such privilege has waived the privilege.

#### *Case File*

After each party has been interviewed and had the opportunity to identify witnesses and other potentially relevant information and evidence, and the investigator has completed any witness interviews and any gathering of evidence, the investigator will prepare a case file. The case file will include all collected evidence that is directly related to the allegations raised in the formal complaint, including the evidence upon which the College does not intend to rely in reaching a determination regarding responsibility and any inculpatory or exculpatory evidence, whether obtained from a party or other source as part of the investigation. The case file may include, as applicable, transcripts or summaries of party and witness interviews and other collected documents and evidence. The investigator will provide the case file, redacted of personally identifiable information in accordance with privacy regulations, to each party and their advisor in electronic form or hard copy. In all cases, any information relied on in adjudicating the matter will be provided to the parties and their advisors. The investigator will also provide an updated Notice of the Allegations, as appropriate.

Within ten (10) business days of receiving the case file, each party may respond in writing, which may include a request that the investigator collect additional evidence. If the investigators believe that further information is needed following receipt of any responses from the parties, the investigator will pursue any additional investigative steps as needed. The parties and their advisors will be provided with each party's written responses to the case file, if any, as well as any additional information collected by the investigator, in electronic format or hard copy.

#### *Investigative Report*

Following their review of the parties' responses (if any) to the case file, the investigator will create a written investigative report that summarizes all relevant evidence; the report will not contain irrelevant information.

At least ten (10) business days prior to the hearing, the investigative report will be provided to the parties and their advisors via electronic or hard copy format.

The parties may choose to provide a written response to the investigative report, which must be submitted at least five (5) business days prior to the start of the hearing. At least two (2) business days prior to the hearing, the parties and their advisors will be provided with the other party's written response to the investigative report, if any, in electronic or hard copy format.

#### *Hearing*

The Hearing Decision-Maker will have absolute discretion with respect to administering the hearing to include deciding whether evidence, cross-examination questions, and witnesses are relevant or irrelevant, with the understanding that the introduction of relevant evidence and witnesses will always be permitted. The Hearing Decision-Maker will be responsible for maintaining an orderly, fair, and respectful hearing and will have broad authority to respond to disruptive or harassing behaviors, including adjourning the hearing or excluding the offending individual, including a party, witness, or adviser.

Prior to the hearing, the parties, their advisors, and the Hearing Decision-Maker will be provided with the investigative report, which includes evidence and any responses to the investigative report.

At least ten (10) business days prior to the hearing, the parties and their advisors will be notified of the hearing date, time, and location (or relevant electronic information, if the hearing will be conducted remotely).

In advance of the hearing, parties will be required to identify witnesses to be called at the hearing, as well as to provide a brief written explanation of the information each witness would be asked to provide, so the Hearing Decision-Maker can determine their relevance. The Hearing Decision-Maker has the discretion to exclude from the hearing evidence/witnesses/questions deemed irrelevant.

At the Hearing Decision-Maker's discretion, pre-hearing meetings may be scheduled with each of the parties and their advisors to explain the hearing protocol.

#### *Standard of Proof*

The College uses the preponderance of the evidence (also known as "more likely than not") as a standard for proof of whether a violation occurred. In campus resolution proceedings, legal terms like "guilt," "innocence" and "burdens of proof" are not applicable, but the College never assumes a responding party is in violation of College policy. Campus resolution proceedings are conducted to take into account the totality of all evidence available, from all relevant sources.

#### *Expectation regarding the Complainant, the Respondent, and the Witnesses regarding the Hearing*

In all proceedings under this policy, including at the hearing, the complainant, the respondent, and the witnesses and other individuals sharing information are expected to provide truthful information.

If the complainant, the respondent, or a witness informs the College that they will not attend the hearing (or will refuse to be cross-examined), the hearing may proceed, as determined by the Title IX Coordinator. The Hearing Decision-Maker may not, however:

- (a) rely on any statement or information provided by that non-participating individual in reaching a determination regarding responsibility; or
- (b) draw any adverse inference in reaching a determination regarding responsibility based solely on the individual's absence from the hearing (or their refusal to be cross-examined).

Each party may make requests related to the format or the nature of their participation in the hearing.

The Hearing Decision-Maker will accommodate requests by either party for the hearing to occur with the parties located in separate locations with technology enabling the Hearing Decision-Maker and the parties to simultaneously see and hear the party answering questions. As appropriate and/or at the discretion of the Hearing Decision-Maker, hearings may be conducted in person or by video conference or any other means of communications by which all individuals participating are able to see and hear each other.

#### *Case Presentation*

While the hearing is not intended to be a repeat of the investigation, the parties will be provided with an equal opportunity for their advisors to conduct cross-examination of the other party and/or of relevant witnesses. A typical hearing may include brief opening remarks by the Hearing Decision-Maker; questions posed by the Hearing Decision-Maker to one or both of the parties; questions posed by the Hearing Decision-Maker to any relevant witnesses; and cross-examination by either party's advisor of the other party and relevant witnesses.

The parties' advisors will have the opportunity to cross-examine the other party (and witnesses, if any). Such cross-examination must be conducted directly, orally, and in real time by the party's advisor and never by a party personally. Only relevant cross-examination questions may be asked of a party or witness. Before a party or witness answers a cross-examination question that has been posed by a party's advisor, the Hearing Decision-Maker must first determine whether the question is relevant and explain any decision to exclude a question as not relevant.

Other College administrators may attend the hearing at the request of or with the prior approval of the Hearing Decision-Maker, but the parties will be notified in advance of anyone else who will be in attendance.

#### *Record of Hearing*

The College shall create an official record in the form of a recording or transcript of any live (or remote) hearing and make it available to the parties for inspection and review. Any other record of the hearing or any other recording is prohibited and violations may result in discipline.

### *Written Determination*

The Hearing Decision-Maker shall make a determination, by a preponderance of evidence standard, whether the respondent has violated the policy. The Hearing Decision-Maker will provide to the Title IX Coordinator a written determination that includes:

- The allegations potentially constituting Title IX sexual harassment.
- The findings of fact supporting the determination.
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility (i.e., whether a policy violation occurred).
- The conclusions regarding the application of this policy to the facts.

The Title IX Coordinator will provide the Notification of Outcome to both parties and their advisors. The Notification of Outcome will include the Hearing Decision-Maker's written and signed (or electronic signature) determination. The determination will contain:

- The allegations potentially constituting Title IX sexual harassment.
- A description of the procedural steps taken from the receipt of the formal complaint through the determination (including any notifications to the parties, interviews with parties and witnesses, site visits (if any), methods used to gather other information, and the hearing).
- Findings of fact supporting the determination.
- Conclusions regarding the application of this policy to the facts.
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility (i.e., whether a policy violation occurred).
- Relevant appeal information for the parties.

The parties and their advisors will simultaneously be provided with the written determination and sanctions (if appropriate) via electronic format.

### *Disciplinary Sanctions and Remedies*

After finalizing the written determination, the Hearing Decision-Maker will refer the matter to the appropriate College official(s) to determine sanctions and remedies. Sanctions being imposed will be included in the written final Notice of Outcome Letter.

Sanctions will be set by the following Sanctioning Authority:

If a respondent is found responsible for violating the policy, the case record (consisting of the case file and responses, investigative report and responses, hearing recording, and written determination relating to the finding of responsibility) will be provided to the Title IX Coordinator, who will determine sanctions and remedies in consultation with appropriate College administrators. In the event that the Title IX Coordinator is not available, the case will be provided to the other Title IX Coordinator who will serve as the substitute. Any sanctions and remedies will be included in the Notice of Outcome and will be subject to appeal under this policy.

If an employee (faculty, staff, agent, vendor, etc.) is found responsible, the case record (consisting of the case file and responses, investigative report and responses, hearing recording, and written determination relating to the finding of responsibility) will be forwarded to the Title IX Coordinator who will determine sanctions and remedies in consultation with appropriate College administrators. In the event that the Title IX Coordinator is not available, the case will be provided to the other Title IX Coordinator who will serve as the substitute. Any sanctions and remedies will be included in the Notice of Outcome and will be subject to appeal under this policy.

See Appendix D for the range of sanctions under this policy.



### *Appeal*

A single Appeal Decision-Maker will hear appeals under this policy. The Appeal Decision-Maker may be internal or external.

Both parties have equal rights to an impartial appeal at the following junctures:

- Upon the dismissal of a formal complaint or any allegations therein.
- Upon receiving the Hearing Decision-Maker's written determination regarding responsibility and, when applicable, sanctions and remedies.

Appeals may be submitted on the following bases:

- Procedural irregularity that affected the outcome of the matter.
- New evidence that was not reasonably available at the time the determination regarding non- responsibility, responsibility or dismissal was made, which could affect the outcome of the matter.
- The Title IX Coordinator or their staff, investigator(s), Hearing Decision-Maker, or Sanctioning Authority had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

To appeal, a party must electronically submit a written appeal statement to the Title IX Coordinator within five (5) business days of receipt of the written determination or dismissal. The Appeal Decision- Maker may deem a late submission reasonable only under extenuating circumstances, and the Appeal Decision-Maker may decide in their sole discretion what constitutes valid extenuating circumstances. The appeal shall outline the basis for appeal and the relevant information to substantiate the appeal. The non-appealing party will be provided with a copy of the appealing party's written statement and may submit a written response to the Title IX Coordinator within three (3) business days of receipt of the appealing party's written statement. The non- appealing party's statement will be provided to the appealing party. No further appeal submissions from the parties shall be permitted.

An appeal is limited in scope. The purpose of an appeal is not to initiate a review of substantive issues of fact or a new determination of whether a violation of College rules has occurred.

In deciding an appeal, the Appeal Decision-Maker may consider the case file and any responses, investigative report and any responses, the hearing record, the written determination, and any written appeal(s) or statements by the parties. The Appeal Decision-Maker also may consider any other materials the College deems relevant and that have been shared with the parties.

The parties and their advisors will simultaneously be provided (via electronic format) with the written decision describing the result of the appeal and the rationale for the result.

If the Appeal Decision-Maker finds that the earlier decision should stand, the parties will be so informed and the Title IX process is concluded.

If the Appeal Decision-Maker finds that there was procedural irregularity that affected the outcome of the matter, the matter will be remanded to the Hearing Decision-Maker to determine appropriate further action.

If the Appeal Decision-Maker finds that new evidence is available which was not reasonably available at the time of the determination regarding non- responsibility, responsibility or dismissal, and such evidence could alter the outcome of the matter, the matter will be remanded to the Hearing Decision- Maker for appropriate further action.

If the Appeal Decision-Maker finds that the Title IX Coordinator, Title IX Investigator(s), Hearing Decision-Maker, or Sanctioning Authority had a conflict of interest or bias, for or against both parties or either of the parties that affected the outcome, the Appeal Decision-Maker will take appropriate measures to address and remediate the impact of the bias or conflict consistent with the general procedures of this policy.

The Appeal Decision-Maker will seek to complete the appeal review within ten (10) business days of receipt of the appealing party's written statement.

The Appeal Decision-Maker's determination becomes final on the date that the parties are provided with the written determination or result of an appeal, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

#### *Training*

The College will provide appropriate training to College officials with responsibilities under this policy, including the Title IX Coordinator, Hearing Decision-Makers, Sanctioning Authorities, Appeal Decision-Makers, and any individual who facilitates the informal resolution process. Such training will cover the definition of Title IX Sexual Harassment, the scope of the College's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes under this policy, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The College will ensure that Hearing Decision-Makers receive training on any technology to be used at a hearing and on issues of relevance of questions and evidence, including questions and evidence about the irrelevancy of complainant's sexual predisposition or prior sexual behavior. The College will ensure that investigators receive training on issues of relevance in order to create an investigative report that fairly summarizes relevant evidence. These training materials are publicly available on the Title IX Compliance website and will be made available for in-person review upon request. In addition, College officials with responsibilities under this policy will receive training related to intersectionality.

#### *Record Retention*

The College will maintain for a period of seven years records of the following:

- Each Title IX Sexual Harassment grievance process conducted under this policy, including any determination regarding responsibility and any audio or audiovisual recording or transcript from a hearing, any disciplinary sanction imposed on the respondent, and remedies provided to the complainant designed to restore or preserve access to the College's education program or activity.
- Any appeal and the result therefrom.
- Any informal resolution and the result therefrom.
- All materials used to train Title IX Coordinators, Investigators, Hearing Decision-Makers, Sanctioning Authorities, Appeal Decision-Makers, and any individual who facilitates the informal resolution process with regard to Title IX Sexual Harassment.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of Title IX Sexual Harassment. In each instance, the College will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the College's educational and working program or activity. If the College does not provide a complainant with supportive measures, then the College will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

## **Modification and Review of Policy**

Prescott College reserves the right to modify this policy to take into account applicable legal requirements or extraordinary circumstances. At regular intervals, the College will review this policy to determine whether modifications should be made.

## **DEFINITIONS**

**Actual Knowledge** means that the Title IX Coordinator / Office or an Official with Authority has received notice of sexual harassment or allegations of sexual harassment.

**Advisor** refers to a person selected by a party<sup>1</sup> or appointed by the institution to accompany the party to meetings related to the resolution process, to advise the party on that process, and to conduct cross-examination during a hearing (if

applicable).

**Appeals Decision-Maker** refers to the person that reviews Title IX Sexual Harassment requests for appeals; determines approval/denial of the appeal; and if the appeal is approved, makes the final determination as to whether the original determination by the Hearing Decision-Maker stands.<sup>2</sup>

**Preponderance of Evidence Standard -Standard of Proof** The College uses the preponderance of the evidence (also known as “more likely than not”) as a standard for proof of whether a violation occurred. In campus resolution proceedings, legal terms like “guilt,” “innocence” and “burdens of proof” are not applicable, but the College never assumes a responding party is in violation of College policy. Campus resolution proceedings are conducted to take into account the totality of all evidence available, from all relevant sources.

**Clery Act** requires that all colleges and universities disclose crimes that have occurred on their campus to the federal government.

**Complaint** refers to notification to the Title IX Office of sexual harassment.

**Complainant** refers to the individual alleged to be the victim of conduct that could constitute Title IX Sexual Harassment.

**Confidential Resource** means an employee/office who is exempt from notifying sexual harassment to the Title IX Office. (Some exceptions may apply if person is a minor or for the physical safety of the person or campus community.)

**Consent** is an explicitly communicated, reversible mutual agreement in which all parties are capable of making a decision. Consent is informed, voluntary, and actively given. Consent exists when all parties exchange mutually understandable affirmative words or behavior indicating their agreement to participate voluntarily in sexual activity.

**Day** means a business day when Prescott College is in full operation.

**Deliberately indifferent** means when the College’s response to Title IX Sexual Harassment is “clearly unreasonable in light of the known circumstances” (34 CFR §106.44(a)).

**Education program or activity** includes locations, events, or circumstances where Prescott College exercises substantial control over both the Respondent and the context in which the sexual harassment occurs and includes any building owned or controlled by a student organization that the College officially recognizes.

**FERPA** (Family Educational Rights and Privacy Act) is a Federal law that protects the privacy of student education records.

**Final Determination** means the written conclusion using the preponderance of the evidence (also known as “more likely than not”) as a standard for proof of whether a violation occurred.

**Finding** is a conclusion by the preponderance of evidence standard that the conduct did or did not occur as alleged.

**Formal complaint** refers to a form or document filed by a complainant, that contains the complainant’s physical or digital signature, alleging Title IX Sexual Harassment against a respondent and requesting that Prescott College investigate the allegations of Title IX Sexual Harassment. The Title IX Coordinator may also sign a formal complaint alleging Title IX Sexual Harassment against the respondent. Where the Title IX Coordinator signs a formal complaint, they are not a complainant or otherwise a party.

**Formal Grievance Process** is a method of formal resolution designated by the College to address conduct that falls under the scope of Title IX Sexual Harassment.

**Grievance** means a notification to the College regarding possible allegations under the Title IX Sexual Harassment Policy or the College’s Sexual Misconduct Policy.

**Hearing Decision-Maker<sup>3</sup>** refers to those who have decision-making authority within the College's Formal Grievance process for Title IX Sexual Harassment cases.

**Informal Resolution** may encompass a broad range of conflict resolution strategies, including but not limited to, meetings between the parties and Title IX or other designees.

**Investigator** means the person or persons charged by the College with gathering facts about an alleged violation of this policy, assessing relevance and credibility, synthesizing the evidence, and compiling this information into an investigation report and file of directly related evidence.

**Notice** means that an employee, student, or third party informs the Title IX Coordinator or other Official with Authority of the alleged occurrence of Title IX Sexual Harassment.

**Officials with Authority (OWA)** refers to an employee/office/department of the College who has authority to institute corrective measures related to Title IX Sexual Harassment<sup>4</sup>.

**Party or parties** refer to the complainant(s) and respondent(s), collectively.

**Privacy** means that information related to a complaint will be shared with a limited number of employees and individuals who are in a need to know category.

**Recipient** refers to a postsecondary institution that is a recipient of federal funding (i.e Prescott College)

**Remedial** refers to steps taken to address alleged offenses when a complainant may not want to move forward with an investigation or an informal meeting with the respondent, however wants the Title IX Office to converse with the respondent for situational awareness.<sup>5</sup>

**Remedies** refer to actions made post-determination and designed to restore or preserve equal access to Prescott Colleges education program or activity. Remedies need not be non-disciplinary or non- punitive and need not avoid burdening the respondent.

**Respondent** refers to an individual alleged to be the perpetrator of conduct that could constitute Title IX Sexual Harassment.

**Resolution** refers to the determination or an agreement of an informal or formal grievance process.

**Responsible Employee** (mandated reporter) is an employee of the College who may share knowledge, notice, and/or reports of sexual harassment with the permission of the complainant to the Title IX Coordinator.<sup>6</sup>

**Sanction** refers to a consequence imposed by the Title IX Coordinator based on a finding of responsibility by the Hearing Decision-Maker for formal resolution (with Hearings) or based on the outcome of an informal resolution. The Title IX Coordinator determines appropriate sanctions and in cases involving an employee, makes recommendations to Human Resources.

**Sanctioning Authorities** refers to the individual(s) who determine the appropriate sanction or remedies. In most circumstances, this will be the Title IX Coordinator.

**Sex** has no regulatory definition. Anyone may experience sexual harassment, irrespective of gender identity or sexual orientation.

**Supportive Measures** refers to non-disciplinary, non- punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

**Title IX Coordinator** refers to an official designated by Prescott College to ensure compliance with Prescott College Title IX and College Policies

<sup>1</sup> See section on advisors for exclusions.

<sup>2</sup> The Appeals Decision-Maker for Title IX Sexual Harassment cases (Process A) will be the Vice President of Human Resources or designee.

<sup>3</sup> The Hearing Decision-Maker (e.g. who may be an internal or external person)

<sup>4</sup> The Title IX Office, Dean of Students (or designee), Vice President of Human Resources, and the Safety & Security Office are the OWA's.

<sup>5</sup> The Title IX Office may have a conversation with the respondent; recommend counseling, anger management, or other actions.

<sup>6</sup> Not to be confused with those mandated by state law to report child abuse, elder abuse, and/or abuse of individuals with disabilities to appropriate officials, though these responsibilities may overlap with those who have mandated reporting responsibility in this Policy.

## Sexual Misconduct Policy

Prescott College has two policies in order to address incidents of sexual misconduct. This policy is referred to as the Prescott College Sexual Misconduct Policy and the second is referred to as the Title IX Sexual Harassment Policy. These policies are interrelated and best if read together. If the allegations forming the basis of a formal complaint (defined below), if substantiated, would constitute prohibited conduct under both policies, then the grievance process set forth in the Title IX Sexual Harassment policy will be applied in the investigation and determination of all of the allegations.

The Prescott College Sexual Misconduct policy applies only to conduct, as defined under this policy including sexual exploitation, improper conduct related to sex and sexual harassment that does not fall under the scope of the Title IX Sexual Harassment policy. The Prescott College Sexual Misconduct policy also applies to certain conduct that would otherwise be prohibited under the Title IX Sexual Harassment policy (e.g., Sexual Assault, Domestic Violence, Dating Violence, and Stalking under the Title IX Sexual Harassment policy), but which must be dismissed under the Title IX Sexual Harassment policy because they do not meet the jurisdictional requirements.

It is not the responsibility of those filing reports to determine under which policy the alleged violations may fall. The Title IX Coordinators or their designees will make that determination.

### Responsibility for the Prescott College Sexual Misconduct Policy

The Title IX Coordinators oversee responsibilities that fall under this policy as well as incidents falling under the Title IX Sexual Harassment policy.

Title IX Coordinators, when informed about or upon receipt of incident reports of alleged violations, will act based on the appropriate policy. The Title IX Coordinator's responsibilities include (but are not limited to):

- Communicating with all members of the college community regarding sexual misconduct and sexual harassment;
- Explaining processes, options and available resources to the involved party and/or parties,
- Monitoring the college's administration of its own applicable policies, including this policy and the Title IX Sexual Harassment Policy and all related record keeping, timeframes, and other procedural requirements;
- Conducting training regarding Title IX, VAWA, and prohibited conduct defined in this policy and related policies;
- Determining if complaints received fall under either the Prescott College Sexual Misconduct policy or the Title IX

- Sexual Harassment policy, or another area of the college; and
- Overseeing the processes for the alleged misconduct that meets the criteria of either policy.

The Title IX Coordinators may delegate certain responsibilities under this policy to Title IX Investigators or other designated administrators.

## Contact Information

- a. Title IX Coordinator  
Susan Krause, 928-350-4402, [susan.krause@prescott.edu](mailto:susan.krause@prescott.edu)

Information a party shares with Confidential Resources will not be shared with the Title IX Office or any other individual without the individual's express written permission. Exceptions are made if there is an imminent threat of serious harm to the individual or to others, or a legal obligation to reveal such information (e.g., if there is suspected abuse or neglect of a minor).

- b. Prescott College Confidential Resource  
Tony Himes, 928-848-1111
- c. Disability Resources  
Kay Boyle, [accommodations@prescott.edu](mailto:accommodations@prescott.edu)
- d. Responsible Employees (see Definitions for definition of Responsible Employee)
  - a. Mandated reporters
    - Housing and Residence Life Professional Staff
    - Resident Assistants (RA's)
    - College Deans
    - College Advisors

For any complaints received by the Title IX Office or an Official with Authority involving an employee, the Title IX Office will communicate with the appropriate persons in Human Resources. If Human Resources receives a complaint related to this policy, they will consult with the appropriate Title IX Coordinator or their designee.

- e. External inquiries  
Inquiries may be made externally to:  
Office for Civil Rights (OCR)  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202-1100  
Customer Service Hotline: (800) 421-3481  
Facsimile: (202) 453-6012  
TDD#: (877) 521-2172  
Email: [OCR@ed.gov](mailto:OCR@ed.gov)  
Web: <http://www.ed.gov/ocr>

For complaints involving employees:  
Phoenix District Office (Arizona)  
3300 North Central Ave Suite 690  
Phoenix, AZ 85012-2504  
Phone: (800) 669-5000  
Fax: ((602) 640-5071  
TTY: (800) 669-6820  
ASL Video Phone: (844)234-5122

To raise any concern involving possible bias, conflict of interest, misconduct or discrimination by the Title IX Coordinator, contact the President, Dr. Barbara Jean Morris 928-778-2090.

Concerns of possible bias, conflict of interest, misconduct, or discrimination by any other Title IX team member should be raised with the Title IX Coordinator.

## Definitions

**Advisor** refers to a person selected by a party or appointed by the institution to accompany the party to meetings related to the resolution process, to advise the party on that process.

**Preponderance of Evidence** "more likely than not" the burden of proof is met when the party with the burden convinces the fact finder that there is greater than 50% chance that the claim is true.

**Clery Act** requires that all colleges and universities disclose crimes that have occurred on their campus to the federal government.

**Complaint** refers to notification to the Title IX Office of sexual misconduct.

**Complainant** refers to the individual who is alleged to be the victim of conduct that could constitute sexual misconduct.

**Confidential Resource** means an employee/office who is exempt from notifying the Title IX Office of alleged violations of sexual misconduct. (Some exceptions may apply if person is a minor or for the physical safety of the person or campus community.)

**Consent** is an explicitly communicated, reversible mutual agreement in which all parties are capable of making a decision. Consent is informed, voluntary, and actively given. Consent exists when all parties exchange mutually understandable affirmative words or behavior indicating their agreement to participate voluntarily in sexual activity.

**FERPA** (Family Educational Rights and Privacy Act) is a Federal law that protects the privacy of student education records.

**Finding** is a conclusion by the clear and convincing standard that the conduct did or did not occur as alleged.

**Formal complaint** refers to a form or document filed by a complainant, that contains the complainant's physical or digital signature, alleging Sexual Misconduct against a respondent and requesting that Prescott College investigate the allegations. There may be situations in which a complainant does not wish the college to move forward in investigating a situation. However, the Title IX Coordinator determines if it is in the best interest of the college to do so with or without the complainant's participation.

**Formal Grievance Process** is a method of formal resolution designated by the College to address conduct that falls under the scope of the Prescott College Sexual Misconduct policy or the Title IX Sexual Harassment policy.

**Grievance** means a notification to the College regarding possible allegations of the College's Sexual Misconduct Policy.

**Informal Resolution** may encompass a broad range of conflict resolution strategies, including but not limited to, meetings between the parties and Title IX or other designees.

**Investigator** means the person or persons charged by the College with gathering facts about an alleged violation of this policy, assessing relevance and credibility, synthesizing the evidence, and compiling this information into an investigation report and file of directly related evidence.

**Party or parties** refer to the complainant(s) and respondent(s), collectively.

**Privacy** means that information related to a complaint will be shared with a limited number of Prescott College employees who "need to know" in order to assist in the assessment, investigation, and resolution of the report.

**Recipient** refers to a postsecondary institution that is a recipient of federal funding (i.e. Prescott College)

**Remedial** refers to steps taken to address alleged offenses when a complainant may not want to move forward with an investigation or an informal meeting with the respondent, however wants the Title IX Office to converse with the respondent for situational awareness.<sup>1</sup>

**Remedies** refer to actions made post-determination and designed to restore or preserve equal access to Prescott College's education program or activity.

Remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

**Respondent** refers to an individual alleged to be the perpetrator of conduct that could constitute Sexual Misconduct per this policy or the Title IX Sexual Harassment policy.

**Resolution** refers to the determination or an agreement of an informal or formal grievance process.

**Responsible Employee** (mandated reporter) is an employee of the College who may share knowledge, notice, and/or reports of sexual harassment with the permission of the complainant to the Title IX Coordinator.

**Sanction** refers to a consequence imposed by the Title IX Coordinator based on a finding of responsibility or based on the outcome of an informal resolution. The Title IX Coordinator determines appropriate sanctions based on the College's sanctioning rubric.

**Sex** (i.e. "Because of sex"); there is no regulatory definition. Anyone may experience sexual misconduct or harassment, irrespective of gender identity or sexual orientation.

**Sexual Misconduct** encompasses all of the prohibited conduct described below that occurs on the basis of sex that does not fall within the definitional or jurisdictional requirements of the federal regulations underlying the Title IX Sexual Harassment policy.

**Supportive Measures** refer to non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

**Third party** refers to any individual who is not a College student, a faculty member, or a staff member (e.g., vendors, alumni/ae, campus visitors or local residents).

**Title IX Coordinator** refers to an official designated by Prescott College to ensure compliance with Prescott College Title IX and College Policies

**Title IX Investigator** is primarily responsible for conducting a non-biased, fair, impartial, prompt and thorough investigation of alleged violations of the College's Sexual Misconduct Policy and the Title IX Sexual Harassment Policy.

**Witness** refers to any individual who shares information relating to an allegation of prohibited conduct under this policy.

<sup>1</sup>The Title IX Office may have a conversation with the respondent; recommend counseling, anger management, or other actions.

## Policy Statement

### Prohibited Conduct

This policy addresses Prescott College Sexual Misconduct, which encompasses all of the prohibited conduct described below that occurs on the basis of sex that does not fall within the definition or jurisdictional requirements of the federal regulations underlying the Title IX Sexual Harassment Policy.

Examples of prohibited conduct under this College Sexual Misconduct Policy may include:



- Conduct that occurs in the local vicinity (e.g., an off-campus apartment) but outside of a college program or activity; or
- Conduct that occurs outside of the United States when the conduct is associated with a college-sponsored program or activity, such as travel, research, or internship programs; or
- Conduct that involves the use of the college's computing and network resources including but not limited to accessing email accounts.

In determining whether alleged conduct violates this policy, the College will consider the totality of the facts and circumstances involved in the incident, including the nature of the alleged conduct and the context in which it occurred. Individuals of any gender can commit any of the prohibited conduct defined in this policy, and it can occur between individuals of the same gender or different genders. It can occur between strangers or acquaintances, as well as people involved in intimate or sexual relationships.

The prohibited behaviors listed below are serious offenses and will result in discipline. Prohibited conduct involving force, duress, or inducement of incapacitation, or where the respondent has deliberately taken advantage of another individual's state of incapacitation, will be deemed especially egregious and may result in suspension, dismissal/ expulsion, or termination of employment. The respondent's consumption of alcohol or the use of illegal substances does not constitute a mitigating circumstance when it contributes to a violation under this policy.

The following prohibited behaviors fall under the Prescott College Sexual Misconduct policy only if they fall outside the jurisdictional requirements of the Title IX Sexual Harassment policy (as described in section III of the Title IX Sexual Harassment policy):

Prohibited behaviors are:

**Quid Pro Quo Sexual Harassment:** An employee of the College conditioning the provision of an aid, benefit, or service of the College on an individual's participation in unwelcome sexual conduct;

**Title IX Sexual Harassment:** Unwelcome sexual conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies an individual equal access to the College's education program or activity.

**Sexual Assault:** Any sexual act directed against another person, without the consent of the individual, including instances where the person is incapable of giving consent. Sexual assault can occur between individuals of the same or different sexes and/or genders. This includes the following:

- **Rape:** The carnal knowledge of a person, without the consent of the individual, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
- **Sodomy:** Oral or anal sexual intercourse with another person, without the consent of the individual, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
- **Sexual Assault with an Object:** To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the individual, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
- **Fondling:** The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the individual, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
- **Incest:** Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law; or
- **Statutory Rape:** Sexual intercourse with a person who is under the statutory age of consent in the state that the incident occurred.

**Domestic Violence:** A felony or misdemeanor crime of violence committed:

- by a current or former spouse or intimate partner of the complainant;
- by an individual with whom the individual shares a child in common;
- by an individual who is cohabitating with, or has cohabitated with, the individual as a spouse or intimate partner;
- by an individual similarly situated to a spouse of the person under the domestic or family violence laws of the jurisdiction in which the felony or misdemeanor crime of violence occurred;
- by any other individual against an adult or youth complainant who is protected from that individual's acts under the domestic or family violence laws of the jurisdiction in which the felony or misdemeanor crime of violence occurred. For purposes of this policy, an intimate partner is defined as an individual with whom one has or had a short- or long-term relationship that provides romantic and/or physical intimacy or emotional dependence. Intimate relationships can occur between individuals of the same gender or different genders and may include (but are not limited to) marriages, civil unions, dating relationships, "hook-up" relationships, relationships in which partners are characterized as "girlfriends" or "boyfriends," and relationships between individuals with a child in common.

**Dating Violence:** Violence committed by an individual who is or has been in a social relationship of a romantic or intimate nature with the complainant. The existence of such a relationship shall be determined based on the reporting individual's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the individuals involved in the relationship. This includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

**Stalking:** Engaging in a course of conduct directed at a specific individual that would cause a reasonable person to:

- fear for the individual's safety or the safety of others; or
- suffer substantial emotional distress. For the purposes of the Stalking definition:
  - *Course of conduct* means two or more acts, including acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about an individual, or interferes with an individual's property.
  - *Reasonable person* means a reasonable person under similar circumstances and with similar identities to the complainant.
  - *Substantial emotional distress* means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

## Retaliation

The College expressly prohibits any form of retaliatory action against any member of the College community who in good faith: (1) files a report, complaint or grievance under this policy (or with an external entity); (2) opposes in a reasonable manner an action or policy believed to constitute a violation of this policy; or (3) participates in College investigations, compliance reviews, or discipline proceedings under this policy. Depending on the circumstances referenced above, retaliatory acts may include (but are not limited to): Adverse employment action;

- Adverse action relating to participation in an educational or working program;
- Unreasonably interfering with the academic or professional career of another individual;
- Engaging in conduct which constitutes stalking, harassment, or assault; and
- Engaging in efforts to have others engage in retaliatory behavior on one's behalf.

The College retains the right to charge an individual for making a materially false statement in bad faith during the course of an investigation. The College will not conclude that any individual has made a materially false statement in bad faith based solely on the determination regarding responsibility.

Complaints alleging retaliation under this policy will be addressed promptly and equitably. Where the individual allegedly retaliating is not affiliated with the College and not otherwise, subject to its policies, the College will have limited ability, if

any, to take action against that person.

Notwithstanding the above, the exercise of rights protected under the First Amendment does not constitute retaliation prohibited under this policy. Charging an individual with a College violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy does not constitute retaliation; provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

The following prohibited behaviors fall under the Prescott College Sexual Misconduct policy and **not** the Title IX Sexual Harassment policy regardless of where or under what circumstances they occur:

- **Sexual Harassment:** Unwelcome verbal or physical behavior which is directed at an individual based on sex, when these behaviors are sufficiently severe or pervasive to have the effect of unreasonably interfering with an individual's educational experience, working conditions, or living conditions by creating an intimidating, hostile, or offensive environment. Examples of conduct that can constitute sexual harassment if based on an individual's sex include but are not limited to:
  - Unwelcome jokes or comments (e.g., sexist jokes);
  - Disparaging remarks about sex, gender identity, or gender expression (e.g., negative or offensive remarks or jokes about an individual's self-presentation);
  - Displaying negative or offensive posters or pictures about sex; or
  - Electronic communications, such as e-mail, text messaging, and Internet use, that violate this policy.
- **Sexual Exploitation.** Any act whereby one individual violates the sexual privacy of another or takes unjust or abusive sexual advantage of another who has not provided consent, and that does not constitute non-consensual sexual penetration or non-consensual sexual contact. Examples may include: recording, photographing, transmitting, viewing, or distributing intimate or sexual images or sexual information without the knowledge and consent of all parties involved; voyeurism (i.e., spying on others who are in intimate or sexual situations).
- **Improper Conduct Related to Sex.** Unprofessional or inappropriate conduct that is sexual in nature and has the effect of unreasonably interfering with an individual's educational experience, working conditions, or living conditions.

For purposes of this policy, consent is defined as follows:

- **Consent and Incapacitation.** The College considers consent as a voluntary, informed, un-coerced agreement through words or actions freely given, which could be reasonably interpreted as a willingness to participate in mutually agreed-upon sexual acts. Consensual sexual activity happens when each partner willingly and affirmatively chooses to participate.

Indications that consent is not present include but are not limited to:

- when physical force is used or there is a reasonable belief of the threat of physical force;
- when duress is present; when one individual overcomes the physical limitations of another individual; or
- when an individual is incapable of making an intentional decision to participate in a sexual act, which could include instances in which the individual is in a state of incapacitation.

Important points regarding consent include:

- Consent to one act does not constitute consent to another act;
- Consent on a prior occasion does not constitute consent on a subsequent occasion;
- The existence of a prior or current relationship does not, in of itself, constitute consent;
- Consent can be withdrawn or modified at any time;
- Consent is not implicit in an individual's manner of dress;
- Accepting a meal, a gift, or an invitation for a date does not imply or constitute consent.
- Silence, passivity, or lack of resistance does not necessarily constitute consent; or
- Initiation by someone who a reasonable person knows or should have known to be deemed incapacitated is not

consent.

For purposes of this policy, incapacitation (or incapacity) is the state in which an individual's perception or judgment is so impaired that the individual lacks the cognitive capacity to make or act on conscious decisions. The use of drugs or alcohol can cause incapacitation. An individual who is incapacitated is unable to consent to a sexual activity. Engaging in sexual activity with an individual who is incapacitated (and therefore unable to consent), where an individual knows or ought reasonably to have understood that the individual is incapacitated, constitutes College Sexual Misconduct as defined by this policy.

## **Confidentiality, Privacy, and Related Responsibilities**

Issues of privacy and confidentiality play important roles in this policy, and may affect individuals differently. Privacy and confidentiality are related but distinct terms that are defined below.

In some circumstances, the reporting responsibilities of College employees, or the College's responsibility to investigate, may conflict with the preferences of the complainant and/or respondent with regard to privacy and confidentiality. Therefore, all individuals are encouraged to familiarize themselves with their options and responsibilities, and make use of confidential resources, if applicable, in determining their preferred course of action.

### **a. Confidentiality and Confidential Resources**

The term "confidentiality" refers to the circumstances under which information will or will not be disclosed to others.

The College has one individual that confidential reports can be made to. Confidential Resources are not obligated to report information that is provided to them. This allows individuals to explore their options in a non-pressured environment while they make informed decisions. There may be exceptions in cases involving child abuse, imminent risk of serious harm, emergent hospitalization, or a court order. In addition, non-identifying information about violations of the College's Title IX Sexual Harassment Policy will be submitted to Campus Safety and Security for purposes of the anonymous statistical reporting under the Clery Act.

An individual who is not prepared to make a report, or who may be unsure how to label what happened, but still seeks information and support, is strongly encouraged to contact a Confidential Resource or the Title IX Coordinators. Confidential Resources are listed in the Administrator's Contact Information section at the beginning of this policy.

### **b. Confidentiality Rights of Complainants and Respondents**

While complainants, respondents, and witnesses involved in the grievance process under this policy are strongly encouraged to exercise discretion in sharing information in order to safeguard the integrity of the process and to avoid the appearance of retaliation, complainants and respondents are not restricted from discussing the allegations under investigation.

Medical, psychological, and similar treatment records are privileged and confidential documents. Those records cannot be accessed or used for a grievance process under this policy without the relevant party's voluntary, written consent.

### **c. Release of Information**

If the College becomes aware of a serious and continuing threat to the campus community, The Title IX Coordinator may issue a timely warning in accordance with federal regulation to protect the health or safety of the community. In addition, the College may also share non-identifying information, including data about outcomes and sanctions, in aggregate form. The College will not disclose the name or other personally identifiable information of the complainant unless it has received the express consent of the complainant or unless the release of such information is consistent with legal requirements or mandated by law.

## Options for Complainants, Respondents, and Other Reporting Individuals

A complainant, respondent, or witness has many options, including counseling and support services. Information regarding contact information for local law enforcement and medical assistance is provided in Appendix B.

A complainant may:

- Request supportive measures from the Title IX Coordinator;
- File a report with the Title IX Coordinator;
- Contact the Title IX Coordinator for assistance in filing a police report and preserving physical evidence; and/or
- Contact local law enforcement to file a police report.

An individual may pursue some or all of these steps at the same time. When initiating any of the above, an individual does not need to know whether they wish to request any particular course of action, nor how to label what happened.

### a. Anonymous Reporting

Any individual may make an anonymous report alleging violation of this policy using the online Sexual Misconduct form. However, there is very limited action if any the College can take without knowing the complainant making the allegation.

### b. Timeliness of Report

Complainants and other reporting individuals are encouraged to report any violation of this policy as soon as possible in order to maximize the College's ability to respond promptly and effectively. Reports may be made at any time without regard to how much time has elapsed since the incident(s) in question. If the respondent is no longer a student or employee at the time of the report, the College may not be in a position to gather evidence sufficient to reach a determination as to the report and/or the College may not be able to take disciplinary action against the respondent. However, the College will still seek to provide support for the complainant and seek to take steps to end the prohibited behavior, prevent its recurrence, and address its effects.

### c. Amnesty

In order to encourage reports of conduct that is prohibited under this policy, the College may offer leniency with respect to other violations, which may become known as a result of such reports, depending on the circumstances involved.

## Supportive Measures for Complainants and Respondents

Upon receipt of a report or formal complaint of a violation of this policy, the College, through the Title IX Coordinator, will promptly:

- Contact the complainant to discuss the availability of supportive measures;
- Consider the complainant's wishes with respect to supportive measures; and
- Inform the complainant of the availability of supportive measures with or without the filing of a report;
- Consider supportive measures, as appropriate and reasonably available, for the respondent.

These supportive measures are designed to restore or preserve equal access to the College's educational and working programs or activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties and the broader College community, or deter sexual misconduct. While a supportive measure may impose some restrictions on a party, it will not unreasonably burden them. The College may provide supportive measures to the complainant or respondent, as appropriate, as reasonably available, and will do so without fee or charge, regardless of whether the complainant seeks formal disciplinary action. Once supportive measures are approved, the parties or affected individuals will be notified in writing of the supportive measures. The College will maintain any supportive measures provided to the complainant or respondent as confidential to the extent possible.

Supportive measures may include:

- counseling;
- extensions of deadlines or other course-related adjustments;
- modifications of work or class schedules;
- campus escort services;
- mutual restrictions on contact between the parties;
- changes in work or housing locations;
- leaves of absence;
- increased security and monitoring of certain areas of the campus; and/or
- other measures that can be used to achieve the goals of this policy.

Requests for supportive measures may be made by or on behalf of the complainant or respondent to any College official, including the Title IX Coordinator. The Title IX Coordinator is responsible for ensuring the implementation of supportive measures and coordinating the College's response with the appropriate offices on campus.

All individuals are encouraged to report concerns about the failure of another to abide by any restrictions imposed by a supportive measure. The College will take immediate action to enforce a previously implemented measure and disciplinary sanctions can be imposed for failing to abide by a College-imposed measure.

## Emergency Removal

The College may summarily remove an individual from an education program or activity on an emergency basis after an individualized safety and risk analysis, where a determination is made that the individual poses an immediate threat to the physical health or safety of any student, other individual or themselves. In these situations, the Title IX Coordinator will provide the individual with notice and an opportunity to challenge the decision immediately following the removal.

## Informal Resolution Process

Subject to the consent of the parties and the approval of the Title IX Coordinator, the College permits informal resolution processes in cases in which a report has been filed with the Title IX Coordinator. Subject to approval by the Title IX Coordinator, the informal resolution process is available in matters involving a student complainant and a student respondent as well as in matters involving a faculty/staff complainant and a faculty/ staff respondent; the informal resolution process is not available in matters involving a student and an employee.

The informal resolution process is a voluntary, remedies-based process designed to provide parties with an option to resolve disputes with other students. The purpose of the informal resolution process is to address the conduct that has been reported by the complainant, and place the parties in a position to pursue their academic and non-academic interests in a safe, respectful, and productive educational and working environment.

Before the informal resolution process is used, both parties must provide voluntary, written consent to the informal resolution process and must receive written notice disclosing: the allegations, the requirements of the informal resolution process (including the circumstances under which it precludes the parties from resuming a non-informal resolution arising from the same allegations), and any outcomes resulting from participating in the informal resolution process (including the records that will be maintained or could be shared). At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Prescott College Sexual Misconduct grievance process.

The College will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and determination of reports of College Sexual Misconduct. Similarly, the College will not require, encourage, or discourage the parties from participating in the informal resolution process.

***The College will not offer the informal resolution process unless a report is filed.***

See Appendix C for additional information regarding the informal resolution process.

## **Grievance Procedures for Prescott College Sexual Misconduct**

The College is committed to providing a prompt and impartial investigation and adjudication of all formal complaints alleging violations of this policy. During the grievance process, both parties (complainant and respondent) have equal rights to participate.

a. **Conflict of Interest**

All individuals who have responsibilities in administering the grievance process under this policy must be free of any conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Any concerns should be addressed to the Title IX Coordinator.

b. **Responsibility to Review Reports**

In order to protect the safety of the campus community, the Title IX Coordinator may review reports of violations under this policy or under certain circumstances. In such a circumstance, the Title IX Coordinator will take into account the complainant's articulated concerns, the best interests of the College community, fair treatment of all individuals involved, and the College's obligations under this policy.

c. **Presumption of Good Faith Reporting**

The College presumes that reports of prohibited conduct are made in good faith. A finding that the alleged behavior does not constitute a violation of this policy or that there is insufficient evidence to establish that the alleged conduct occurred as reported does not mean that the report was made in bad faith.

d. **Presumption of Non-Responsibility**

The respondent is presumed not to be responsible for the alleged conduct unless and until a determination, regarding responsibility is made at the conclusion of the grievance process.

e. **Honesty and Cooperation during Grievance Process**

The College expects all members of the College community to be honest and cooperative in their official dealings with the College under this policy. In this regard, individuals are expected to acknowledge requests from College officials for information in a timely fashion and to make themselves available for meetings with College officials or any officials acting on behalf of the College. Any student or member of the faculty or staff who fails to do so may be subject to discipline.

f. **Advisors**

Throughout the grievance process, each party may have an advisor of their choice; parties may change their advisor at any time during the grievance process. An advisor is an individual chosen by a complainant or a respondent to provide support during the process. An advisor may be a member or non-member of the College community, and may be an attorney. If one party seeks to engage an attorney, the College will not provide an attorney for the other party.

The role of the advisor is narrow in scope: the advisor may attend any interview or meeting connected with the grievance process, but the advisor may not actively participate in interviews and may not serve as a proxy for the party.

Any individual who serves as an advisor is expected to make themselves available for meetings and interviews throughout the investigation process. The College (including any official acting on behalf of the College such as an investigator or a Title IX Coordinator) has the right at all times to determine what constitutes appropriate behavior on the part of an advisor and to take appropriate steps to ensure compliance with this policy.

g. **Prior Sexual Behavior**

The complainant's predisposition or prior sexual behavior are not relevant and will not be used during the grievance process. Exceptions may be considered as an attempt to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

h. Consolidation

The Title IX Coordinator has the discretion to consolidate multiple complaints as to allegations of Sexual Misconduct against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations arise out of the same facts or circumstances.

i. Investigation of Allegations Pertaining to Other College Policies

i. Violation of Other College Policies

During an initial assessment or investigation, other possibly related violations by the same party(ies) may be identified. The Title IX Coordinator may direct the Title IX Investigator to investigate those possible violations of other College Policies, at the same time that they are investigating the allegations falling under this policy. Under those circumstances, the outcomes from the investigation of the non- College Sexual Misconduct matter will be provided to the office of responsibility as a matter of record.

## Investigation and Determination

a. Timing

The College will seek to complete the investigation and make a determination within ninety (90) business days after the investigators' first interview of the complainant. Investigations will proceed according to the aforementioned timeframe during the summer and at other times when the College is not in session. Timeframes for all phases of the grievance process, including the investigation, apply equally to both parties.

There may be circumstances that require the extension of time frames for good cause. Time frames may be extended to ensure the integrity and completeness of the investigation or determination, comply with a request by external law enforcement, accommodate the absence of a party, advisor, or witness, or for other legitimate reasons, including the complexity of the investigation and the severity and extent of the alleged misconduct. The College will notify the parties in writing of any extension of the time frames for good cause, and the reason for the extension.

In accordance with College policy, the College will review requests for language assistance and accommodation of disabilities throughout the investigation and determination process.

Although cooperation with law enforcement may require the College to temporarily suspend the fact- finding aspect of an investigation, under such circumstances, the College will promptly resume its investigation as soon as it is notified by the law enforcement agency that the agency has completed the evidence gathering process. The College will not, however, wait for the conclusion of a criminal proceeding to begin its own investigation and, if needed, will take immediate steps to provide supportive measures for the complainant or respondent. Neither a decision by law enforcement regarding prosecution nor the outcome of any criminal proceeding will be considered determinative of whether a violation of this policy has occurred.

b. Investigation

If the Title IX Coordinator has determined, following an initial assessment, that an investigation is appropriate, the Title IX Coordinator will appoint a Title IX Investigator.

c. Notice of Investigation

Following the receipt and review of the formal complaint by the Title IX Coordinator, and it being determined that the matter properly falls under this College Sexual Misconduct policy, the parties will be informed in writing of the initiation



of the investigation. The written information shall include:

- i. The identities of the parties, if known;
- ii. A concise summary of the alleged conduct at issue (including when and where it occurred, if known);
- iii. Notice of the allegations potentially constituting a violation of the College Sexual Misconduct policy;
- iv. A statement that the respondent is presumed not responsible and that a determination regarding responsibility is made at the conclusion of the grievance process;
- v. A statement informing the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney;
- vi. A statement informing the parties that they will have the opportunity to inspect, review evidence and provide final comments;
- vii. A statement informing the parties that knowingly making false statements or knowingly submitting false information during the grievance process may constitute a violation of College policy; and
- viii. Information regarding the applicable grievance procedures, including the informal resolution process.

If, during the investigation, additional information is disclosed that may also constitute prohibited conduct under this policy, the respondent and complainant will be informed in writing that such additional information will be included in the grievance process.

d. Gathering of Evidence

The investigator will gather information from each party. While the complainant and the respondent are not restricted from gathering and presenting relevant evidence, the investigator is responsible for gathering relevant evidence to the extent reasonably possible. Each party will be given an equal opportunity to suggest witnesses, provide other relevant information, such as medical, mental health, or law enforcement documentation, communications, photographs, and other evidence. Both parties may suggest questions to be posed to the other party or witnesses. Parties and witnesses are expected to provide all available relevant evidence to the investigator during the investigation.

The Title IX Investigator will provide written notice no less than three (3) business days prior to the meeting with a Title IX Investigator. The written notice will include:

- i. Date
- ii. Time
- iii. Location and/or method
- iv. Purpose
- v. Any other person(s) who will be attending the meeting A Title IX Investigator will interview parties and witnesses separately. On occasion, a Title IX Investigator may seek assistance from another Title IX Investigator for interviewing purposes. The Title IX Investigators will record all interviews or take notes of the interviews. Any other recording of interviews is prohibited, and violations may result in discipline.

In general, a party's medical and counseling records are confidential. The investigators will not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the investigator obtain that party's voluntary, written consent to do so.

The investigators will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege (e.g., attorney-client, doctor-patient), unless the individual holding such privilege has waived the privilege.

e. Investigative Report

Following their review of the parties' responses (if any) to the case file, the investigator will create a written

investigative report that summarizes all relevant evidence.

Both parties will have ten (10) business days from the date of the receipt of the report to review and provide any comments to the investigator.

f. Rendering a Decision

In most circumstances, the Title IX Coordinator or their designee will render the decision as to whether the respondent violated or did not violate the College Sexual Misconduct Policy.

i. Standard of Proof

The standard of proof under this policy is Preponderance of Evidence. The Preponderance of Evidence standard means that it is more likely than not that the individual is responsible for violating a policy. Under the preponderance standard, the burden of proof is met when the party with the burden convinces the fact finder that there is a greater than 50% chance that the claim is true.

ii. Determination

The determination notification will contain:

- The allegations potentially constituting sexual misconduct;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination (including any notifications to the parties, interviews with parties and witnesses, site visits (if any), methods used to gather other information and the hearing);
- Findings of fact supporting the determination;
- Conclusions regarding the application of this policy to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility (i.e., whether a policy violation occurred); and

The parties and their advisors will be provided with the written determination and sanctions (if appropriate) via electronic format.

g. Disciplinary Sanctions

The Title IX Coordinators will determine appropriate sanctions and consult with other College administrators. In the event that the Title IX Coordinator is not available, the case will be provided to the other Title IX Coordinator who will serve as the substitute. Any sanctions will be included in the Notice of Determination.

The Title IX Coordinator in consultation with Human Resources will determine the sanctions for College employees (faculty, staff, agent, vendor, etc.) found responsible for violating the Sexual Misconduct policy.

See Appendix D for the range of sanctions under this policy.

h. Record Retention

The College will maintain for a period of at least seven years records of the following:

- Each Sexual Misconduct grievance process conducted under this policy, including any determination regarding responsibility, any audio or audiovisual recording or transcripts, and any disciplinary sanction imposed on the respondent;
- Any informal resolution and the result therefrom; and
- Records of any actions, including any supportive measures taken in response to a report of sexual misconduct. In each instance, the College will document the basis for its conclusion. If the College does not provide a complainant with supportive measures, then the College will document the reasons why.

## Modification and Review of Policy

Prescott College reserves the right to modify this policy to take into account applicable legal requirements or extraordinary circumstances.

At regular intervals, the College will review this policy to determine whether modifications should be made.

# Title IX Sexual Harassment and Sexual Misconduct Policy specific appendices

## Appendix A: The Violence Against Women's Act (VAWA)

(<https://www.federalregister.gov/documents/2014/10/20/2014-24284/violence-against-women-act>)

The Violence Against Women Reauthorization Act of 2013 (VAWA) (Pub. L. 113-4), which, among other provisions, amended section 485(f) of the HEA, otherwise known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). The Clery Act requires institutions of higher education to comply with certain Campus Safety and Security related requirements as a condition of their participation in the Title IV, HEA programs. Notably, VAWA amended the Clery Act to require institutions to compile statistics for incidents of dating violence, domestic violence, sexual assault, and stalking and to include certain policies, procedures, and programs pertaining to these incidents in their annual security reports. VAWA §

668.46 of title 34 of the Code of Federal Regulations (CFR) was amended to implement these statutory changes. The entire act is available at ([34 CFR 668.46](#)).

VAWA provides the following requirements:

- Require institutions to maintain statistics about the number of incidents of dating violence, domestic violence, sexual assault, and stalking that meet the definitions of those terms;
- Clarify the very limited circumstances in which an institution may remove reports of crimes that have been “unfounded” and require institutions to report to the Department and disclose in the annual security report the number of “unfounded” crime reports;
- Revise the definition of “rape” to reflect the Federal Bureau of Investigation's (FBI) updated definition in the UCR Summary Reporting System, which encompasses the categories of rape, sodomy, and sexual assault with an object that are used in the UCR National Incident- Based Reporting System;
- Revise the categories of bias for the purposes of Clery Act hate crime reporting to add gender identity and to separate ethnicity and national origin into separate categories;
- Require institutions to provide to incoming students and new employees and describe in their annual security reports primary prevention and awareness programs. These programs must include: a statement that the institution prohibits the crimes of dating violence, domestic violence, sexual assault, and stalking, as those terms are defined in these final regulations; the definitions of these terms in the applicable jurisdiction; the definition of “consent,” in reference to sexual activity, in the applicable jurisdiction; a description of safe and positive options for bystander intervention; information on risk reduction; and information on the institution's policies and procedures after a sex offense occurs;
- Require institutions to provide, and describe in their annual security reports, ongoing prevention and awareness campaigns for students and employees. These campaigns must include the same information as the institution's primary prevention and awareness program;
- Define the terms “awareness programs,” “bystander intervention,” “ongoing prevention and awareness campaigns,” “primary prevention programs,” and “risk reduction;”
- Require institutions to describe each type of disciplinary proceeding used by the institution; the steps, anticipated

timelines, and decision- making process for each type of disciplinary proceeding; how to file a disciplinary complaint; and how the institution determines which type of proceeding to use based on the circumstances of an allegation of dating violence, domestic violence, sexual assault, or stalking;

- Require institutions to list all of the possible sanctions that the institution may impose following the results of any institutional disciplinary proceedings for an allegation of dating violence, domestic violence, sexual assault, or stalking;
- Require institutions to describe the range of protective measures that the institution may offer following an allegation of dating violence, domestic violence, sexual assault, or stalking;
- Require institutions to provide for a prompt, fair, and impartial disciplinary proceeding in which:
  - Officials are appropriately trained and do not have a conflict of interest or bias for or against the accuser or the accused.
  - The accuser and the accused have equal opportunities to have others present, including an advisor of their choice.
  - The accuser and the accused receive simultaneous notification, in writing, of the result of the proceeding and any available appeal procedures if applicable.
  - The proceeding is completed in a reasonably prompt timeframe.
  - The accuser and accused are given timely notice of meetings at which one or the other or both may be present.
  - The accuser, the accused, and appropriate officials are given timely and equal access to information that will be used during informal and formal disciplinary meetings and hearings if applicable.
  - Define the terms “proceeding” and “result”.
- Specify that compliance with these provisions does not constitute a violation of section 444 of the General Education Provisions Act ([20 U.S.C. 1232g](#)), commonly known as the Family Educational Rights and Privacy Act of 1974 (FERPA).

## Appendix B: Emergency Resources

### 1. [Law Enforcement](#)

Many incidents of sexual misconduct are also violations of the law. Individuals who wish to report a crime to law enforcement officials can contact the local agencies directly by dialing 9-1-1. They can also request assistance contacting the proper agency through the Title IX Coordinator or confidential reporter. *If the Reporting Party is under 18 years of age, the College has an obligation to contact law enforcement.*

### 2. [Medical Assistance](#)

Emergency medical assistance is available both on campus (during business hours) and off campus (24/ 7). Individuals are encouraged (but not required) to contact law enforcement and seek medical treatment as soon as possible following an incident that poses a threat to safety or physical well-being or following a potential criminal offense. For more information about seeking assistance for a sexual harassment (sexual assault, rape, sodomy, domestic/ dating violence, stalking) incident:

Yavapai Family Advocacy Center (YFAC) Prescott Valley, AZ 86312

*Because YFAC is a safe place for victims, the physical address is not published*

Phone: (928) 775-0669

Yavapai Regional Medical Center East 700 Florentine Rd

Prescott Valley, AZ 86314 Phone: (928) 445-2700

Yavapai Regional Medical Center West 1003 Willow Creek Rd

Prescott, AZ 86301

Phone: (928) 445-2700

## Appendix C: Informal Resolution Process

The purpose of the informal resolution process is to eliminate the conduct which has been reported by the complainant (and prevent its recurrence), and place both individuals in a position to pursue their academic, working, and non-academic interests in a safe, respectful, and productive educational and working environment.

The informal resolution process is a voluntary, remedies-based process designed to provide members of the Prescott College community with an option to resolve certain disputes with other members of the College community. Subject to approval by the Title IX Coordinator (see below), the Informal Resolution Process is available in matters involving a student complainant and a student respondent as well as in matters involving a faculty/ staff complainant and a faculty/staff respondent.

***The Informal Resolution Process is not available in matters involving a student and an employee.***

Prior to participating in the informal resolution process, parties will be notified in writing of the information contained in this Appendix C.

The following are features of the informal resolution process:

- Participation in the informal resolution process is voluntary.
  - No party will be required to participate in the informal resolution process and the College will not require, encourage, or discourage the parties from participating in the informal resolution process; and
  - All parties must consent in writing to participation in the informal resolution process.
- The College may offer the informal resolution process only under the following circumstances:
  - A report has been filed by the complainant;
  - The Title IX Coordinator has determined, through an initial assessment, that the alleged conduct, if substantiated, would constitute College Sexual Misconduct; and
  - The Title IX Coordinator has determined that the informal resolution process is appropriate for this matter.
- All parties will be provided with a written notice disclosing the allegations, the requirements of the informal resolution process, and any outcomes resulting from participating in the informal resolution process.
- At any time prior to signing an informal resolution agreement, any party has the right to withdraw from the informal resolution process and resume the non-informal resolution process.
- Parties may be accompanied by an individual of their choosing who will serve as an advisor/ support person to any meeting related to the informal resolution process. However, the support person may not actively participate in meetings and may not serve as a proxy for the party. Any individual who serves as a support person is expected to make themselves available for meetings as scheduled by the College. The College (including any official acting on behalf of the College) has the right at all times to determine what constitutes appropriate behavior on the part of a support person and to take appropriate steps to ensure compliance with this policy.
- Any agreements reached as part of the informal resolution process must be approved by the Title IX Coordinator.
- If the Title IX Coordinator determines at any time prior to the signing of the informal resolution agreement that the informal resolution process is no longer appropriate, the Title IX Coordinator may terminate the process.
- Upon signing the informal resolution agreement, the parties are bound by its terms and cannot opt for a non-informal grievance process based on the conduct alleged in the report.
- Failure to comply with the signed agreement may result in disciplinary action for either party.
- If the parties' circumstances change significantly, they may request a supplemental agreement.

### Retaliation

The protections against Retaliation apply to individuals participating in a resolution process within this policy. Disciplinary consequences may result for those found responsible for Retaliation.

## Appendix D: Range of Sanctions under this Policy

Members of the College community may be subject to disciplinary sanctions for violating this policy.

### Sanctions Applicable to Students

The sanctions for students are listed below.

- *Warning:* A formal statement that the conduct was unacceptable and a warning that further violation of any Prescott College policy, procedure, or directive will result in more severe sanctions/responsive actions.
- *Required Counseling:* A mandate to meet with and engage in either College-sponsored or external counseling to better comprehend the misconduct and its effects.
- *Probation:* A written reprimand for violation of College policy, providing for more severe disciplinary sanctions in the event that the student or organization is found in violation of any institutional policy, procedure, or directive within a specified period of time. Terms of the probation will be articulated and may include denial of specified social privileges, exclusion from co-curricular activities, exclusion from designated areas of campus, no-contact orders, and/or other measures deemed appropriate.
- *Suspension:* Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met. Students who return from suspension are automatically placed on probation through the remainder of their enrollment as a student at Prescott College.
- *Expulsion:* Permanent termination of student status and revocation of rights to be on campus for any reason or to attend Prescott College- sponsored events.
- *Withholding Diploma:* Prescott College may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities if the student has an allegation pending or as a sanction if the student is found responsible for an alleged violation.
- *Revocation of Degree:* Prescott College reserves the right to revoke a degree previously awarded from the College for fraud, misrepresentation, and/or other violation of Prescott College policies, procedures, or directives in obtaining the degree, or for other serious violations committed by a student prior to graduation.
- *Organizational Sanctions:* Deactivation, loss of recognition, loss of some or all privileges (including Prescott College registration as a recognized organization) for a specified period of time.
- *Other Actions:* In addition to or in place of the above sanctions, Prescott College may assign any other sanctions as deemed appropriate.

The following may accompany the preceding sanctions, as appropriate:

- **College Housing.** When appropriate to the infraction, particularly in instances involving antisocial behavior having a serious impact on the residential community, removal from College housing or relocation within College housing may be added to any of the other sanctions listed above, except warning and reprimand.
- **Restriction of Access to Space, Resources, and Activities.** When appropriate in cases involving behavioral misconduct between members of the community, restrictions may be placed on access to space and/or resources or on participation in activities so as to limit opportunities for contact among the parties.
- **Educational Refresher Programs.** In addition to any of the sanctions listed above, a student may be required to participate in educational refresher programs appropriate to the infraction.
- **Restitution.** The sanction for willful or reckless damage or vandalism will ordinarily include restitution for replacement or repair.

### Sanctions Applicable to Faculty and Staff Members

For violations of this policy by faculty or staff members, disciplinary sanctions may include (in accordance with the employment policies governing the employee in question) counseling or training, written warning, financial penalty, unpaid leave of absence, suspension (or recommendation for suspension), demotion, termination (or recommendation for termination) in accordance with applicable policies. The College may place a faculty or staff member on administrative leave during the pendency of a grievance process, provided that such action shall not modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

## Sanctions Applicable to Non-Members of the College Community

For violations of this policy by non-members of the College community, including alumni, disciplinary sanctions may include being temporarily or permanently barred from the College or subject to other restrictions.

## Informal Resolution Outcomes

Depending on the nature and circumstances of the particular situation, parties may agree to outcomes such as:

- Mutual No Contact Orders;
- Imposition of a one-party No Contact Order, placing the burden on the respondent to limit the respondent's physical proximity to the complainant;
- Restrictions on the respondent from participation in particular organizations or events;
- Changes to on-campus housing, subject to availability;
- Conversation between the parties facilitated by the Title IX Coordinator or a trained individual appointed by the Title IX Coordinator; and/or
- Other measures deemed appropriate by the Title IX Coordinator.

## Failure to Comply with the Informal Resolution Agreement

Failure to comply with the signed agreement may result in disciplinary action for either party, consistent with the disciplinary procedures described in other College policies.

# Faculty Members

Name	Highest Credential	Course/Program
Affolter, Emily	PHD	Sustainability Education
Altrichter, Mariana	PHD	Environmental Studies & Sustainability
Bigknife, Molly	PHD	Interdisciplinary Studies
Boyer, Ed	PHD	Environmental Studies & Sustainability
Brown, Jen	MA	Education
Cahoy, Breanne	EdD	Counseling
Carlock-Russo, Margaret	PHD	Counseling
Carrillo, Stacey	PHD	Counseling
Christensen, Laird	PHD	Environmental Studies; Resilient & Sustainable Communities; Sustainable Food Systems
Dailey, Mark	PHD	Cultural & Regional Studies; Environmental Studies
Darby, Tara	PHD	Counseling
Dilorenzo, Amanda	PHD	Counseling
Ellenberger, Rachel	PHD	Counseling
Espinosa Gonzalez Garza, Irene	PHD	Environmental Studies & Sustainability
Estrada-Villalta, Sara	PHD	Psychology & Human Development
Goodman, Cecil	MA	Adventure Education
Gray, Tara	PHD	Education
Greeson, Kimberly	PHD	Sustainability Education
Husain, Omar	PHD	Counseling
Jackson, Mary	PHD	Outdoor Education Leadership
Jamerson-Euring, Myshalae	PHD	Counseling
Johns, Kenya	PHD	Counseling
Jones, Michael	PHD	Counseling
Kuehne, Bahne	MED	Education
Lotz, Erin	PHD	Adventure Education
Lung, Maurie	PHD	Counseling
Lytle, Juliana	PHD	Counseling
Meltzer, Lorayne	MS	Environmental Studies & Sustainability
Milburn, Audrey	PHD	Counseling
Ohm, Paul	MA	Education
Oliver, Laura	PHD	Counseling
Ona, Fernando	PHD	Sustainability Education



Poole, Mary	PHD	Social Justice Studies
Prado, Bill	DBA	Sustainability Leadership
Ramsey, Scott	PHD	Sustainability Education
Riley, Michael	PHD	Adventure Education
Saadeh, Cirien	PHD	Social Justice Studies
Sacksteder, Kim	MS	Counseling
Sanderson, Sheila	MFA	Arts & Humanities
Sherman, Peter	PHD	Environmental Studies & Sustainability
Smith, Andrew	PHD	Education
Surmitis, Kendra	MS	Counseling
Tison, Eleanor	MA	Core, Environmental Studies & Sustainability
Trocchia-Balkits, Lisa	PHD	Sustainable Food Systems
Warbington, Nisha	PHD	Counseling
Young, Vicki	PHD	Psychology & Human Development

# Program Requirements

# Bachelor of Arts in Adventure Education

## OVERVIEW

A student pursuing a BA in Adventure Education can expect a curriculum and experience that reflects the student’s desire to contribute to the world by connecting people to nature and to each other. Be it on snow, vertical rock, ocean, river, or in the classroom - students develop theoretical foundations, leadership abilities, teaching facilitation, and technical skills, and sensitivity to and care for the environment.

Note: Students using Veteran’s Administration benefits may not pursue individualized majors or concentration areas and must choose from prescribed major and concentration titles approved by the Arizona State Approving Agency.

## LEARNING OUTCOMES

- **Theory and Philosophy:** Learners will identify, analyze, and evaluate the key elements and perspectives, essential practices, and current trends in adventure education.
- **Leadership and Facilitation:** Learners will apply leadership skills, experiential teaching strategies, and facilitation techniques to create intellectually, emotionally, and physically safe communities within adventure education
- **Ecological Literacy:** Learners will integrate ecological knowledge and practice in adventure education experiences
- **Outdoor Skills:** Learners will demonstrate technical competency in outdoor disciplines necessary for the implementation of safe, high-quality experiences.

## REQUIREMENTS

- 44+ total credits, 24+ of which are Upper Division
  - Although courses may be listed in multiple distribution areas, students may not count a course twice to meet their distribution area requirements
- A minimum of 50 leadership days validated by the Advisor (can be fulfilled through an internship)
- Current Wilderness First Responder certification upon graduation is required

## Required Courses

Item #	Title	Credits
ORI26002	*Orientation: Desert, Mountain & Canyon	4
ADV21225	Teaching & Learning in Experiential Ed	4
ADV21052	Outdoor Experiential Education	4
ADV41000	Adventure Education I: Expeditionary Instructor Develop	6
ADV41002	Adventure Education II: Practicum	6
ADV41050	Origins & Directions in Adventure Education	4
COR40005	Senior Project	4

\*ORI26002 is a prerequisite for all Adventure Education courses.

## Outdoor Skills

Students must fulfill the prerequisites for AE I & AEII (ADV22010 and ADV24050 or ADV24202 OR sufficient skill proficiency) in addition to one more outdoor skills course.

ADV21025	WELS I: Expeditionary Technical Skills	4
ADV22010	Rock Climbing, Introduction to	4
ADV23151	Backcountry Skiing & Avalanche Training	4
ADV24050	Environmental Perspectives & Whitewater Rafting	6
ADV24110	Sea Kayaking & Marine Natural History	4
ADV24202	River Guides Training	4
ADV42015	Rock Climbing, Intermediate	4
ADV43000	Inter Mountain Expedition: Patagonia	4
ADV43005	Alpine Mountaineering	4
ADV44201	Expeditionary Rivers:	4
ADV43010	Avalanche Forecasting	6

## Human Dynamics & Interpersonal Literacies

Choose 1 course.

Item #	Title	Credits
ADV21100	Group Process in Adventure Education	4
HDP21050	Therapeutic Use of Nature and Outdoors	4
HDP42281	Ecopsychology: Choices for a Sustainable	4
ADV46000	Wilderness Orientation Instructor Practicum	6

## Leadership

Choose 1 course.

Item #	Title	Credits
ADV46000	Wilderness Orientation Instructors Practicum	6
ADV40050	Teaching Assistantship	4

## Ecological Literacies

Choose 1 course.

Item #	Title	Credits
ADV21023	WELS II: (Geography) Mountain Geography	4
ADV24050	Environmental Perspectives & Whitewater Rafting	6
ADV24110	Sea Kayaking & Marine Natural History	4
ENV22730	Natural History & Ecology of the Southwest	4
ENV41550	Water in the West	4

## Social Justice Literacy

Choose 1 course.

Item #	Title	Credits
ADV41710	Leading Inclusively	4
ADV41704	Gender Topics in Outdoor Leadership	4

CRS42603	Wilderness and Colonization	4
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#### Embedded Certificates:

- ADV23151 Backcountry Skiing & Avalanche Training – Recreational Avalanche Level 1 (through American Avalanche Association)
- ADV43010 Avalanche Forecasting – Recreational Avalanche Level 2 (through American Avalanche Association)
- ADV2402 River Guides Training – Swiftwater Technician (through Sierra Rescue)

Required Certification – Wilderness First Responder (external certification)

Students that take the qualifying coursework may be eligible for a certificate in River Studies and Leadership certificate through the River Management Society.

Qualifying coursework includes:

River Science	ENV42724 Restoration Ecology	4 credits
River Policy	ENV41550 Water in the West OR ENV42020 Conservation Biology	4 credits
Geographic Information Science and Technology	ENV21400 Geographic Info Systems, Intro	4 credits
Swiftwater Rescue (required certification)	ADV24202 River Guides Training	4 credits
Emphasis in River-based Recreation, Education & Tourism	ADV24050 Env Perspectives & Whitewater ADV44201 Expeditionary Rivers	6 credits 4 credits
River-Related Professional Project	COR40005 Senior Project	4 credits

# Bachelor of Arts in Critical Social Justice and Solidarity

## OVERVIEW

Critical Social Justice and Solidarity is an action oriented undergraduate program serving students who are drawn to understanding the big questions of our time and how everyday people can generate power for change. Critical Social Justice and Solidarity welcomes people who want to develop their skills, experience, and knowledge to directly participate in building a more socially and environmentally just and life-affirming world. Our curriculum moves our students beyond opinion to an analysis of the world and its social systems while developing social, environmental, and political consciousness and cultural competencies. Additionally, our students learn to recognize, learn from, and participate in the movements that are reframing and re-describing what is possible in the world. Finally, our students learn to identify their own sense of purpose and mobilize their talents to contribute to movements for justice.

## LEARNING OUTCOMES

- Learners will analyze structures, from diverse perspectives, through which systems of oppression are produced.
- Learners will engage in solidarity work with impacted communities.
- Learners will analyze and critique racial, class, and gender formations.
- Learners will be able to situate themselves within socio-political and economic landscapes.
- Learners will demonstrate an understanding of decoloniality and a vision that another world is possible.

## REQUIREMENTS

- 40 total credits, 20 of which are Upper Division

### Required Courses

Item #	Title	Credits
CRS25000	Class, Capitalism and Colonization	4
CRS22706	Decolonial Pedagogy	4
CRS22708	Decolonial Gender & Sexualities	4
CRS23612	Globalization & the Global Left	4
CRS24300	Maasai Lands and Colonial Legacies	4
CRS43500	Climate Change, Migration Justice	4
EDU45100	Culture, Power & Societal Change	4
CRS42100	Color Line in U.S. History	4
COR40005	Senior Project	4

### Field-Based Course

Choose 1 course.

Item #	Title	Credits
CRS44301	Maasailand II: Ecology, Economy & Culture	4
CRS44302	Maasailand III: Community Organizing	4
CRS41016	Spanish Intensive & Cultural Immersion	4
CRS44010	U.S. – Mexico Border Studies	4
ADV42603	Wilderness and Colonization	4

# Bachelor of Arts in Environmental Humanities

## OVERVIEW

Healing the world requires deep imagination, creative action, and skillful practices. The Environmental Humanities curriculum uses the lenses of the humanities – art, history, literature, anthropology, philosophy, religious studies – to complement scientific approaches to the human-environment relationship in order to investigate, envision, and celebrate human engagements with the non-human world. Using narrative, interpretive and creative approaches, we consider how the environment is socially constructed and represented, and bring intellectual and creative rigor to our aspirations for just, sustainable and inspiring relationships among humans and the natural world.

## LEARNING OUTCOMES

- Learners demonstrate a critical understanding of the theories, concepts and social and historical contexts in the environmental humanities.
- Learners effectively employ the techniques of their chose disciplines in the environmental humanities.
- Learners produce original creative visual, literary, or regenerative design work or a critical analysis that effectively communicates some aspect of the human-environment relationship with an audience.
- Learners are able to discuss topics within the environmental humanities through multiple lenses, including Indigenous, Western, and cross-cultural global perspectives.

## REQUIREMENTS

- 40 credits, 20 of which are Upper Division
  - Students must select an Upper Division course within the distribution area options

## REQUIRED COURSES

Item #	Title	Credits
AHU21040	Intro to Humanities	4
AHU24006	Foundations of Regenerative Design	4
AHU21045	Just Art: Art & Social Change	4
AHU47001	Environmental Humanities	4
AHU41030	Topics in Global Environmental Humanities	4
AHU43323	Sense of Place	4
COR40005	Senior Project	4

## Arts Practices and Perspectives

Choose at least 3 of the following courses. Art practice classes have rotating themes each year and may be taken more than once. Students must take one Upper Division course.

Item #	Title	Credits
AHU22010	Topics in Creative Writing	4
AHU42010	Topics in History, Literature and Philosophy	4
AHU21010	Topics in Visual and Performing Arts	4

# Bachelor of Arts in Field Ecology and Conservation

## OVERVIEW

The aim of this degree is to develop ecologically and scientifically literate, informed, and responsible citizens who are prepared to offer solutions to environmental problems, and to help develop sustainable relationships between people and nature. Students gain a deep interdisciplinary understanding and experience of the scientific, political, economic, community-based, and social justice aspects of contemporary environmental problems. Through field-based application of knowledge, they develop the skills to be part of the solutions in a variety of fields ranging from field ecology to resource management to community-based conservation and science communication. Students pursuing a BA in Field Ecology and Conservation will be able to address the values, processes, inquiry- and solution-generating abilities, and applications required to develop a philosophical understanding of, and ethical stance regarding, human-nature interactions and relationships. The program advances and integrates understanding cross many disciplines, including the biological, physical, and social sciences, and the humanities. Students use these insights to illuminate the interrelationships between human and non-human realms, meanwhile learning specific skills in community development, application to real-world situations, critical thinking, field and laboratory methods, and oral and written communication.

## LEARNING OUTCOMES

- Values: Learners can explain the historical and cultural foundations of how humans’ value and manage nature and natural resources.
- Processes: Learners can describe ecological and evolutionary processes across temporal and spatial scales.
- Application: Learners can articulate effective solutions to environmental challenges based on analysis of complex natural and human systems.
- Research and Inquiry: Evaluate validity of current field research and scientific data around environmental topics and issues.

## REQUIREMENTS

- 48 credits, 24 of which are Upper Division

## REQUIRED COURSES

Item #	Title	Credits
ENV22725	Concepts of Ecology	4
ENV22730	Natural History & Ecology of the Southwest	4
ENV22015	Biological Principles: Life on Earth	4
ENV47100	Ecological Research Methods	4
ENV42020	Conservation Biology	4
ENV41025	Statistics for Research	4
COR40005	Senior Project	4

## Earth Science

Choose 1 course.



Item #	Title	Credits
ENV23328	Oceanography	6
ENV21400	Geographic Information Science, Introduction	4
ENV46100	Climate Studies: The Future of the Planet	4
ENV25020	Geology of the Southwest	4
ENV24752	Earth Science: An Introduction to the	4
ENV41401	Geographic Information Systems	4

## Social Systems

Choose 1 course.

Item #	Title	Credits
ENV23319	Cultural Geography	4
ENV42700	Human Ecology	4
ENV47730	Children and Nature	4

## Field Ecology

Choose 1 course.

Item #	Title	Credits
ENV42215	Field Botany	4
ENV22201	Ornithology: The Life of Birds	4
ENV23325	Diversity of Marine Life	6
ENV42025	Island Biogeography	6
ADV21023	WELS II: (Geography) Mountain Geography	4

## Applied Conservation

Choose 1 course.

Item #	Title	Credits
ENV43311	Community-Based Marine Conservation	4
ENV45114	Community-Based Conservation in Costa Rica	4
ENV42724	Restoration Ecology	4

# Bachelor of Arts and Sciences in Interdisciplinary Studies

## OVERVIEW

A Bachelor of Arts and Sciences in Interdisciplinary Studies will allow you to craft your education around varied interests and passions. You'll be empowered to blend courses from multiple disciplines, providing you with boundless opportunities to explore and discover what inspires you. By bridging together knowledge from various fields you'll graduate with a solid understanding of how the world is interconnected and you'll be prepared to tackle the challenges of the 21st Century.

## LEARNING OUTCOMES

- **Disciplinary Foundations:** Learners will demonstrate foundational proficiencies in two or more disciplinary fields, identifying theory, vocabulary, and approaches central to each disciplinary field, and evaluation of the limitations of single disciplinary approaches to specific projects.
- **Technical Skills and Methods:** Learners will effectively apply the techniques or methods from more than one disciplinary field to research or creative projects.
- **Interdisciplinary Synthesis:** Learners will synthesize knowledge from multiple disciplinary fields to effectively communicate a holistic and interdisciplinary approach to a topic of inquiry.

## REQUIREMENTS

- 40 credits, 20 of which are Upper Division

### Required Courses

Item #	Title	Credits
COR40005	Senior Project	4

### Disciplinary Foundations

Choose at least 3 courses.

Item #	Title	Credits
AHU21040	Intro to Humanities	4
ENV22370 AND ENV22731	Natural History & Ecology of the Southwest Natural History & Ecology of the Southwest II	4 4
ENV22725	Ecology, Concepts of	4
CRS42100	Color Line in U.S. History	4
ADV21052	Outdoor Experiential Education	4
HDP22210	Introduction to Psychology	4
EDU21100	Environmental Education, Fundamentals of	4
EDU47001	Foundations of Education	4
ADV41050	Origins and Directions in Adventure Education	4
CRS43015	Critical Human Rights	4

## Techniques and Methods

Choose at least 3 courses.

Item #	Title	Credits
ENV42020	Conservation Biology	4
CRS22708	Decolonial Gender and Sexualities	4
ADV42015	Rock Climbing, Intermediate	4
ADV24202	River Guides Training	4
ADV43010	Avalanche Forecasting	6
AHU21010	Topics in Visual and Performing Arts	4
AHU22010	Topics in Creative Writing	4
ENV21400	Geographic Information Science, Introduction	4
ENV41025	Statistics for Research	4
CRS43500	Climate Change, Migration Justice	4

## Interdisciplinary Synthesis

Choose at least 3 courses.

Item #	Title	Credits
ENV41101	Environmental Education in Practice	4
ADV42603	Wilderness and Colonization	4
ENV47902	Food Justice & Sustainable Food Systems	4
ENV47730	Children & Nature	4
AHU43323	Sense of Place	4
AHU42010	Topics History, Literature, Philosophy	4

# Bachelor of Arts in Psychology

## OVERVIEW

The BA in Psychology at Prescott College emphasizes critical, holistic, and social/ environmental justice perspectives in the study of individual, societal, and institutional/organizational wellbeing. These perspectives include recognition and inclusion of diverse voices, experiences, and ways of knowing; sociocultural factors; and issues of power, privilege, and oppression.

## LEARNING OUTCOMES

- General Content Knowledge and Applications: Learners articulate key historical and contemporary concepts, theoretical perspectives, and cultural trends in psychology.
- Scientific Inquiry, Psychological Literacy, and Critical Thinking: Learners analyze psychological research, theories, and applications using critical and scientific thinking.
- Professional Communication: Learners demonstrate professional written and oral communication skills, including appropriate use of APA style.
- Personal and Professional Development: Learners engage in personal and professional development relevant to psychology and the helping professions.
- Values-Informed Applications of Psychology: Learners apply critically and ethically informed psychological knowledge towards supporting individual and societal well-being.

## REQUIREMENTS

- 40 credits, 20 of which are Upper Division

## REQUIRED COURSES

Item #	Title	Credits
HDP22210	Introduction to Psychology	4
HDP22212	Foundations of Critical Psychology	4
HDP22242	Social Science Research Methods	4
HDP21200	Lifespan Development: A Cultural Approach	4
HDP42241	Social Cognition	4
HDP42240	Psychopathology and Health	4
COR40005	Senior Project	4

### Social & Cultural Wellbeing

Choose 1 course.

Item #	Title	Credits
HDP41170	Doing Good: Compassion and Sustainable	4
HDP42281	Ecopsychology: Choices for a Sustainable	4
HDP42220	Critical Communications	4
HDP47500	Women’s Psychology & Sexuality	4

### Holistic Approaches to Health & Wellbeing

Choose 1 course.

Item #	Title	Credits
HDP21150	Holistic Health & Wellness	4

HDP47400	Living with Loss: Studies of Grief	4
HDP21171	In Service of a Sane World	4
HDP21050	Therapeutic Use of Nature and Outdoors	4

## Psychological Theories & Applications

Choose 1 course.

Item #	Title	Credits
HDP42250	Family Systems Theory	4
HDP42260	Relationship Dynamics	4
HDP42230	Psychology of Consumerism	4
HDP45110	Neuropsychology	4

# Undergraduate Certificates

## Environmental Education Certificate

### OVERVIEW

Students who complete the following requirements will receive a Prescott College issued certificate as well as the option to pursue/receive Arizona Association for Environmental Education (AAEE) certificate as well. The AAEE is an affiliate of the North American Association for Environmental Education (NAAEE).

The learning outcomes for the Prescott College issued Environmental Education Certificate are aligned with the NAAEE guidelines, learning outcomes, and required competencies for excellent environmental educators.

### LEARNING OUTCOMES

- History and Foundation: Learners will articulate understanding of the goals, theory, practice, and history of the field of environmental education.
- Skill Set: Learners will demonstrate competency in the foundational Environmental Education Skill Set through the following: (1) Learners will be able to apply critical thinking skills, including questioning, analysis, and interpretation, in environmental education contexts; (2) Learners will be able to apply knowledge of environmental processes and systems in environmental education contexts; (3) Learners will be able to address environmental issues in environmental education contexts.
- Responsibility: Learners will showcase understanding and acceptance of the responsibilities associated with practicing environmental education.
- Instruction and Design: Combining high-quality education fundamentals with the unique features of environmental education, learners will design and implement effective instructions.
- Cultural Responsiveness: Learners will engage their students and participants in culturally relevant open inquiry, investigation, and reflection in environmental education contexts.
- Assessment and Evaluation Skills; Learners will demonstrate the required knowledge, abilities, and commitment to make assessment and evaluation integral to instruction and programs.

### REQUIREMENTS

- 20 credits

### REQUIRED COURSES

Item #	Title	Credits
ADV21225	Teaching & Learning in Experiential Ed	4
ENV22850	Environmental Problems: Root Causes	4
ENV47730	Children & Nature	4
EDU21100	Environmental Education, Fundamentals of	4
ENV41101	Environmental Education in Practice	4

# Sustainable Food Systems Certificate

## OVERVIEW

Food system perspectives are emerging to ensure our food security and wellbeing in the face of inequities, the profound impact of human-induced climate change, and increased pressure on natural resources and organisms. The Sustainable Food Systems certificate is grounded in the 10 Elements of Agroecology put forward by the Food & Agriculture Organization of the United Nations. Students who complete the following requirements will receive a Prescott College issued certificate.

## LEARNING OUTCOMES

- Synergies and Efficiencies: Learners can demonstrate knowledge of fundamental concepts and specific topics in agroecology, the science of food systems.
- Culture, Food Traditions and Biodiversity: Learners can articulate the contribution of agroecology to diversified, culturally appropriate diets.
- Human and Social Values: Learners can illustrate the ways in which equity and social wellbeing are essential for just, sustainable food systems.
- Co-creation and Sharing of Knowledge: Learners can apply a range of approaches to ethically engage with communities for food system assessment and action.

## REQUIREMENTS

- 20 credits

## REQUIRED COURSES

Item #	Title	Credits
ENV23812	Small-Scale Agricultural Production	4
ENV23815	Agroecology	4
ENV43814	The Art & Science of Food Preservation	4
ENV43819	Transforming Community Food Systems	4
ENV47902	Food Justice & Sustainable Food Systems	4

# Undergraduate Concentrations

## Adventure Education Concentration

### OVERVIEW

Degree concentrations at Prescott College are intentional clusters of courses designed to provide students with flexible pathways that align with their learning goals. Our concentrations offer a transdisciplinary approach that invites students to engage deeply with topics while recognizing that learning doesn’t always fit neatly within traditional disciplines. Concentrations are designed to cultivate critical thinking around systems change, resilience, and innovation, focusing on creating sustainable, equitable futures. With a flexible focus, students can develop skills to become thought leaders and problem-solvers in dynamic, evolving fields. All undergraduate concentrations are available to all Prescott College undergraduate students. Please note that course availability may vary due to scheduling rotations, and not all courses may be available each year. Please talk with your advisor to learn more.

### LEARNING OUTCOMES

- Leadership and Facilitation: Learners will apply leadership skills, experiential teaching strategies, and facilitation techniques to create intellectually, emotionally, and physically safe communities within adventure education.
- Outdoor Skills: Learners will demonstrate technical competency in outdoor disciplines necessary for the implementation of safe, high-quality experiences.

### REQUIREMENTS

- 12+ credits
  - Some of the courses within this concentration will have prerequisites that can be fulfilled through Prescott College courses or through demonstrating sufficient skill proficiency.
- Required Wilderness First Responder (external certification)
- 50 Outdoor Leadership Days (can be fulfilled through an internship)

### REQUIRED COURSES

Item #	Title	Credits
ADV41000	AE I: Expeditionary Instructor Develop	4
ADV41002	AE II: Practicum	4
ADV46000	Wilderness Orientation Instructors Practicum	6

## Climate Justice Concentration

### OVERVIEW

Degree concentrations at Prescott College are intentional clusters of courses designed to provide students with flexible pathways that align with their learning goals. Our concentrations offer a transdisciplinary approach that invites students to engage deeply with topics while recognizing that learning doesn’t always fit neatly within traditional disciplines. Concentrations are designed to cultivate critical thinking around systems change, resilience, and innovation, focusing on creating sustainable, equitable futures. With a flexible focus, students can develop skills to become thought leaders and problem-solvers in dynamic, evolving fields. All undergraduate concentrations are available to all Prescott College undergraduate students. Please note that course



availability may vary due to scheduling rotations, and not all courses may be available each year. Please talk with your advisor to learn more.

## LEARNING OUTCOMES

- Students will understand and be able to communicate the realities of climate change and the ways in which communities can mobilize around climate justice.
- Students will develop and implement climate change systems interruptions that allow them to take action towards climate justice.

## REQUIREMENTS

- 20 credits

## REQUIRED COURSES

Item #	Title	Credits
ENV46100	Climate Studies; The Future of the Planet	4
CRS43500	Climate Change, Migration Justice	4
CRS43015	Critical Human Rights	4
CRS42100	Color Line in U.S. History	4
ENV47902	Food Justice & Sustainable Food Systems	4

# Education Social Justice Concentration

## OVERVIEW

Degree concentrations at Prescott College are intentional clusters of courses designed to provide students with flexible pathways that align with their learning goals. Our concentrations offer a transdisciplinary approach that invites students to engage deeply with topics while recognizing that learning doesn't always fit neatly within traditional disciplines. Concentrations are designed to cultivate critical thinking around systems change, resilience, and innovation, focusing on creating sustainable, equitable futures. With a flexible focus, students can develop skills to become thought leaders and problem-solvers in dynamic, evolving fields.

All undergraduate concentrations are available to all Prescott College undergraduate students. Please note that course availability may vary due to scheduling rotations, and not all courses may be available each year. Please talk with your advisor to learn more.

## LEARNING OUTCOMES

- Learners, whether they wish to work in the field of K – 12 or in the field of community education, will understand the purpose, value, and structures that make up education, and their own responsibility to education as organizers and changemakers.
- Learners will develop an analysis of the ways in which systems of education uphold and deconstruct systems of oppression and power.
- Learners will apply the work of education to the practice of change making, and lead and participate in assessment and self-reflection through educational practice.

## REQUIREMENTS

- 12 credits

## REQUIRED COURSES

Item #	Title	Credits
CRS22706	Decolonial Pedagogy	4
EDU22707	Critical Literacy for Social Justice	4
EDU47001	Foundations of Education	4

## Environmental Studies Concentration

### OVERVIEW

Degree concentrations at Prescott College are intentional clusters of courses designed to provide students with flexible pathways that align with their learning goals. Our concentrations offer a transdisciplinary approach that invites students to engage deeply with topics while recognizing that learning doesn't always fit neatly within traditional disciplines. Concentrations are designed to cultivate critical thinking around systems change, resilience, and innovation, focusing on creating sustainable, equitable futures. With a flexible focus, students can develop skills to become thought leaders and problem-solvers in dynamic, evolving fields.

All undergraduate concentrations are available to all Prescott College undergraduate students. Please note that course availability may vary due to scheduling rotations, and not all courses may be available each year. Please talk with your advisor to learn more.

### LEARNING OUTCOMES

- Environmental Literacy: Analyze current trends and research in environmental studies, with an emphasis on social justice, sustainability, and community development.
- Values: Learners can explain the historical and cultural foundations of how humans' value and manage nature and natural resources.

### REQUIREMENTS

- 16 credits

## REQUIRED COURSES

Item #	Title	Credits
ENV46100 OR ENV24752	Climate Studies; The Future of the Planet OR Earth Science: An Introduction	4
ENV22850	Environmental Problems: Root Causes	4
ENV42700	Human Ecology	4
ENV21500 OR ENV23319	Energy & the Environment OR Cultural Geography	4

## Equity Studies in Outdoor Leadership Concentration

### OVERVIEW

Degree concentrations at Prescott College are intentional clusters of courses designed to provide students with flexible pathways that align with their learning goals. Our concentrations offer a transdisciplinary approach that invites students to engage deeply with topics while recognizing that learning doesn't always fit neatly within traditional disciplines. Concentrations are designed to cultivate critical thinking around systems change, resilience, and innovation, focusing on creating sustainable, equitable futures. With a flexible focus, students can develop skills to

become thought leaders and problem-solvers in dynamic, evolving fields.

All undergraduate concentrations are available to all Prescott College undergraduate students. Please note that course availability may vary due to scheduling rotations, and not all courses may be available each year. Please talk with your advisor to learn more.

## LEARNING OUTCOMES

- Leadership and Facilitation: Learners will apply leadership skills, experiential teaching strategies, and facilitation techniques to create intellectually, emotionally, and physically safe communities within adventure education.
- Critical Analysis: Learners will employ critical theories to analyze and evaluate the relevant foundational theories, essential practices, and current trends in adventure education.

## REQUIREMENTS

- 16+ credits

## REQUIRED COURSES

Item #	Title	Credits
ADV42603	Wilderness and Colonization	4
ADV41704 OR ADV41710	Gender Topics in Outdoor Leadership OR Leading Inclusively	4
ADV21100 OR CRS22706 OR EDU22707	Group Process for Adventure Education OR Decolonial Pedagogy OR Critical Literacy for Social Justice	4
ADV46000 OR ADV40050	Wilderness Orientation Instructors Practicum OR TA: Adventure Education	6

## Marine Studies Concentration

### OVERVIEW

Degree concentrations at Prescott College are intentional clusters of courses designed to provide students with flexible pathways that align with their learning goals. Our concentrations offer a transdisciplinary approach that invites students to engage deeply with topics while recognizing that learning doesn't always fit neatly within traditional disciplines. Concentrations are designed to cultivate critical thinking around systems change, resilience, and innovation, focusing on creating sustainable, equitable futures. With a flexible focus, students can develop skills to become thought leaders and problem-solvers in dynamic, evolving fields.

All undergraduate concentrations are available to all Prescott College undergraduate students. Please note that course availability may vary due to scheduling rotations, and not all courses may be available each year. Please talk with your advisor to learn more.

## LEARNING OUTCOMES

- Describe the oceanographic and ecological properties and importance of coastal and marine ecosystems.
- Identify and analyze the socio-environmental issues facing marine ecosystems and human communities.
- Practice the application of interdisciplinary skills needed to contribute to healthy human-environmental relationships and systems.

## REQUIREMENTS

- At least 20 credits

## REQUIRED COURSES

Item #	Title	Credits
ENV23319	Cultural Geography	4
ENV23321	Natural History of the Gulf of California	6
ENV23328	Oceanography	6
ENV42025	Island Biogeography	6
ENV23325	Diversity of Marine Life	6
ENV42026	Gulf of California: Biological Field Methods	4
ENV43310	Climate Change, Fisheries & Policy	4
ENV43311	Community-based Marine Conservation	4
ADV24110	Sea Kayaking & Marine Natural History	4
ENV43312	Marine Conservation Practicum	4

## Natural History Interpretation Concentration

### OVERVIEW

Degree concentrations at Prescott College are intentional clusters of courses designed to provide students with flexible pathways that align with their learning goals. Our concentrations offer a transdisciplinary approach that invites students to engage deeply with topics while recognizing that learning doesn't always fit neatly within traditional disciplines. Concentrations are designed to cultivate critical thinking around systems change, resilience, and innovation, focusing on creating sustainable, equitable futures. With a flexible focus, students can develop skills to become thought leaders and problem-solvers in dynamic, evolving fields.

All undergraduate concentrations are available to all Prescott College undergraduate students. Please note that course availability may vary due to scheduling rotations, and not all courses may be available each year. Please talk with your advisor to learn more.

### LEARNING OUTCOMES

- Ecological Literacy: Using adventure and experiential education modalities, learners will integrate ecological knowledge in place-based experiences.
- Natural History Interpretation Skills: Learners will demonstrate competency in naturalist interpretation, including knowledge and interpretation of physical, biological, and cultural landscapes.

### REQUIREMENTS

- 20 credits

## REQUIRED COURSES

Item #	Title	Credits
ENV22730	Natural History & Ecology of the Southwest I	4
ENV22731	Natural History & Ecology of the Southwest II	4
Complete at least 3 of the following courses.		
ADV24110	Sea Kayaking and Marine Natural History	4
ADV21023	WELS II: (Geography) Mountain Geography	4
ADV34050	Environmental Perspectives & Whitewater	6
ENV23321	Natural History of the Gulf California	6

ENV42115	Field Botany	4
ENV22201	Ornithology: The Life of Birds	4

# Outdoor Leadership Concentration

## OVERVIEW

Degree concentrations at Prescott College are intentional clusters of courses designed to provide students with flexible pathways that align with their learning goals. Our concentrations offer a transdisciplinary approach that invites students to engage deeply with topics while recognizing that learning doesn't always fit neatly within traditional disciplines. Concentrations are designed to cultivate critical thinking around systems change, resilience, and innovation, focusing on creating sustainable, equitable futures. With a flexible focus, students can develop skills to become thought leaders and problem-solvers in dynamic, evolving fields.

All undergraduate concentrations are available to all Prescott College undergraduate students. Please note that course availability may vary due to scheduling rotations, and not all courses may be available each year. Please talk with your advisor to learn more.

## LEARNING OUTCOMES

- Describe the oceanographic and ecological properties and importance of coastal and marine ecosystems.
- Identify and analyze the socio-environmental issues facing marine ecosystems and human communities.
- Practice the application of interdisciplinary skills needed to contribute to healthy human-environmental relationships and systems.

## REQUIREMENTS

- 20+ credits

## REQUIRED COURSES

Item #	Title	Credits
ADV41000	AE I: Expeditionary Instructor Develop	4
ADV41002	AE II: Practicum	4
ADV46000 OR ADV40050	Wilderness Orientation Instructors Practicum OR TA: Adventure Education	6 4

## Technical Skills Suite

Complete 1 suite of Technical Skills courses as described below.

Complete one of the following

Item #	Title	Credits
ADV24202 AND ADV43005	River Guides Training Alpine Mountaineering	4 4
ADV43000 AND ADV43010	Inter Mountain Expedition: Patagonia Avalanche Forecasting	4 6

Complete all of the following courses.

Item #	Title	Credits
ADV23151	Backcountry Skiing & Avalanche Training	4
ADV43010	Avalanche Forecasting	6

Complete all of the following courses.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ADV42015	Rock Climbing, Intermediate	4
ADV43005	Alpine Mountaineering	4
ADV43000	Inter Mountain Expedition: Patagonia	4

# Master of Science in Counseling

## OVERVIEW

The Master of Science in Counseling is 60 credits in length and has one specialization area: Clinical Mental Health Counseling. Students are required to complete 14 core courses, one 3-credit practicum and a 6-credit internship (split across two terms). Students also complete 3 courses of elective work. Electives are rotated either yearly or every other year to ensure that students have an opportunity to take the electives that best meet their career goals and/or licensure requirements.

The Counseling program also offers Graduate Certificate programs in Expressive Arts Therapies (EAT), Nature-based Counseling (NBC), and Adventure-Based Counseling (ABC). Interested students are encouraged to concurrently enroll in the Master of Science in Counseling and one of these certificate areas so that they can integrate both curricula into their educational experience.

## LEARNING OUTCOMES

Learning Outcomes of the Counseling program are guided by the standards of the Council for Accreditation of Counseling and Related Educational Program (CACREP).

The Counseling program emphasizes rigorous scholarship, critical thinking, and community engagement. The program fosters open discourse through respect for diverse perspectives and scholarly collaboration. Students graduating with a degree in counseling will identify with the counseling profession; will be knowledgeable of counseling theories, intervention techniques, and research skills; and will be committed to their personal growth. This will be achieved through the following outcomes:

- The student will demonstrate understanding of ethical and legal considerations in professional counseling through their application in practice of counseling.
- The student will identify and articulate theories and models social/cultural identity development.
- The student will understand and be able to articulate theories of human development across the lifespan and the systemic and environmental factors that affect it.
- The student will identify and apply theories and models of career development, and counseling.
- The student will be able to demonstrate essential interviewing, counseling, and case conceptualization skills.
- The student will articulate an understanding of the characteristics and functions of effective group leadership.
- The student will demonstrate the ability to select assessment instruments that appropriately measure a psychological construct and utilize these results to diagnose developmental, behavioral, and mental disorders.
- The student will demonstrate the ability to critique and synthesize current research in the advancement of the profession and into the practice of counseling.
- The student will demonstrate understanding of the diagnostic process and the use of the current diagnostic classification system, the Diagnostic and Statistical Manual of Mental Disorders (DSM).
- The student will demonstrate professional dispositions inherent to the counseling profession: professional conduct, ethical practice, supervision, documentation, multicultural competence, appropriate boundaries, self-awareness and growth, tolerance for vulnerability and risk, and appropriate self-care.

## REQUIREMENTS

Cumulative GPA of 3.0 to graduate.

## Practicum and Internship

Students are required to complete a supervised practicum and internship that meets the requirements of the licensing board of the state in which they intend to practice professionally. The practicum is a three-credit clinical training experience consisting of 100 hours in a field placement. At least 40% of these hours must involve direct client contact under supervision. Typically, the internship consists of a more advanced clinical training experience of 6 credits and at least 600 hours in a field placement, with at least 40% of these hours involving direct client contact under supervision. Clinical training experiences are carried out under the direction of an on-site supervisor. Clinical training experiences are also supervised by a member of the counseling faculty who monitors the quality of the student's training and provides group supervision.

## Internship Supervision

Students at the practicum and internship stage of their program are required to participate in synchronous group supervision for an average of 1.5 hours per week with a faculty supervisor and an additional hour a week with their site supervisor.

## Personal Counseling

Students are required to participate as a client in a therapeutic process with a licensed mental health practitioner while completing their graduate degree at the College. The minimal requirement is 20 sessions, which must be documented prior to graduation by a letter from the practitioner.

## Counseling Residencies

Students are required to attend a minimum of four colloquia during their degree program. Students must attend two colloquia during the first year in the program (one of these colloquia must be attended in person), and also attend the Counseling Program specific full-day New Student Orientation prior to the start of their first term. For all students, one colloquium may be replaced by documented attendance at a professional conference or one of the counseling graduate certificate intensives.

## The Counselor Preparation Comprehensive Exam (CPCE)

Students are required to take the Counselor Preparation Comprehensive Examination (CPCE) as the final requirement for graduation from the Master of Science in Counseling. The CPCE is designed to assess students' knowledge of counseling information viewed as important by counselor preparation programs and the counseling profession in general. The purpose of the exam is to assess the student's knowledge of counseling to ensure minimum competency in the field, and it can serve as a useful preparation for the National Counselors Exam (NCE), which is used by many states as a licensure exam. Please note that the CPCE is NOT a licensure exam, nor does it replace the NCE.

## Mandatory Insurance Requirement for Counseling Students

Counseling students must maintain malpractice insurance throughout their entire graduate program. The College carries liability insurance to cover students in such field placements.

## Required Courses

Item #	Title	Credits
MACP50000	Professional Orientation to Mental Health	3
MACP50010	Psychopathology: Diagnosis and Treatment	3
MACP50020	Human Growth and Development	3
MACP50030	Social and Cultural Diversity in Counsel	3
MACP50040	Research and Program Evaluation in Menta	3
MACP51000	Social Justice in Counseling	3



MACP50060	Helping Relationships: Basic Counseling	3
MACP50070	Career and Lifestyle Development: Challe	3
MACP50080	Group Work: Clinical Theory and Practice	3
MACP50090	Assessment: Psychological Testing and Ap	3
MACP51010	Counseling Theories	3
MACP51190	Professional Counseling Ethics	3
MACP51170	Addiction Counseling	3
MACP51020	Supervised Counseling Practicum	3
MACP51150	Marriage, Couple, & Family Counseling	3
MACP51021	Supervised Counseling Internship*	3

\*Supervised Counseling Internship must be taken twice to complete a total of six credits.

## Counseling Electives

Within the 60-credit hour Master of Science in Counseling, students can take three electives for a total of nine credits. Students can select electives based on their interest, need for licensure, or they can take them strategically to form an area of Concentration (see Counseling Concentration section). Listed below are approved electives that students can take to complete their degree. Students may also complete an independent study as an elective.

Item #	Title	Credits
MACP55151	Advanced Theories in Marriage, Couple an	3
MACP55150	Advanced Skills in Marriage, Couple and	3
MACP55032	The Neurobiology of Relationships: Appli	3
MACP55031	Trauma and Crisis: Intervention and Trea	3
MACP51235	Child and Adolescent Counseling	3
MACP51387	Psychopharmacology and the Counseling Pr	3
MACP53201	Human Sexuality in Counseling	3
MACP51391	Mindfulness in Clinical Practice	3
MACP55030	The Body in Counseling: A Somatic Approach	3
MACP55160	Advanced Human Sexuality in Counseling	3

## Counseling Concentrations

A unique aspect of the Master of Science in Counseling are the **optional** Concentration areas of study. These Concentrations are a cluster of three, 3-credit courses that collectively create a depth of knowledge in a particular area. These areas have been selected for their relevancy and critical need in the field of counseling. The Concentrations are:

### Human Sexuality Counseling

Item #	Title	Credits
MACP55032	The Neurobiology of Relationships: Appli	3
MACP53201	Human Sexuality in Counseling	3
MACP55160	Advanced Human Sexuality in Counseling	3

### Marriage, Couple, and Family Counseling

Item #	Title	Credits
MACP51150	Marriage, Couple, & Family Counseling	3
MACP55151	Advanced Theories in Marriage, Couple an	3

MACP55150	Advanced Skills in Marriage, Couple and	3
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## Somatic Counseling

Item #	Title	Credits
MACP55032	The Neurobiology of Relationships: Appli	3
MACP55031	Trauma and Crisis: Intervention and Trea	3
MACP55030	The Body in Counseling: A Somatic Approach	3

## Social Justice

Required course: MACP51000 Social Justice in Counseling

To complete the emphasis, students will pick any 2 of the following advanced critical psychology courses (6 credits total).

Item #	Title	Credits
HDP52212	Concepts in Critical Psychology	3
HDP52220	Critical Theoretical and Historical Foun	3
HDP51000	Community Psychology	3
HDP57000	Liberation Psychology	3
HDP53000	Psychology of Culture and Diversity	3

# Graduate Certificate in Adventure-Based Counseling

## OVERVIEW

The Graduate Certificate in Adventure-Based Counseling is designed for learners who have already attained a master’s degree in a field of mental health practice and who wish to specialize in adventure-based interventions. Additionally, this 15-credit hour certificate can be taken concurrently with the 60 credit hours required for the Master of Science in Clinical Mental Health Counseling. This is one of the very few academic programs with the program objective to incorporate the experience of experiential learning and adventure in modalities designed to heal clients and facilitate their personal exploration. Graduates will possess competencies in both conventional counseling and adventure therapy, including in residential and community-based settings.

## LEARNING OUTCOMES

- To develop skills and knowledge necessary to facilitate the experience of adventure-based and outdoor modalities to provide culturally relevant mental health healing as well as to facilitate well-being. This includes an understanding of the history of the field, foundational theory, treatment applications and interventions, risk management, assessment, and evaluation;
- To develop critical thinking skills and theoretical knowledge necessary to facilitate counseling that integrates clinical adventure-based interventions, including ethical considerations, cultural relevance, risk mitigation, clinical applications, and current research;
- To develop competencies in adventure-based counseling practice applicable in a range of placement settings (i.e., educational, clinical, private practice, school-based, residential treatment, community-based, hospital, etc.), environmental settings (i.e., back-country, front-country, urban), clinical modalities (i.e., individual, group, family, couples), and clinical populations (i.e., various diagnoses).

## REQUIREMENTS

The graduate certificate in Adventure-based Counseling consists of 15 credits. Students concurrently enrolled in both the Master of Science in Counseling Program and the Adventure-based Counseling certificate must complete the following 15 credit hours in addition to the 60 credits for the master’s program.

### Required Courses

\*The required course MAEP50000 Intensive Field Experience is a 1 credit course that will be taken 3 times.

Item #	Title	Credits
MAEP51010	Foundations of Experiential Counseling	3
MAEP50000*	Experiential Counseling Intensive	1
MAEP51041	Treatment Applications for Adventure-Based Counseling	3
MAEP51043	Ethics & Risk Mitigation for Adventure-Based Counseling	3
MAEP51036	Assessment, Evaluation, and Research for Adventure-Based Counseling	3

### Other Requirements

- Current Wilderness First Responder or Wilderness First Aid (or international equivalent) (see “Emergency Medical Competency” below).

- Proof of Skill Competency (see “Adventure Skills Training” below)
- Attendance at a conference or external training for networking and specialization
- Documentation of 300 direct service hours that utilize adventure-based counseling interventions.

### Adventure Skills Training (AST)

In order to meet graduation requirements, Adventure-Based Counseling students must demonstrate relevant competencies in at least one area of skill concentration in the desired area of practice, e.g., rock-climbing, paddling, challenge course, skiing, etc. Completion and documentation of this learning (in coordination with faculty advisor) may be interwoven into related courses during a term. Suggested (though not endorsed) sources for specific Adventure Skills Trainings include, but are not limited to: Association for Experiential Education; National Outdoor Leadership School (NOLS); Outward Bound; Project Adventure; American Mountain Guides Association; American Canoeing Association; Wilderness Education Association; Tom Brown Jr. Trackers School; Animus Valley Institute; School of Lost Borders; Wilderness Awareness School; Boulder Outdoor Survival School, and outdoor leadership and training seminars.

### Emergency Medical Competency

In order to meet graduation requirements, emergency medical competency that is appropriate for their practice setting must be demonstrated through acquirement, or maintenance, of Wilderness First Responder (WFR) or Wilderness First Aid (WFA). Students should plan to complete an 80-hour Wilderness First Responder or the 16-hour Wilderness First Aid course through a nationally established program prior to completion of their practicum experience. Often this course is taken concordantly with Risk Management and Ethics.

# Graduate Certificate in Expressive Arts Therapy

## OVERVIEW

The program follows the Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy Adopted by the Accreditation Council for Art Therapy Education and the Commission on Accreditation of Allied Health Education Programs. Graduates meet the Art Therapy Credentials Board ([www.atcb.org](http://www.atcb.org)) requirements to pursue art therapy registration. In addition, graduates can also qualify to pursue registration as an expressive arts therapist through the International Expressive Arts Therapy Association ([www.ieata.org](http://www.ieata.org)). Students can seek art therapy licensure in some states and must verify that their degree program meets the necessary requirements of the licensing board in their state.

Art therapy is an integrative mental health and human services profession that enriches the lives of individuals, families, and communities through active art-making, creative process, applied psychological theory, and human experience within a psychotherapeutic relationship. (AATA 2021). Expressive arts therapy involves the intermodal use of visual art, music, movement, poetry, and performance, in therapy and healing. Students have the option of preparing to pursue registration as an Art Therapist (ATR) through the Art Therapy Credentials Board or registration as an Expressive Arts Therapist (REAT) through the International Expressive Arts Therapy Association. The Prescott College model provides a flexible design that meets the course requirements for eventual art therapy and expressive arts therapy registration. Coursework includes a supervised practicum and internship, attendance at an Expressive Arts Therapy Summer Institute Residency, and a capstone project.

The Graduate Certificate in Expressive Arts Therapy builds critical knowledge, skills and affective behaviors required for professional expressive arts or art therapy practice. Students completing the Certificate will possess knowledge of history, theory, practice, media intervention techniques, and research applications grounded in ethical, socially responsible and culturally sensitive perspectives.

This program may be taken concurrently by students who have been accepted into the Master of Science in Counseling, or by those individuals who have already attained a master's degree in a field of mental health practice.

## LEARNING OUTCOMES

- Understand the historical development of art therapy and expressive arts therapy and theories and techniques of expressive arts and art therapy as foundations for contemporary professional practice.
- Apply principles of human, artistic, and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients and be aware of the therapeutic benefits of art processes and media, strategies and interventions, and their applicability to the treatment process of individuals, groups, and families.
- Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications.
- Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of artmaking for promoting growth and well-being.
- Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.
- Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients and an

awareness of the need to cultivate respect for cultural differences and similarities and the ability to apply this cultural sensitivity in the therapeutic relationship, including use of culturally and developmentally appropriate assessment and evaluation methods and administration and interpretation of results to identify challenges, strengths, resilience, and resources for art therapy and expressive arts therapy treatment planning.

- Know federal and state laws, professional ethics, and ethical decision-making models, and cultural considerations, engaging supervision, and consultation, when necessary, to recognize and respond appropriately to ethical and legal dilemmas within art therapy and expressive arts therapy practice and research.
- Pursue professional development, continuously deepening self-understanding through supervision, current literature, research, personal growth experiences, reflective practice, and personal artmaking to strengthen a personal connection to the creative process, assist in self-awareness, promote well-being, and guide professional practice and advocacy.

## REQUIREMENTS

The graduate certificate in Expressive Arts Therapy consists of 30 credits. Students concurrently enrolled in the 60 credit Master of Science in Counseling and in the Expressive Arts Therapy Certificate program, will need to complete an additional 30 credits of coursework required for the certificate program beyond the 60 credit MS in Counseling program. The Expressive Arts Therapy Program includes coursework, and a supervised expressive arts therapy practicum and internship, attendance at one Summer Institute, and a capstone project.

### Required Courses

Item #	Title	Credits
MAAT51301	EAT I: Found EAT Hist & Theo	3
MAAT51302	EAT II: Materials and Techniques of Practice	3
MAAT51303	EAT III: Applications of Expressive Arts	3
MAAT51304	EAT IV: Group Work and Dynamics	3
MAAT51305	EAT V: Assessment in Expr Arts Therapy	3
MAAT51306	EAT VI: Ethical and Legal Issues-Standard	3
MAAT51308	EAT VII: Cultural Diversity	3
MAAT59301	Expressive Arts Therapy Capstone Project	3
MAAT51020	Supervised Expressive Arts Therapy Practicum	1
MAAT51021	Supervised Expressive Arts Therapy Internship	4
MAAT51310	Studio Art-Expressive Arts Studio	1

## EXPRESSIVE ARTS THERAPY SUMMER INSTITUTE

The Expressive Arts Therapy Summer Institute (EATSI) is an on-campus residential program. The goal of the Institute is to provide participants with an immersive experience and the ability to study with renowned practitioners and educators. The Institute provides hands-on experience in which participants can learn in a supervised supportive environment. Students seeking the Expressive Arts Therapy Certificate are required to attend at least one summer institute. The institutes are non-credit bearing, however, there is a fee associated.

# Graduate Certificate in Nature-Based Counseling

## OVERVIEW

The Graduate Certificate in Nature-Based Counseling is designed for learners who have already attained a master’s degree in a field of mental health practice and who wish to specialize in nature-based interventions. Additionally, this 15-credit hour certificate can be taken concurrently with the 60-credit hours required for the Master of Science in Clinical Mental Health Counseling. This is one of the very few academic programs with the program objective to integrate ecological perspectives within the concepts and practices of mental health counseling, such as ecotherapy, deep ecology, earth-based traditional healing practices, non-US-centric nature healing practices, ritual and rites of passage, mindfulness, horticultural, or nature-based settings. Graduates will possess competencies in both conventional counseling and adventure therapy, including in residential and community-based settings.

## LEARNING OUTCOMES

- To develop basic skills and knowledge necessary to incorporate culturally relevant nature-based modalities into mental health settings, from healing to well-being. This includes a general understanding of the history of the field, foundational theory, broad treatment applications, and ethical practices.
- To develop critical thinking skills and knowledge necessary to facilitate as a practitioner in counseling that integrates nature-based interventions, including ethical considerations, cultural relevance, risk mitigation, evaluation, and integration of current research.
- To develop competencies in nature-based counseling practice applicable in a range of placement settings (i.e., educational, clinical, private practice, school-based, residential treatment, community-based, hospital, etc.), environmental settings (i.e., back-country, front-country, urban), clinical modalities (i.e., individual, group, family, couples), and clinical populations (i.e., various diagnoses).

## REQUIREMENTS

Cumulative GPA of 3.0 to graduate.

The graduate certificate in Nature-based Counseling consists of 15 credits. Students concurrently enrolled in the Master of Science in Counseling will complete the 15 credit hours required in the Nature-based Counseling Certificate in addition to the required 60 credits in the master’s program.

## Required Courses

**\*The required course MAEP50000 Intensive Field Experience is a 1 credit course that will be taken 3 times.**

Item #	Title	Credits
MAEP51010	Foundations of Experiential Counseling	3
MAEP51031	Treatment Applications for Nature-Based Counseling	3
MAEP51036	Assessment, Evaluation & Res for NBC	3
MAEP51033	Ethics & Risk Mitigation for Nature-Based Counseling	3
MAEP50000*	Intensive Field Experience	1

## Other Requirements

- Current Wilderness First Responder (WFR) or Wilderness First Aid (WFA) (or international equivalent) (see “Emergency Medical Competency” below)
- Attendance at a conference or external training for networking and specialization
- Documentation of 300 direct service hours that must utilize nature-based counseling interventions

### Emergency Medical Competency

In order to meet graduation requirements, emergency medical competency that is appropriate for their practice setting must be demonstrated through acquirement, or maintenance, of Wilderness First Responder (WFR) or Wilderness First Aid (WFA). Students should plan to complete an 80-hour Wilderness First Responder or the 16-hour Wilderness First Aid course through a nationally established program prior to completion of their practicum experience. Often this course is taken concordantly with Risk Management and Ethics.



# Master of Education in Educational Leadership

## OVERVIEW

The Master of Education Program in Educational Leadership is an advanced graduate program consisting of 36 semester credits. The program is designed to cultivate the knowledge and skills required for educational leaders who are satisfying PreK-12 administrator certification requirements, as well as supporting non- certification sustainable leadership requirements. This program has interdisciplinary courses from other leadership programs, as well as providing courses that are available for the PhD program and other programs within the College. Graduate student attendance at the annual Colloquium is required.

## LEARNING OUTCOMES

- Educational Contexts: Graduate students analyze and discuss the intersections of historical, legal contexts and political trends of mentorship and leadership in education.
- Operations Management: Graduate students effectively demonstrate competence in school finance, human resources, and other school operations under current and acceptable administration standards.
- Sustainable DEI: Synthesize leadership and management theories to foster sustainability and regenerative practices in diverse organizational contexts, emphasizing social justice, environmental sustainability, and innovation.
- Transformative Methods and Strategies: Graduate students successfully utilize several evidence-based leadership methods to develop, lead and evaluate transformative, relevant, data-driven learning experiences in a variety of contexts.

## REQUIREMENTS

Total Credits 36  
Online Orientation  
Cumulative GPA of 3.0 to graduate

## Residency Requirement

As a limited-residency program, students are required to attend a minimum of one colloquium per academic year. Students may choose from the Education colloquium (January) and the Graduate colloquium (November).

## REQUIRED COURSES

Item #	Title	Credits
MEDL50000	Foundations of Sustainable Educational Leadership	3
MEDL50026	Current Issues in Education	3
MEDL50030	Ethical & Legal Decision-Making in Education	3
MEDL50040	Financial Leadership	3
MEDL50045	Designing the Educational Program	3
MEDL50047	Educational Politics and Policy	3
MEDL50090	Personnel Management in Education	3
MEDL51020	Educational Leadership I	3
MEDL51021	Educational Leadership II	3
MEDL59002	Signature Portfolio Project	3

SBM52000	Impact Metrics: Measuring and Reporting	3
EDU71012	Culturally Responsive and Sustaining Pedagogy	3

# Master of Education in School Counseling

## OVERVIEW

The Master of Education in School Counseling is an advanced graduate program consisting of 36 semester credits. The program is designed to cultivate the knowledge and skills required for school counselors practicing in PreK-12 schools. Successful completion of degree requirements leads to an Institutional Recommendation for Arizona Standard School Counselor, PreK-12 certification. Graduate student attendance at the annual Colloquium is required.

## LEARNING OUTCOMES

- School Counseling Foundations: Graduate students analyze and discuss the intersections of historical, legal contexts, and political trends of School Counseling in the American Education System.
- Program Design and Assessment: Graduate students effectively design and lead meaningful learner-based multimodal programming and assessment under current and acceptable practice within the field of School Counseling.
- Sustainable DEI: Synthesize leadership and management theories to foster sustainability and regenerative practices in diverse organizational contexts, emphasizing social justice, environmental sustainability, and innovation.
- Transformative Practice: Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, and demonstrate competence as leaders, collaborators, and advocates for students and their families.

## REQUIREMENTS

- Total credits 36
- Online Orientation
- Cumulative GPA of 3.0 to graduate

## Residency Requirement

As a limited-residency program, students are required to attend a minimum of one colloquium per academic year. Students may choose from the Education colloquium (January) and the Graduate colloquium (November).

## REQUIRED COURSES

Item #	Title	Credits
MASG50000	Foundations of School Counseling	3
MASG51010	Counseling Theories and Techniques	3
MASG50020	Human Growth and Development	3
MASG50030	Social and Ecological Perspectives	3
MASG50070	Vocational Counseling and Career Develop	3
MASG50080	Group Dynamics Processing and Counseling	3
MASG50081	The Transformed School Counselor: 21st C	1
MEDL50026	Current Issues in Education	3
MASG50111	Research, Assessment and Testing Practic	3
MASG50112	School Counseling: Program Development,	3
MASG51021	Supervised School Counseling Internship	8

# Master of Science in Environmental Studies and Sustainability

## OVERVIEW

The Master of Science in Environmental Studies and Sustainability is 36 credits in length.

The MS in Environmental Studies and Sustainability prepares students for the essential work of helping reduce the harm caused by human activities to the ecological systems on which we depend. This may lead some students to a concentration in Conservation Biology, conducting research and developing policies to preserve or restore threatened habitats and populations of species. Others may focus on transforming the human impact through a concentration in Resilience Planning and Climate Solutions, helping envision and plan communities, practices, and networks that are more resilient, sustainable, and even regenerative. Throughout this degree students apply what they learn to the places where they live and work, acquiring knowledge and professional skills that prepare them for work in agencies and organizations, or to continue their research at the next level.

## LEARNING OUTCOMES

- Build a solid foundation in systems thinking, environmental science, human ecology, leadership, and planning and policy, and show the capacity of these disciplinary areas to shape engagement with specific environmental challenges.
- Demonstrate diverse and inclusive approaches to analyzing contemporary environmental and sustainability issues at local, regional, and global scales.
- Apply a suite of sophisticated skills that incorporate theoretical knowledge into problem-solving on the ground.
- Evaluate the particular challenges that communities face – environmental, social and political – in becoming more sustainable and resilient, and to research and develop effective approaches for addressing these challenges.

## REQUIREMENTS

- 36 credits
- Online Orientation
- Cumulative GPA of 3.0 to graduate

## REQUIRED COURSES

Item #	Title	Credits
ENV57100	Ecology, Culture, and Community	3
ENV57876	Understanding Climate Change	3
ENV57150	Natural Systems Ecology & Restoration	3
ENV58750	Sustainability & Resilience Planning	3
ENV50505	Cross-Cultural Environmental History and Philosophy	3
ENV51650	Applied Systems Thinking	3
ENV53100	Water Resources and Management	3
ENV56601	Environmental Leadership & Communication	3
COR57700	Capstone	3

**Electives** Students select 9 credits of electives. Students may use elective credits to pursue a concentration or certificate.

# Education Specialist in Experiential Counseling

## OVERVIEW

An Education Specialist (Ed.S.) degree is for individuals who have already completed a master's degree and wish to obtain specialized training and credentialing at a higher degree level. In this case with the Ed.S. in Experiential Counseling, students seeking this advanced training will already have a master's degree in one of the recognized helping professions, or are concurrently enrolled in the Master of Science in Counseling at Prescott College. The Ed.S. in Experiential Counseling degree is designed to allow for specialized emphasis in nature-based or adventure-based counseling fields. This degree focuses on the applied practice for the prescriptive use of experiential counseling experiences. The adventure-based counseling focuses on clinical experiences that kinesthetically engage clients on cognitive, somatic, affective, and behavioral levels, while nature-based counseling is grounded in the philosophy of ecopsychology and nature-based interventions that aim to improve mental and physical wellbeing through doing outdoor activities in nature. Students must select an emphasis (either nature-based or adventure-based) and complete both coursework and applied clinical experiences. Coursework is completed in both general content areas and clinical areas unique to the program specialty. Students will complete at least 100 hours of clinical experience.

## LEARNING OUTCOMES

- To develop skills and knowledge necessary to facilitate and/or to provide support and oversight of the incorporation of the experience of adventure or nature-based counseling and outdoor therapy modalities to provide culturally relevant mental health healing as well as to facilitate well-being. This includes an understanding of the history of the field, foundational theory, treatment applications and interventions, risk management, assessment, and evaluation;
- To develop critical thinking skills and theoretical knowledge necessary to facilitate and/or to provide support and oversight counseling that integrates clinical adventure-based and nature-based interventions, including ethical considerations, cultural relevance, risk mitigation, clinical applications, and current research;
- To develop competencies in adventure or nature-based counseling administration applicable in a range of placement settings (i.e., educational, clinical, private practice, school-based, residential treatment, community-based, hospital, etc.), environmental settings (i.e., back-country, front-country, urban), clinical modalities (i.e., individual, group, family, couples), and clinical populations (i.e., various diagnoses).

## REQUIREMENTS

The Ed.S. in Experiential Counseling is 42 credits in length and has two emphasis area options: adventure-based and nature-based counseling.

Cumulative GPA of 3.0 to graduate.

30 credits in required courses including Experiential Counseling Intensive Practicum (three practicum experiences at 2 credits each) plus Capstone for Experiential Counseling (3 credits).

\*The course MAEP50000 is a 1-credit course that must be taken 3 times. \*\*The course MAEP51020 is a 2-credit course that must be taken 3 times.

Courses that are required in both the MS Counseling degree for those enrolled in both degrees, or content areas that may be transferred in for students who already hold a master's degree in mental health counseling, marriage family therapy, social work, or similar mental health degree are:

MACP50010 - Psychopathology: Diagnostic and Treatment Planning  
 MACP50020 - Human Growth & Development  
 MACP50030 - Social and Cultural Diversity in Counseling  
 MACP50080 - Group Work: Clinical Theory and Practice  
 MACP55031 - Trauma and Crisis: Intervention and Treatment in Counseling

## REQUIRED COURSES

Item #	Title	Credits
MACP50010	Psychopathology: Diagnosis and Treatment	3
MACP50020	Human Growth and Development	3
MACP50030	Social and Cultural Diversity in Counsel	3
MACP50080	Group Work: Clinical Theory and Practice	3
MACP55031	Trauma and Crisis: Intervention and Trea	3
MAEP51010	Foundations of Experiential Counseling	3
MAEP50000*	Experiential Counseling Intensive	1
MAEP51020**	Experiential Counseling Practicum	2
MAEP51050	Capstone for Experiential Counseling	3

### Emphasis in Adventure-Based Counseling

This emphasis option requires 12 credits and has the following competency requirements:

- Adventure-Based Counseling students must demonstrate minimal competencies in backcountry travel/ living, and at least one area of skill concentration – for example, rock-climbing, paddling, challenge course, skiing, etc. This will be demonstrated through the participation in practicum as well as supported with a national certification (i.e., Bareboat Sailing Certification).
- Adventure-Based Counseling students must complete an 80-hour Wilderness First Responder course (or international equivalent) through a nationally established provider. This certification must be current at graduation and available for verification.

Item #	Title	Credits
MAEP51041	Treatment Applications in Adventure-base	3
MAEP51046	AER for Adventure-based Counseling	3
MAEP51043	Ethics & Risk Mitigation in Adventure-Based Counseling	3
MAEP51045	Advanced Treatment Applications for Adventure-based Counseling	3

### Emphasis in Nature-Based Counseling

This emphasis option requires 12 credits.

Item #	Title	Credits
MAEP51031	Treatment Applications for Nature-Based Counseling	3
MAEP51036	Assessment, Evaluation, and Research for Nature-Based Counseling	3
MAEP51033	Ethics & Risk Mitigation for Nature-Based Counseling	3
MAEP51035	Advanced Treatment Applications for Nature-based Counseling	3

### Other Requirements

- Current Wilderness First Responder for Adventure-Based Counseling students only (or international

- equivalent) (see “Wilderness First Responder” below)
- Proof of Skill Competency Adventure-Based Counseling students only (see “Adventure Skills Training” below).
- Alternative Intensive – Attendance at a conference or external training for networking and specialization.
- Documentation of 300 direct service hours that utilize adventure-based or nature-based counseling interventions.

## Wilderness First Responder (WFR)

In order to meet graduation requirements, emergency medical competency must be demonstrated through acquirement, or maintenance, of Wilderness First Responder (WFR). Students should plan to complete an 80-hour Wilderness First Responder course through a nationally established program prior to completion of their practicum experience. Often this course is taken concordantly with Risk Management and Ethics.

## Adventure Skills Training (AST)

In order to meet graduation requirements, Adventure-Based Counseling students must demonstrate relevant competencies in at least one area of skill concentration in the desired area of practice, e.g., rock-climbing, paddling, challenge course, skiing, etc. Completion and documentation of this learning (in coordination with faculty advisor) may be interwoven into related courses during a term. Suggested (though not endorsed) sources for specific Adventure Skills Trainings include, but are not limited to: Association for Experiential Education; National Outdoor Leadership School (NOLS); Outward Bound; Project Adventure; American Mountain Guides Association; American Canoeing Association; Wilderness Education Association; Tom Brown Jr. Trackers School; Animus Valley Institute; School of Lost Borders; Wilderness Awareness School; Boulder Outdoor Survival School, and outdoor leadership and training seminars.

## Counseling (MS) and Experiential Counseling (Ed.S.) concurrent degree pathway

Students enrolled in the MS Counseling program and the Ed.S. in Experiential Counseling concurrently, will be able to use five core counseling courses toward the Ed.S. degree, and use two Ed.S. courses as electives toward their MS Counseling degree. This means there can be up to 21 shared credits between both degrees, with students only needing to complete an additional 21 credits beyond the 60-credit MS Counseling degree. Students may complete both degrees in an average of 3 to 3 ½ years.

## Experiential Counseling (EdS) Only

For those enrolling in the Ed.S. only, the program is 42 credit hours, with students completing it in an average of 2 years. Up to 15 credits may be transferred in from already earned graduate degree in one of the helping professions with a clinical component (practicum/internship experience), or content areas may take in the MS Counseling Program as ‘course only’ courses.

# Master of Arts in Interdisciplinary Studies

## OVERVIEW

The Master of Arts in Interdisciplinary Studies (MAIS) at Prescott College allows students to explore topics of personal interest and passion in multidisciplinary ways that grow knowledge, skills, abilities, values, and ways of being. MAIS offers a number of unique opportunities:

- Students need a minimum of 30 credits to graduate from this program. Preapproved, graduate- level transfer credits can be included in the student’s degree plan: up to 15 credits earned within 10 years of being admitted to the MAIS program.
- Students can take graduate courses offered in other Prescott College programs and/or create their own independent study courses.
- Only three courses are required, which includes the Capstone.
- MAIS students can take graduate courses offered in other Prescott College programs and/or create their own independent study courses.
- Students can pursue a graduate concentration or certificate through this degree.
- Opportunities are virtually endless to individualize what is studied.
- Cumulatively, the students MAIS degree path must broadly encompass the Mission, Vision and Values of Prescott College.

Note: Students using Veterans Administration benefits may not pursue individualized degrees and must choose from prescribed titles approved by the Arizona State Approving Agency.

## LEARNING OUTCOMES

- Interdisciplinary synthesis: Students will be able to synthesize knowledge drawing from multiple fields of study.
- Critical analysis: Students will analyze reasoning and create effective critical arguments.
- Creative communication: Students will develop and apply skills in various modes of communication.
- Career alignment: Students will translate interdisciplinary learning to career pathways.

## REQUIREMENTS

- 30 credits
- Online Orientation
- Cumulative GPA of 3.0 to graduate

## REQUIRED COURSES

Capstone course 3 - 6 credits

Item #	Title	Credits
COR57114	Critical Foundations of Research & Scholarship	3
COR57120	Being Interdisciplinary	3
MA59000	GR: Mentored Study – Capstone	3

## Electives

Students select 21 credits of electives. Students may use elective credits to pursue a concentration or certificate. Recommended electives include:



<b>Item #</b>	<b>Title</b>	<b>Credits</b>
GRA52100	Traditional Ecological Knowledge & Wisdom	3
ENV57100	Ecology, Culture and Community	3
MASJC50004	Theories of Change	3
ENV57900	Food Systems	3
ENV57876	Understanding Climate Change	3
ENV58750	Sustainability & Resilience Planning	3
SBM57510	Innovative Venture Creation Development	3
MASJC50003	Social Movements and Global Justice	3

# Master of Arts in Outdoor Leadership

## OVERVIEW

The online Master of Arts in Outdoor Leadership refines your expertise essential for successful outdoor leadership. As the longest-standing credit-bearing curriculum of its kind in the nation, our program integrates both theoretical foundations and practical applications of outdoor education and leadership. It encompasses transformational leadership principles and in-depth risk management strategies, fostering the development of critical thinking necessary for effective outdoor programming. Our dynamic curriculum places a strong emphasis on various key areas, including outdoor industry entrepreneurship and management, wellness, and the comprehensive understanding of outdoor education—from field-based learning to the classroom. Through theory, praxis, and hands-on experience, our program equips students with the necessary skill set to excel as outdoor leaders. The Master of Arts in Outdoor Leadership can set the groundwork for studies leading to a Ph.D. or other advanced professional degrees.

## LEARNING OUTCOMES

- Evaluate social science theories associated with outdoor education, integrating (1) assessment of the benefits of their practical application for human and more-than-human environments; and (2) application of theory in efforts towards positive social change.
- Develop and apply values-based ethical codes to guide their leadership, judgment, risk management, and decision-making, that reflect analysis and interpretation of ethical issues in outdoor education.
- Engage stakeholders in developing sustainable solutions to social and environmental challenges common to groups, organizations, communities, and ecosystems, integrating strategies based on “systems thinking” models.
- Synthesize advanced social literacy concepts and their development, reflecting analysis and appreciation of the ways humans relate to their own and other cultures, intersections of race, gender, and other social identifiers, and the implications for outdoor education in fostering socially just and equitable relationships.
- Synthesize advanced ecological literacy concepts, reflecting analysis and appreciation of the ways humans relate to their environment (ecological, spiritual, and cultural), and of the relevance of these ideas to outdoor education.
- Apply program skills and knowledge to create and implement an outdoor education integrative experience.

## REQUIREMENTS

- 36 credits
- Online Orientation
- Cumulative GPA of 3.0 to graduate

## REQUIRED COURSES

Item #	Title	Credits
ADV57050	Philosophies & Methods in Outdoor Experiential Education	3
ADV57075	Ethical Risk Management	3
ADV57100	Transformative Leadership	3
ADV51000	Sources of Knowledge: Applied Research	3
ADV52000	Earth in Mind: Ecological Literacies for Outdoor Educators	3

ADV59001	Capstone: Outdoor Leadership	3
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Complete at least 1 of the following courses

Item #	Title	Credits
EDU71035	Concepts for Sustainability	3
MASJC50002	Radical Pedagogy as Praxis	3
MASJC50005	Community Organizing Tools and Practices	

## Electives

Students select 15 credits of electives. Students may use elective credit to pursue a certificate program.

# Master of Arts in Regenerative Design

## OVERVIEW

The unprecedented environmental and social challenges that our planet faces today require a new and more nuanced form of “design thinking.” While historically, design efforts have focused more on human-centered solutions, regenerative design considers our complex and co-dependent ecosystems as an emergent whole. Questions that will be explored in this program include (but are not limited to):

- How can we design human systems that make multi-species thinking central?
- How do we design our habitats, products, and systems to account for a more-than-human world?
- How can regenerative design restore ecosystems and empower local communities while preserving cultural identity?
- What Indigenous knowledge and ways of life can inform our decision-making and design proposals?

Students in the low-residency MA in Regenerative Design program will consider these and other challenges through the lenses of social justice, emerging technologies, education, and design frameworks while developing acute problem-solving skills that will help address such challenges and innovate new possibilities.

## LEARNING OUTCOMES

- Examine the complex environmental, social, and economic issues that challenge optimum design functionality across diverse systems, projects, and communities toward improved resiliency.
- Investigate processes and relationships between human and non-human systems to enhance multi-scale system-design functionality and resilience.
- Design and propose iterative solutions to challenges associated with the human-nature interface that draw from diverse perspectives.
- Implement community and/or client-based initiatives by developing skills and competencies in participatory action, group dynamics, facilitated engagement, and conflict resolution.

## REQUIREMENTS

- 36 Credits
- Online Orientation

## REQUIRED COURSES

Item #	Title	Credits
ENV51950	Regenerative Design	3
ENV51650	Applied Systems Thinking	3
ENV58750	Sustainability and Resilience Planning	3
ENV57876	Understanding Climate Change	3
ENV51250	Land Use Planning and Policy	3
ENV57100	Ecology, Culture, and Community	3
ENV54001	F of Reg Design: Visualize and Build	3
ENV54002	Shape of Place: Culture, Ecology and Vi	3
ENV54003	Practicum in Regenerative Design	3

## Electives

Students choose 9 additional credits of elective courses from this list, or approved courses from other Prescott College graduate programs.

Item #	Title	Credits
GRA52100	Traditional Ecological Knowledge & Wisdom	3
ENV58800	Emergency Management and Communication	3
ENV54100	Geographic Information Systems	3
AHU53000	The Rise of Performance Art in the Fine	3
ENV57900	Food Systems	3
ENV53100	Water Resource and Management	3
ENV52225	Energy and the Environment	3

# Master of Arts in Organizing and Community Justice

## OVERVIEW

The Master of Arts in Organizing and Community Justice integrates theory and practice, equipping students with the skills, experience, and knowledge required to be effective community organizers, community leaders and/or social movement actors. The courses combine skill-building, case-study, ecosystem building, and theory, emphasizing base-building, strategic organizing, and leadership development. Additionally, students will develop a complex understanding of culture, power, systems of oppression, and the history and future of movements for community justice, whether those communities be social or ecological. Finally, students will come to understand the ways in which more resilient community justice movements can be built and assessed.

## LEARNING OUTCOMES

- Organizing Methodologies: Learners will cultivate and develop strategies to analyze, evaluate, and participate in multiple approaches to build power of impacted communities.
- Communication: Learners will communicate ideas to multiple scales of audiences in oral, visual, and written forms to solicit feedback and advocate for a particular position.
- Applied Social Theory: Learners will demonstrate the ability to articulate, evaluate, and compare scholarly and applied theories of culture, power and social.
- Research for Change: Learners will demonstrate ethical design in applying a variety of research skills, from stakeholder engagement to policy analysis to academic reviews, to specific advocacy and organizing practices.

## REQUIREMENTS

- 36 Credits
- Cumulative GPA of 3.0 to graduate

## REQUIRED COURSES

Item #	Title	Credits
MASJC50004	Theories of Change	3
MASJC50005	Community Organizing Tools and Practice	3
MASJC50003	Social Movements & Global Justice	3
MASJC51111	Advocacy Research	3
MASJC57700	Strategic Media and Communications	3
ENV57910	Building Diverse Networks	3
GRA51102	Grant Writing and Nonprofit Essentials	3
MASJC59001	Capstone	3

Complete at least 1 of the following courses

Item #	Title	Credits
SBM52000	Impact Metrics: Measuring and Reporting	3
GRA52150	Equitable Program Evaluation and Development	3

## Electives

Students choose 9 additional credits of elective courses from this list or from other Prescott College graduate programs (with approval from Program Director). Students may use elective credit to pursue a concentration or certificate program.

Item #	Title	Credits
MASJC52000	Race, Class, and Housing Justice	3
MASJC51000	Critical Youth Organizing and Transformational Resistance	3
MASJC57707	Community Journalism for Social Movements	3
ENV57901	Critical Ethnography, Place, Id, & Food	3
MASJC50002	Radical Pedagogy as Praxis	3
MASJC50020	Landscapes of Neoliberalism	3
ENV51250	Land Use Planning and Policy	3
EDU71035	Concepts for Sustainability: Decolonizing	3
PHD77540	Critical Disability Studies	3
EDU72100	Going Public: Strategies for Socially En	3
EDU71030	Concepts for Sustainability in the Socia	3

# Graduate Certificate in Entrepreneurial Leadership and Organizational Management

## OVERVIEW

Prescott College's graduate certificate in Entrepreneurial Leadership and Organizational Management equips students and professionals with essential management tools that help leaders in all industries and sectors become more effective. Ideal for individuals seeking to enhance their leadership and management skills, the program offers knowledge and holistic competencies that are crucial for leading new and existing organizations across private, nonprofit, and public sectors. With a focus on social justice, environmental regeneration, economic sustainability, and creativity, students are prepared to excel in leadership positions in entrepreneurial/ecopreneurial ventures, local community organizations, family businesses, non-profits, and public enterprises, among others.

The program's five-course curriculum is concise yet enables students to develop critical competencies necessary for effective leadership of 21<sup>st</sup>-century organizations. During the program students learn:

- Development and implementation of differentiation strategies that drive economic success, and positive social and environmental impact.
- Design of sustainable marketing and branding plans, as well as fundraising strategies for non-profit organizations (for students whose post-graduation goals are in the public and non-profit sectors).
- Development of a detailed and feasible business plan for a new venture, incorporating market research, competitive analysis, and strategic planning for a for-profit, non-profit, or public enterprise.
- Measurement and reporting of environmental and social performance.
- Ethical financial management principles in accounting, budgeting, capital budgeting, and financial reporting.

These skills are transferrable across industries, making the certificate a valuable asset for those looking to make an impact in any sector.

**Primary Objective:** The certificate is primarily targeted at professionals and students aiming to deepen their understanding of leadership and management, enhancing their ability to drive organizational success across sectors. The program emphasizes the integration of financial principles, sustainability frameworks, and strategic planning techniques to foster leadership that promotes social justice, environmental regeneration, and economic resilience.

## LEARNING OUTCOMES

- Evaluate the leadership and management skills, knowledge, and holistic competencies essential for leading new and existing organizations across sectors (private, non-profit, public), with a focus on social justice, environmental regeneration, economic sustainability, and creativity.
- Develop a detailed and feasible business plan for a new venture, incorporating market research, competitive analysis and strategic planning for a private-sector, non-profit, or public enterprise.
- Design comprehensive sustainable marketing, branding, and sales/fund-raising strategies that drive environmental and social impact, and effectively align with organizational goals and values.
- Apply frameworks to measure and report environmental and social performance, supporting environmental regeneration and social responsibility in diverse organizational contexts.
- Apply accounting and financial principles to drive ethical financial management practices and decision-making in budgeting, financial reporting, and other foundational areas of financial management.

## REQUIREMENTS

- 15 Credits



## REQUIRED COURSES

Item #	Title	Credits
SBM57501	Transformative Leadership	3
SBM52000	Impact Metrics: Measuring and Reporting	3
SBM52003	Socially Responsible Financial Management	3
SBM57510 OR	Innovative Venture Creation Development	3
SBM57511	Social Entrepreneurship & Impact Innovat	3
SBM55500 OR	Impact Marketing & Brand Strategy	3
GRA51102	Grant Writing & Nonprofit Essentials	3

# PhD in Education/Sustainability Education

## OVERVIEW

As the first doctoral program in sustainability education in North America (started in 2005), Prescott College offers a unique model of a cohort-based and collaborative learning environment for its doctoral students. The primary goal of the Ph.D. in Sustainability Education is to help prepare a new generation of culturally sustaining and responsive educators and leaders who possess the necessary knowledge, skills, and dispositions to effectively serve in those roles in their own respective communities. Most uniquely, the program focuses on economic and ecological sustainability as well as social justice achieved through equity pedagogy and praxis. Building on Prescott College's long-standing reputation for experiential, adventure, and ecological education, the Ph.D. program's learning environment is community engaged, collaborative, and participatory. Achieving sustainability in all dimensions relies on an educational paradigm that manifests and supports change toward a sustainable, equitable, and secure society. The Ph.D. program strives to contribute to equitable educational change by building a more just and liberatory future.

The Ph.D. in Sustainability Education provides an opportunity for advanced, interdisciplinary, applied and student-centered learning that addresses important global, regional, and local issues. It is based on the social and environmental justice philosophies that have differentiated Prescott College from other educational institutions since the 1960s. This PhD program emphasizes rigorous scholarship, critical thinking, and action-oriented, community-based participatory research. Based on a cohort-model of learning and scholarship, the program fosters open discourse and design of an ecologically sustainable and socially just world, examining systemic minorization and climate injustices, and reimagining whole, integrated, healthy futures. Through respect for diverse perspectives and scholarly collaboration and integrated, applied theory, the Ph.D. program promotes the evolution of ecological understanding, psychological/philosophical consciousness, and equitable learning for a humane and sustainable future.

Students gravitate to and leverage this program from myriad scholarly and professional angles. It supports a transdisciplinary group of scholar-practitioners focused on sustainability in their fields, which often manifests professionally into careers in teaching, research, consulting and leadership.

## LEARNING OUTCOMES

- Demonstrate sustained growth in their learning of the interdisciplinary field(s) of sustainability education by engaging key scholars, debates, concepts, critiques, and methods from the relevant scholarly fields and movements.
- Analyze sustainability education as a social and environmental justice phenomenon, expressly employing an equity literacy lens.
- Synthesize critical, innovative, and systems thinking skills as reflected in sustainability education theory, inquiry, research, and practice.
- Produce and disseminate scholarly knowledge, including: written, visual, and oral products.
- Build leadership skills that foster environmental and social justice values and pedagogies.

## Degree Completion Specifications

The PhD in Sustainability Education consists of 72 credits (at a minimum). The program is designed to be limited

residency, primarily conducted online with annual optional residential offerings, with one mandatory on-campus residency. There is a recommended annual Spring Sustainability Education Symposium in Prescott, Arizona, on the Prescott College campus, for student scholars to present their work, to network with students and faculty, and is required for graduating doctoral students.

Cumulative GPA of 3.0 to graduate.

The degree must be completed in ten or fewer years.

## Required Participation

First-year Orientation, and one's last term Spring Sustainability Education Symposium/ graduation. All other convenings are optional to attend, but recommended.

## Coursework in three phases

Generally, these phases correspond with years in the program, but there is overlap. The first phase of the program is devoted to participating in foundational courses taught by the Ph.D. faculty. Most courses are offered in a session format of 8 weeks. Students enroll each term in one or two courses per session.

### Phase I

Complete all of the following courses:

Item #	Title	Credits
EDU71010	Critical Foundations of Research and Scholarship	3
EDU71012	Culturally Responsive and Sustaining Pedagogy	3
EDU71013	Sustainability Education	3
EDU71011	Sustainability: Principles and Practice	3
EDU71014	Climate Advocacy & Praxis	3
GRA58003	Advanced Research Design	3

Complete at least two of the following courses:

Item #	Title	Credits
GRA58001	Quantitative Research Methods	3
GRA58002	Qualitative Research Methods	3
GRA52150	Equitable Program Evaluation and Development	3

### Phase II

Phase II consists of 24 credits of Electives. Students may take Master's and/or PhD level elective courses.

During the second phase, students develop and participate in online elective courses that reflect their personal, academic, and specialized orientations. Some students will also still be completing core courses. The electives are chosen in collaboration with the students' Core Faculty Advisor. Students need some combination of:

- up to 24 credits in 5000 - 7000 level courses
- these could include a practicum (up to 6 credits)

Suggested electives are included below.

Students identify, in collaboration with their Core Faculty Advisor, the student's Chair, two Dissertation Committee Members and Expert External Reader prior to Phase III.

Complete 24 credits of electives. Suggested electives are listed below.

Item #	Title	Credits
ENV51250	Land Use Planning and Policy	3
ENV57876	Understanding Climate Change	3
MASJC52000	Race, Class, and Housing Justice	3
ENV57902	Food Justice Seminar	3
MASJC50005	Community Organizing Tools and Practices	3
SBM57501	Transformative Leadership Sust Future	3
MEDL50045	Designing the Educational Program	3
MEDL50090	Personnel Management in Education	3
MASJC50004	Theories of Change	3
MASJC50003	Social Movements & Global Justice	3
MASJC50002	Radical Pedagogy as Praxis	3
MASJC50020	Landscapes of Neoliberalism	3

### Phase III

Phase III consists of between 21 and 24 credits and is the benchmark and dissertation phase. It consists of:

- Academic Writing Seminar - the outcome is a Qualifying Paper (QP) (note: this could also be accomplished during Phase II, and this course can be substituted with a graduate elective if the Qualifying Paper benchmark is satisfied elsewhere), which, if approved, leads to
- Dissertation Proposal: Doctoral Research Design - if approved, leads to
  - One must present the Dissertation Proposal to the Committee in a Zoom meeting, or as a public presentation. The Institutional Research Board (IRB) proposal and appropriate consent forms must be reviewed and approved by the primary Dissertation Committee Members and the Institutional Review Board. The DP must be approved by the Dissertation Committee prior to candidacy and prior to taking dissertation credits. The student advances to candidacy when Phase III project are complete and the DP has been approved by the Doctoral Committee.
- Dissertation
  - Present Dissertation at (mandatory) Sustainability Education Symposium

Item #	Title	Credits
WRW57001	Academic Writing Seminar	3
EDU77001	Dissertation Proposal: Doctoral Research	3
EDU79002	Dissertation	18

\*EDU79002 Dissertation is a 3-credit course that must be taken six times for a total of 18 credits required for dissertation.

# College Calendar

Prescott College operates on a semester calendar and awards semester hour credits.

## Degree Conferral Dates

Indicates the date the degree is reported to the federal government

Fall 2025	January 12, 2026
Spring 2025	June 8, 2026
Summer 2026	September 7, 2026

## Commencement and Baccalaureate Ceremonies

(may be held as virtual events)

Spring 2026	On Campus Program Baccalaureate	Friday, May 8, 2026
	Commencement for All Programs	Saturday, May 9, 2026

## Holidays – Offices Closed

Labor Day	Monday, September 1, 2025
Indigenous Peoples' Day	Monday, October 13, 2025
Veterans' Day	Tuesday, November 11, 2025
Thanksgiving	Wednesday, November 26–Friday, November 28, 2025
Winter Break	Thursday, December 25, 2025—Thursday, January 1, 2026
Martin Luther King Jr. Day	Monday, January 19, 2026
Presidents' Day	Monday, February 16, 2026
Spring Break	Monday, March 9– Friday, March 13, 2026
Intercultural Day	Friday, April 3, 2026
Memorial Day	Monday, May 25, 2026
Juneteenth	Thursday, June 19, 2026
Independence Day	Thursday, July 3, 2026

# Fall 2025 Term Dates

Term Dates:

Tuesday August 19 – Friday, December 12, 2025

Session A:

Tuesday, August 19 – Friday, October 10, 2025

Fall Block 1:

Tuesday, August 19 – Friday, September 12, 2025

Fall Block 2:

Tuesday, September 16 – Friday, October 10, 2025

Fall Break:

Monday October 13 – Friday October 17, 2025

Session B:

Tuesday, October 21 – Friday, December 12, 2025

**TERM**

[-----16 weeks---FB -----]

**SESSION A/B**

[-----8 weeks-----] FB [-----8 weeks -----]

**BLOCK 1 and 2**

[-----4 weeks-----] [-----4 weeks-----]

Resident Orientation	
New Student Move-In Day	Thursday, August 14, 2025
On Campus Undergraduate start of term programming	Friday, August 15, 2025
Online Program Orientations	
Undergraduate (held online)	Monday, August 11, 2025
MS Counseling (held online)	Monday, August 11, 2025
PHD (held online)	August 18-August 20, 2025
All Other Graduate (held online)	Saturday, August 16, 2025
Additional Residencies, Colloquia	
MS Counseling (held in person)	August 14 – August 16, 2025
All Other Graduate (held online)	TBD

Grading Deadlines	
Term	Wednesday, December 17, 2025
Session A	Wednesday, October 15, 2025
Session B	Wednesday, December 17, 2025
Block 1	Wednesday, September 17, 2025
Block 2	Wednesday, October 15, 2025
**Grades are typically due no later than 5 days after the end of each session.	

## Deadlines (by Course Session):

Registration Begins	Monday, March 31, 2025; Online Registration closes on Sunday, August 10, at 11:59 PM. Add/drop can still be done via the Add/Drop form after that point.				
Tuition Deadline	Thursday, July 3, 2025				
Course Session/ Start Date	Last Day for Add/Drop	Tuition Refund			Last Day for student to request a W
Term Course 08-19-2025	09-02-2025	100% 0%	through 11:59 pm MST starting	09-02-25 09-03-25	12-1-2025
Session A Course 08-19-2025	08-25-2025	100% 0%	through 11:59 pm MST starting	08-25-25 08-26-25	09-29-2025
Block 1 Course 08-19-2025	08-22-2025	100% 0%	through 11:59 pm MST starting	08-21-25 08-22-25	09-03-2025
Block 2 Course 09-16-2025	09-18-2025	100% 0%	through 11:59 pm MST starting	09-18-25 09-19-25	10-01-2025
Session B Course 10-21-2025	10-27-2025	100% 0%	through 11:59 pm MST starting	10-27-25 10-28-25	11-24-2025

# Spring 2026 Term Dates

Term Dates:

Tuesday, January 13 – Friday, May 8, 2026

Session C:

Tuesday, January 13 – Friday, March 6, 2026

Spring Block 1:

Tuesday, January 13 – Friday, February 6, 2026

Spring Block 2:

Tuesday, February 10 – Friday, March 6, 2026

Spring Break:

Monday, March 9 – Friday, March 13, 2026

Session D:

Tuesday, March 17 – Friday, May 8, 2026

TERM

[-----16 weeks-----SB-----]

SESSION C/D

[-----8 weeks-----] SB [-----8 weeks-----]

BLOCK 1, 2

[-----4 weeks-----] [-----4 weeks-----]

Resident Orientation	
New Student Move-In Day	Friday, January 9, 2026
On Campus undergraduate start of term programming	Saturday, January 10, 2026
Online Program Orientations	
Undergraduate (held online)	Monday, January 5, 2026
MS Counseling (held online)	Wednesday, January 7, 2026
All other Graduate (held online)	Saturday, January 10, 2026
PhD (held online)	Tuesday, January 13, 2026
Additional Residencies, Colloquia	
MS Counseling (held online)	January 8 – 10, 2026
PHD Symposium	April 29 – May 1, 2026

Grading Deadlines	
Term	Wednesday, May 13, 2026
Session C	Wednesday, March 11, 2026
Session D	Wednesday, May 14, 2026
Block 1	Wednesday, February 18, 2026
Block 2	Wednesday, March 11, 2026
**Grades are typically due no later than 5 days after the end of each session.	

## Deadlines (by Course Session):

Registration Begins	October 20, 2025; Online Registration closes on Sunday, January 4, at 11:59 PM. Add/drop can still be done via the Add/Drop form after that point.			
Tuition Deadline	Friday, December 5, 2025			
Course Session/ Start Date	Last Day for Add/Drop	Tuition Refund		Last Day for student to request a W
Term Course 01-13-2026	01-26-2026	100% 0%	through 11:59 pm MST starting 01-26-26 01-27-26	04-23-2026
Session C Course 01-13-2026	01-20-2026	100% 0%	through 11:59 pm MST starting 01-20-26 01-21-26	02-18-2026
Block 1 Course 01-13-2026	01-15-2026	100% 0%	through 11:59 pm MST starting 01-15-26 01-16-26	01-27-2026
Block 2 Course 02-10-2026	02-12-2026	100% 0%	through 11:59 pm MST Starting 02-12-26 02-13-26	02-24-2026
Session D Course 03-17-2026	03-23-2026	100% 0%	through 11:59 pm MST starting 03-23-26 03-24-26	04-23-2026

# Summer 2026 Term Dates

Term Dates: Tuesday, May 19– Friday, August 7, 2026  
 Session E: Tuesday, May 19 – Friday, June 26, 2026  
 Block 1: Tuesday, May 19 – Friday, June 12, 2026  
 Block 2: Tuesday, June 16 – Friday, July 10, 2026  
 Session F: Tuesday, June 30 – Friday, August 7, 2026  
 Block 3: Tuesday, July 14 – Friday, August 7, 2026

**TERM** [-----12 weeks-----]  
**BLOCK 1, 2, 3** [-----4 weeks-----] [-----4 weeks-----] [-----4 weeks-----]  
**SESSION E/F** [-----6 weeks-----] [-----6 weeks-----]

Online Orientation	
All Graduate (online)	Saturday, May 16, 2026

Grading Deadlines	
Full Term	Wednesday, August 12, 2026
Session E	Wednesday, July 1, 2026
Session F	Wednesday, August 12, 2026
Block 1	Wednesday, June 17, 2026
Block 2	Wednesday, July 15, 2026
Block 3	Wednesday August 12, 2026
* Grades are due no later than 5 days after the end of each session.	

## Deadlines (by Course Session):

<b>Registration Opens</b>	<b>Monday, March 2, 2026;</b> Online Registration closes on Sunday, May 11th, at 11:59 PM. Add/drop can still be done via the Add/Drop form after that point.				
<b>Tuition Deadline</b>	<b>Friday, May 1, 2026</b>				
Course Session/ Start Date	Last Day for Add/Drop	Tuition Refund			Last Day for student to request a W
Term Course 05-19-2026	06-02-2026	100% 0%	through 11:59 pm MST starting	06-02-26 06-03-26	07-06-2025
Session E Course 05-19-2026	05-26-2026	100% 0%	through 11:59 pm MST starting	05-26-26 05-27-26	06-15-2026
Block 1 Course 05-19-2026	05-21-2026	100% 0%	through 11:59 pm MST starting	05-21-26 05-22-26	06-02-2026
Block 2 Course 06-16-2026	06-18-2026	100% 0%	through 11:59 pm MST starting	06-18-26 06-19-26	06-30-2026
Session F Course 06-30-2026	07-07-2026	100% 0%	through 11:59 pm MST starting	07-07-26 07-08-26	07-24-2026
Block 3 Course 07-14-2026	07-16-2026	100% 0%	through 11:59 pm MST starting	07-16-26 07-17-26	07-28-2026