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

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Common Information

On-Campus Bachelor of Arts Program
Low-Residency Bachelor of Arts Program
Low-Residency Master of Arts Program
Low-Residency Ph.D. in Sustainability Education
Mission
The mission of Prescott College is to educate students of diverse ages and backgrounds to understand, thrive in, and enhance our world community and environment. We regard learning as a continuing process and strive to provide an education that will enable students to live productive lives of self-fulfillment and service to others. Students are encouraged to think critically and act ethically with sensitivity to both the human community and the biosphere. Our philosophy stresses experiential learning and self-direction within an interdisciplinary curriculum.

Accreditation and Degrees Offered
Prescott College grants Bachelor of Arts, Master of Arts, and Doctor of Philosophy degrees and is accredited by the Higher Learning Commission and is a member of the North Central Association. HLC contact information: 312-263-0456, http://www.ncahlc.org/. The Teacher Education Program is approved by the State of Arizona Directors of Teacher Education and Certification and the Arizona Department of Education. The College is also accredited by the Association for Experiential Education.

Governance: Prescott College, Inc.
Prescott College Inc. is a nonprofit corporation comprised of all currently enrolled students, members of the Alumni Association who have contributed during the current year to the College’s Annual Fund, full-time faculty, full-time employees, and members of the Board of Trustees. The Corporation meets three times each year shortly before meetings of the Board of Trustees. The Corporation votes on persons nominated by the Board of Trustees, advises the Board of Trustees in matters of concern to the Corporation, and votes on any changes in the bylaws, articles of incorporation, or mission statement of the College. The officers of the Corporation are the president (Chief Executive Officer [CEO] of the College), chair of the Board of Trustees, three vice presidents (one shall be appointed or elected by the student union, another by the employee association, and the third by the alumni association), the secretary (faculty trustee); and the treasurer (treasurer of the Board of Trustees).

Board of Trustees
<table>
<thead>
<tr>
<th>Richard Ach (chair)</th>
<th>Steven Pace (faculty trustee)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Betsy Bolding</td>
<td>Suzanne Pflister</td>
</tr>
<tr>
<td>Dan Boyce</td>
<td>Carla Rellinger (employee trustee)</td>
</tr>
<tr>
<td>Dan Campbell</td>
<td>Michael Rooney</td>
</tr>
<tr>
<td>Judy Clapp</td>
<td>Gerald Secundy</td>
</tr>
<tr>
<td>Peter Evans</td>
<td>Dr. John Van Domelen</td>
</tr>
<tr>
<td>James Hughes</td>
<td>Sophia von Hagen (student trustee)</td>
</tr>
<tr>
<td>David Meeks</td>
<td>Ken Ziesenheim</td>
</tr>
</tbody>
</table>

College Calendar
Prescott College operates on a semester calendar and awards semester hour credits.

All-College Holidays 2010-2011 (College Offices Closed)

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independence Day</td>
<td>Monday, July 5, 2010</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Monday, September 6, 2010</td>
</tr>
<tr>
<td>Indigenous Peoples’ Day</td>
<td>Monday, October 11, 2010</td>
</tr>
<tr>
<td>Veterans’ Day</td>
<td>Thursday, November 11, 2010</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>Wednesday–Friday, November 24–26, 2010</td>
</tr>
<tr>
<td>Winter Break</td>
<td>Friday–Friday December 24–31, 2010</td>
</tr>
<tr>
<td>Martin Luther King Jr. Day</td>
<td>Monday, January 17, 2011</td>
</tr>
<tr>
<td>Presidents’ Day</td>
<td>Monday, February 21, 2011</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Monday–Friday, March 14–18, 2011</td>
</tr>
<tr>
<td>Intercultural Day</td>
<td>Friday, April 22, 2011</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Monday, May 30, 2011</td>
</tr>
<tr>
<td>Independence Day</td>
<td>Monday, July 4, 2011</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Monday, September 5, 2011</td>
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Prescott College Corporation and Board of Trustees Meetings

<table>
<thead>
<tr>
<th>Corporation meetings</th>
<th>Board Meetings</th>
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<tbody>
<tr>
<td>October 6, 2010</td>
<td>October 28–30, 2010</td>
</tr>
<tr>
<td>January 22, 2011</td>
<td>February 17–19, 2011</td>
</tr>
</tbody>
</table>

1
On-Campus Bachelor of Arts Program 2010-2011 Academic Calendar

Fall Term 2010
New Students ........................................... August 29–September 24, 2010
New Student Advising ......................................... August 30, 2010
New Student Registration .................................... September 2, 2010
Continuing Students ........................................... August 31–September 24, 2010
Student Directed days ...................................... September 27–October 1, 2010
Fall Semester 2009 ........................................... October 4–December 18, 2010

Spring Term 2011
Winter Block 2010
New Students January 9–February 4, 2011
New Student Advising ........................................... January 10, 2011
New Student Registration ..................................... January 13, 2011
Continuing Students ........................................... January 11–February 4, 2011
Student Directed days ....................................... February 7–11, 2011
Spring Semester 2010 ........................................... February 14–May 6, 2011

Summer Term 2011 ........................................... May 16–August 19, 2011
Block A ......................................................... May 16–June 7, 2011
Block B ........................................................ June 9–July 1, 2011
Block C ......................................................... July 5–July 27, 2011
Block D ........................................................ July 29–August 19, 2011

Registration Dates
Fall 2010 ..................................................... April 15–21, 2010
Spring 2011 ................................................... November 10–17, 2010
Summer 2011 ................................................ March 22–23, 2011
Fall 2011 ..................................................... April 14–20, 2011

Drop/Add Deadlines
<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 2010–September 1, 2010</td>
<td>Block 2011–January 12, 2011</td>
<td>Second day of each Block</td>
</tr>
</tbody>
</table>

Fall Term
Block 2010 .................................................. September 10, 2010
Semester 2010 ................................................ November 29, 2010
Semester 2011 ................................................ April 1, 2011

Spring Term
Block 2011 .................................................. January 21, 2011
Semester 2011 ................................................ April 2, 2011

Summer 2011
Block A ......................................................... May 31, 2011
Block B ........................................................ June 24, 2011
Block C ......................................................... July 21, 2011
Block D ........................................................ August 12, 2011

Tuition Due Dates
Fall 2010 ..................................................... July 16, 2010
Spring 2011 ................................................... December 10, 2010
Summer 2011 ................................................ April 15, 2011 (New Tuition Rates)

Parents'/Alumni Reunion Weekend
October 15–17, 2010
### Prescott College Preview Weekends

|----------------------|------------------|

### Graduation Conferral Dates

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th>December 18, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2011</td>
<td>May 7, 2011</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>August 19, 2011</td>
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### Commencement Ceremonies

<table>
<thead>
<tr>
<th>Baccalaureate</th>
<th>Commencement Ceremony</th>
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<tbody>
<tr>
<td>December 18, 2010</td>
<td>December 19, 2010</td>
</tr>
<tr>
<td>May 7, 2011</td>
<td>May 8, 2011</td>
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</table>

### Low Residency Bachelor of Arts Program 2010-2011 Academic Calendar

#### Terms

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th>August 30–December 10, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2011</td>
<td>January 14–April 29, 2011</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>June 2 –September 5, 2011</td>
</tr>
</tbody>
</table>

#### New Student Orientations

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th>August 26–28, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2011</td>
<td>January 14–16, 2011</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>June 3–5, 2011</td>
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</table>

#### Tuition Due Dates

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th>August 20, 2010</th>
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<tbody>
<tr>
<td>Spring 2011</td>
<td>January 14, 2011</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>May 27, 2011</td>
</tr>
</tbody>
</table>

#### Drop/Add Deadlines

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th>September 13, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2011</td>
<td>January 28, 2011</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>June 17, 2011</td>
</tr>
</tbody>
</table>

#### Graduation Conferral Dates

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th>December 10, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2011</td>
<td>April 29, 2011</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>September 5, 2011</td>
</tr>
</tbody>
</table>

### Low Residency Master of Arts Program 2010-2011 Academic Calendar

#### Terms

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th>August 13–December 10, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2011</td>
<td>January 21–May 20, 2011</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>June 6–July 29, 2011</td>
</tr>
</tbody>
</table>

#### New Student Orientations

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th>August 12, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2011</td>
<td>January 20, 2011</td>
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#### Colloquia

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>November 19–21, 2010</td>
<td>April 15–17, 2011</td>
</tr>
</tbody>
</table>
Tuition Due Dates
Fall 2010 ................................................................. August 6, 2010
Spring 2011 ............................................................. January 14, 2011
Summer 2011 .......................................................... May 13, 2011

Drop/Add Deadlines
Fall 2010 ................................................................. August 27, 2010
Spring 2011 ............................................................. February 4, 2011
Summer 2011 .......................................................... June 13, 2011

Graduation Conferral Dates
Fall 2010 ................................................................. December 10, 2010
Spring 2011 ............................................................. May 20, 2011

Commencement Ceremonies
Fall 2010 ................................................................. December 18, 2010
Spring 2011 ............................................................. May 21, 2011

Low-Residency PH.D Program 2010-2011 Academic Calendar
Terms
Fall 2010 ................................................................. August 8–December 10, 2010
Spring 2011 ............................................................. January 16–May 20, 2011
Summer 2011 ........................................................ June 6–July 29, 2011 (tentative)

New Student Orientations
Fall 2010 ................................................................. August 8–12, 2010
Fall 2011 ................................................................. August 7-11, 2011

Colloquia
August 8–13, 2010 ..................................................... 1st Year Students
November 14–19 2010 ............................................... Continuing Students
January 16–21, 2011 ................................................... 1st Year Students
May 16–18, 2011 ....................................................... All Students

Tuition Due Dates
Fall 2010 ................................................................. August 2, 2010
Spring 2011 ............................................................. January 10, 2011
Summer 2011 ........................................................ May 9, 2011 (New Tuition Rates)

Drop/Add Deadlines
Fall 2010 ................................................................. August 20, 2010
Spring 2011 ............................................................. January 28, 2011
Summer 2011 ........................................................ June 17, 2011

Graduation Conferral Dates
Fall 2010 ................................................................. December 10, 2010
Spring 2011 ............................................................. May 20, 2011

Commencement Ceremony
Fall 2007 Cohort Spring 2011 .................................... May 21 2011
Fall 2008 Cohort Spring 2012 .................................... TBA

Admissions
In order to attend Prescott College, individuals must first apply, be accepted, and pay a tuition deposit. Refer to the following admission requirements for the specific academic degree program. Prospective applicants should contact the Admissions Office for details or questions about the required materials or criteria. Applicants may apply using the paper application forms included in the back of a program’s catalog, or online at website www.prescott.edu.
On-Campus Bachelor of Arts Program (Applicants may also apply via the Common Application.)

Application Forms

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Decision Deadline Date</td>
<td>December 1</td>
</tr>
<tr>
<td>Freshman Priority Deadline Date</td>
<td>March 1</td>
</tr>
<tr>
<td>Transfer Priority Deadline Date</td>
<td>April 1</td>
</tr>
<tr>
<td>Last Date to apply for admission</td>
<td>August 15</td>
</tr>
</tbody>
</table>

Admission criteria include, but are not limited to:
- Evidence of previous academic success and promise
- Good citizenship and community involvement
- Commitment to interdisciplinary academic pursuits
- Clearly articulated academic goals
- Evidence of self-direction
- Well-developed college essays

The required application items include:
- Completed application form
- $25 application fee
- One letter of recommendation
- Official transcripts of all high school and college work
- Test scores: First-time freshmen must submit SAT or ACT scores. International Students whose native language is not English must submit TOEFL scores.
- Personal and academic essay

Early Decision

Students may apply for the Fall term under the College’s Early Decision Plan. In submitting an Early Decision application, students enter into an agreement whereby, if admitted, they will enroll at Prescott College and immediately withdraw all applications to other colleges.

Priority Admission

The College accepts applications on a rolling basis; however priority applications are reviewed first and given an admissions decision before other applicants. If accepted, a spot will be held until the deposit due date, at which point the student will need to submit a nonrefundable $200 deposit to confirm your intention to enroll.

Home-Schooled Applicants

Home-schooled applicants will need to submit evidence of academic readiness through a portfolio. At minimum, the portfolio should be 5 to 10 pages and include: course titles, course descriptions, and bibliography.

Conditional Admission

Applicants who have past academic records that are not satisfactory, or have other serious academic concerns in their application, may be admitted conditionally. Students who are admitted conditionally are required to register for and complete an academic support course in their first term at the College. Students who do not successfully complete this course may be subject to suspension or academic probation.

See Enrollment Status and Registration Section for the Transfer Credit Policy.

Tuition deposit of $200 is due after applicant is accepted and prior to Orientation.

Low-Residency Bachelor of Arts Program

<table>
<thead>
<tr>
<th>Application deadlines</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Summer 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority due date</td>
<td>July 15, 2010</td>
<td>November 1, 2010</td>
<td>April 1, 2011</td>
</tr>
<tr>
<td>Final application due date</td>
<td>August 15, 2010</td>
<td>December 1, 2010</td>
<td>May 1, 2011</td>
</tr>
</tbody>
</table>

Admission criteria include, but are not limited to:
- Evidence of previous academic success and promise
- Good citizenship and community involvement
- Commitment to interdisciplinary academic pursuits
- Clearly articulated academic goals
- Evidence of self-direction
- Well-developed college essays
Required application items:
• Application form, completed and signed
• $25 application fee
• Official transcripts from all colleges and/or universities attended
• Academic focus essay

Applicants who have past academic records that are not satisfactory, or have other serious academic concerns in their application, may be admitted conditionally. In some cases, faculty from the low-residency Bachelor of Arts program will require admitted applicants to complete pre-requisite or foundational coursework during their first semester in the program.

Tuition deposit of $100 is due after applicant is accepted and prior to candidate reply date.

Computer Access
Students in the Low-residency Bachelor’s Program need reliable computer and Internet access to check their college email account regularly, to complete electronic forms, and to participate in some online course work.

**Low-Residency Master of Arts Program**

<table>
<thead>
<tr>
<th>Application deadlines</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority due date</td>
<td>April 15, 2010</td>
<td>September 15, 2010</td>
</tr>
<tr>
<td>Final application due date</td>
<td>May 15, 2010</td>
<td>October 15, 2010</td>
</tr>
</tbody>
</table>

Adventures Education, Education (non-teacher certification track), Environmental Studies and Humanities

Required Application Items:
• Application Form, completed and signed
• $40 Application Fee
• Two letters of recommendation
• Personal Statement
• Academic Focus Essay
• Resume

The Low-Residency Master of Arts Program requires applicants to submit the official undergraduate and graduate transcripts of each regionally-accredited institution attended since high school. Counseling Psychology and Education applicants seeking to transfer credits are required to submit official transcripts from institutions where they completed coursework relevant to this program. Applicants seeking to transfer credits from the Teton Science School or from any additional partner institution are required to submit official transcripts from those institutions as well.

Applicants who have past academic records that are not satisfactory, or have other serious academic concerns in their application, may be admitted conditionally. In some cases, faculty from the low-residency Master of Arts program will require admitted applicants to complete pre-requisite or foundational coursework during their first semester in the program.

**Additional Application Requirements**

**Equine-assisted Learning**
In addition to the standard Low-Residency Master of Arts Program application requirements, EAL concentration applicants are expected to show evidence of competence and practical experience working with horses, with facilitation/teaching, and in relational horsemanship. Potential students need to provide documentation that they bring with them an understanding of the field and an entry-level competence which may be evidenced in many ways including, but not limited to, peer or expert evaluations, testimonies, published articles, program participant evaluations, or self-reflection. Core faculty will review your application information and a phone interview will be scheduled if it is determined that you would be a good candidate for the program.

**Creative or Expressive Arts**
Applicants are required to submit a portfolio that demonstrates their work. Contact Admissions for additional details.

**International Students**
International students must submit official transcripts translated into English to Admissions. International
students are also required to have non-U.S. school transcripts evaluated by a professional credential evaluation service. The applicant is responsible for all costs associated with this service. Master of Arts applicants will need to provide Admissions with a general report or basic statement of comparability.

Recommended credential evaluation service:
International Education Research Foundation (IERF)
PO Box 3665, Culver City, CA 90231

Counseling Psychology Required Application Items:
• Application Form, completed and signed
• $40 Application Fee
• Two letters of recommendation
• Two essays
• Resume

Finalists will be contacted by Counseling Psychology faculty for a mandatory telephone interview. Official transcripts from all undergraduate and graduate institutions previously attended. Post-master's applicants are to submit the official transcripts from the institution that conferred the applicant's master's degree.

Counseling Psychology and Education applicants seeking to transfer credits are required to submit official transcripts from institutions where they completed coursework relevant to this program.

Tuition deposit of $100 is due after applicant is accepted and prior to candidate reply date.

Computer Literacy Requirement
Candidates 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. Students must be able to: use message boards and computer conferencing tools to communicate with others; download and upload files; and attach files to email. Students are required to have full-time access to a computer that has a reliable Internet connection.

Low Residency Ph.D. Program
Final date to apply March 15. Students are only accepted in the Fall of each year.

A complete application consists of the following elements:
• Application, completed and signed
• $50 application fee
• Official transcripts documenting bachelor's and master's degree in sealed envelopes from the degree granting institution(s)
• 3 letters of recommendation with recommendation forms, sent directly to Admissions
• Resume/curriculum vitae
• Personal statement
• Program proposal

Minimum Requirements for Admissions
• Completion of a master’s degree from a regionally-accredited college or university
• Significant life/work experience related to the area of study
• Evidence of self-direction
• Previous relevant academic experience
• Excellent writing skills
• Computer competency and literacy

Tuition deposit of $200 is due after applicant is accepted and prior to candidate reply date.

Computer Literacy Requirement
Candidates 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. Students must be able to: use message boards and com-
puter conferencing tools to communicate with others; download and upload files; and attach files to email. Students are required to have full-time access to a computer that has a reliable Internet connection.

**International students**

International students whose native language is not English must exhibit a competency in the English language with a TOEFL score of at least 500 on the paper-based or at least 173 on the computer-based exam. Accepted international students must demonstrate ability to meet educational expenses for the first year.

**International Transfer Credits**

International students are required to have non-U.S. school transcripts evaluated by a professional foreign credentials evaluation service. See Transfer Credit Policy in Enrollment and Registration of Common Section for details.

**Minimum Enrollment Requirements**

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

- All students are required to attend a new student orientation in Prescott at the beginning of their first term.
- On-Campus Bachelor of Arts Program: Equivalent of two years (four semesters) of full-time enrollment.
- Low-Residency Bachelor of Arts Program: Equivalent of one year (two–three semesters) of full-time enrollment.
- Low-Residency Master of Arts Program: Minimum equivalent of one year (three semesters) of full-time enrollment, and attend a certain number of days in residency. The minimum requirements are higher for students seeking certification or licensure in counseling or education. (See Low-Residency Master of Arts Program section for more details.)
- Low-Residency Ph.D. Program: Equivalent of four years (eight semesters) of full-time enrollment, and attend one-two colloquia (residency) each semester of enrollment.
- Certificates: See individual sections for specific requirements.

**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 (after January 1st). Students should file online at www.fafsa.gov. The Office of Financial Aid can offer assistance throughout the application process. The following types of financial aid are available to qualifying applicants:

**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 Grants
- Federal Academic Competitiveness Grant (ACG)
- Federal Science and Mathematics Access to Retain Talent (SMART) Grant
- Federal Supplemental Educational Opportunity Grants (FESOG)
- Prescott College Grant

**Arizona State Grants**

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

- Private Postsecondary Financial Assistance Program (PFAP)
- Postsecondary Education Grant (PEG)
- Early Graduation Scholarship Grant (EGSG)
- Arizona College Access Aid Program (ACAAP)
- Leveraging Education Assistance Partnerships (LEAP)

For application and eligibility information visit the ACPE website at www.azgrants.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 Stafford Loans
• Federal Direct Parent Loan for Undergraduate Students (PLUS) Loan
• Federal Direct Graduate PLUS loan

**Private/Alternative Loans**
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. For more information on private loan lenders, visit www.prescott.edu/finaid.

**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.

- Admissions Scholarships
- Prescott College Endowed Scholarships
- National and Community Service Education Matches

For a full listing of scholarships offered by the College, visit www.prescott.edu/finaid and select “types of funding” then select “scholarships.” Students are also encouraged to do their own searches. Visit www.prescott.edu/finaid/scholarships for a listing of outside scholarship and current search sites.

The College offers two types of employment opportunities for students:

- Federal Work Study
- Prescott College Work Study

Visit www.prescott.edu/finaid for more information on employment opportunities available on campus and in the Prescott community.

**Financial Aid Satisfactory Academic Progress**
Continued eligibility for financial aid is contingent on meeting and maintaining Satisfactory Academic Progress. See the “Academic Policies” section of this catalog for an explanation of the definitions, practices and policies for measuring Academic Standing and Satisfactory Academic Progress. A student who does not meet the minimum requirements will receive notification from the Registrar, and, if requesting financial aid, will also receive notification from the Office of Financial Aid.

In addition to measuring Academic Standing and Satisfactory Academic Progress by term, which checks qualitative progress, the Office of Financial Aid must also review the timely progression towards a student's degree or certificate, which checks quantitative progress. This is called “Maximum Timeframe.”

**Limitations to Financial Aid Eligibility (Maximum Timeframe)**
The maximum timeframe for the completion of a degree is limited by federal regulations to 150% of the published length of the degree program. Maximum timeframe is calculated as follows using semester credits:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Hour Requirement</th>
<th>Maximum Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>All undergraduate programs</td>
<td>120-128</td>
<td>192</td>
</tr>
<tr>
<td>Post graduate programs</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td>Graduate programs</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Graduate programs w/certificate and/or licensure</td>
<td>60</td>
<td>90</td>
</tr>
<tr>
<td>Phd Programs</td>
<td>96</td>
<td>144</td>
</tr>
</tbody>
</table>

The maximum number of credits includes all attempted credits at Prescott College and any transfer credits that apply to the student’s program of study.

**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 = Freshman
- 30 to 59 credits = Sophomore
- 60 to 89 credits = Junior
- 90 credits or greater = Senior
Tuition, Fees, Refund Policy: 2010-2011
Tuition is charged based on the number of credits enrolled for in 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 term in registration materials. See College Calendar for tuition due dates for each program.

Tuition and Fees (Tuition and fees reflect semester costs for the 2010/2011 academic year) Pending final approval by the Board of Trustees.

| On-Campus Bachelor of Arts Program | Full-Time Tuition (12–16 credits per semester) | $12,312 |
| Per Credit Tuition | $1,026 |
| Application Fee (one-time fee) | $25 |
| New Student Orientation Fees (one time fee) | $735 |
| Camp/Food Fee | $225 |
| Student Activity/Student Union Fee | $100 |
| Recreation Fee | $55.50 |
| Course Fees | vary by course |
| Health Insurance (fall semester) | $531 |
| Health Insurance (spring semester) | $750 |

| Low-Residency Bachelor of Arts Program | Full-Time Tuition (12 credits per semester) | $5,664 |
| Per Credit Tuition (below or above 12 credits) | $472 |
| Application Fee (one-time fee) | $25 |
| Orientation Fee | $150 |

| Low-Residency Master of Arts Program | Full-Time Tuition (12 credits per semester) | $7,800 |
| Per Credit Tuition (below or above 12 credits) | $650 |
| Application Fee (one-time fee) | $40 |

| Low-Residency Ph.D. Program | Full-Time Tuition (12 credits ) | $10,260 |
| Per Credit Tuition (below or above 12 credits) | $855 |
| Application Fee (one-time fee) | $50 |

| Fees Applied to All Programs | Transcript Fee (one-time fee) | $50 |
| Sustainability Fee (per semester) | $50 |
| Late Registration Fee (if applicable) | $50 |
| Late Payment Fee (if applicable) | $25 |
| Graduation Fee (paid prior to graduation) | $100 |
| Replacement Diploma Fee | $10 |

Payment of Tuition and Fees
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 Business Office must be in place. Financial aid must be final and in place for it to count as payment. Student must have a payment plan in place if financial aid is not complete, is unavailable or will not cover the entire balance. Students waiting for financial aid will be required to make a down payment on their tuition and sign loan documents to cover their costs until the financial aid is available. If a credit balance occurs upon the disbursement of financial aid, a refund check will be cut to the responsible party.

There is an on-line interest free payment plan through FACTS. Visit: www.prescott.edu for the link to FACTS and further details. The earlier a student sets up the on-line payment plan, the lower the down payment.

For students not wishing to pay through FACTS, the college offers a low interest (10%) payment plan. This option can sometimes offer more flexibility than the FACTS plan. A substantial down payment
(60% of total balance due) is required for this option. Contact the Business Office for more details.

For students expecting tuition to be paid by a third party (employer, vocational rehabilitation), the Business Office must have a letter of intent on file from that entity to guarantee payment. The student is responsible for providing necessary documents for processing third party payments. If the third-party payment does not cover the entire balance due, the student is responsible for paying the difference by the tuition due date.

Statements sent by the Business Office will indicate a date payment is due. Delinquent payments are subject to monthly late fees of $25.

Payment Options
- Cash, Check, Money Order, Credit/Debit Card, Payment Plan (see above), Third Party Payors (see above) and Financial Aid (accepted – see below).
- For Credit Card payments, contact the Business Office at (877) 350-2100 x4000
- Payment Plans – See above.
- Financial Aid – Financial aid recipients must accept all Stafford and/or PLUS awards AND complete Stafford loan entrance counseling by the tuition due date. If awards are not sufficient to cover tuition and fees due, other payment arrangements (i.e. tuition payment plan) must be made to pay the balance. Balances not paid in full by the tuition due date are subject to late fees.
- Third Party Payor – See above.

Three-Day Cancellation
A student who provides written notice of cancellation within three days (excluding Saturday, Sunday and federal or state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than 30 days after receiving the notice of cancellation, the College shall provide the 100% refund.

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. Delinquent payments or unpaid balances will incur a late charge of $25.00 per month.
3. 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.
4. Transcripts will be withheld.
5. The student will not receive his or her diploma.
6. Institutional Recommendations for Teacher 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. NOTE: Should a student’s account go to collections, the student will be responsible for any collection and legal fees associated with the collection process.

Refund Policy
Fees
Some courses require a non-refundable deposit at the time of registration. Course fees eligible for a refund will be listed in the registration packet.

On Campus and Low Residency Undergraduate students who attend New Student Orientation and do not enroll for the term are not entitled to a refund of the orientation fee. The transcript fee will be refunded in this instance.

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 decrease in credits must be requested by the “drop/add” deadline. Students are not eligible for a refund if they withdraw from the college after the “drop/add” deadline. Student who take a leave of absence and withdraw from the term after the “drop” deadline may be eligible for a refund depending on the effective date of the request for leave of absence. The effective date is when a written request (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 (See also, Withdrawal from College for more information):

### On Campus Undergraduate Program Fall and Spring Semesters

<table>
<thead>
<tr>
<th>Week of term</th>
<th>% of Paid Tuition Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through End of Block Drop/Add</td>
<td>100% refund</td>
</tr>
<tr>
<td>End of Week 1</td>
<td>90% refund</td>
</tr>
<tr>
<td>End of Week 5</td>
<td>75% refund</td>
</tr>
<tr>
<td>End of Week 7</td>
<td>50% refund</td>
</tr>
<tr>
<td>After Week 7</td>
<td>0% refund</td>
</tr>
</tbody>
</table>

### On Campus Undergraduate Program Summer Semester

<table>
<thead>
<tr>
<th>Week Number of term</th>
<th>% of Paid Tuition Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday Prior to Start of Term</td>
<td>100% refund</td>
</tr>
<tr>
<td>1st Day of Each Block Session</td>
<td>90% refund</td>
</tr>
<tr>
<td>2nd Day to the End of Each Block Session</td>
<td>0% refund</td>
</tr>
</tbody>
</table>

### Low Residency Undergraduate, Masters and PhD Programs

<table>
<thead>
<tr>
<th>Week of term</th>
<th>% of Paid Tuition Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through End of Drop/Add Week 2</td>
<td>100% refund</td>
</tr>
<tr>
<td>Through Week 4</td>
<td>75% refund</td>
</tr>
<tr>
<td>After Week 4</td>
<td>0% refund</td>
</tr>
</tbody>
</table>

Books and Supplies: Refunds for equipment, books, and supplies purchased by the student at the Prescott College Bookstore are governed by the policies of the bookstore and are posted at the bookstore.

Library Fines and Fees: Fines for overdue books or other library resources are governed by library policy and are posted in the Library and on the library's homepage.

All refunds will be issued within 30 days of the date the College determines the student's refund eligibility.

### Right to Appeal the Refund Policy

Students who believe that individual circumstances warrant exceptions to this published refund policy may file a formal, written appeal with the Assistant Vice President of Finances/Controller. This appeal must be submitted within 60 days of the change of status that created the balance adjustment. The college reserves the right to refuse a request for appeal of the refund policy.

### Academic Policies

#### 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. Specific terms related to academic dishonesty are defined below:

**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.

If a faculty member, instructor, adjunct, or mentor suspects a student may be engaged in academic dishonesty, then the following process will be followed to determine what, if any, action should be taken:
1. The faculty member, instructor, adjunct, or mentor will meet with the student and discuss the situation in an effort to resolve the problem.

2. If the meeting does not resolve the situation, a follow-up letter will be sent by the faculty member, instructor, adjunct, or mentor to the Associate Dean of Academic Affairs (ADAA), reviewing the allegations, the student's response, any pertinent documentation, and the outcome and recommendations.

3. If necessary, a second meeting will take place involving the student, the faculty member, instructor, adjunct, or mentor, and the ADAA. This meeting will review all of the documentation, allegations, and prior discussions to determine appropriate sanctions, if any.

4. A resolution, including any sanctions, will be conveyed to the student in writing by the ADAA. This decision ends the investigation.

5. In the event that the student believes that the investigation and/or the sanctions are unwarranted, he/she may submit an appeal to the appropriate dean. This appeal must be filed in writing and received within 15 days of the ADAA's ruling. No further appeals will be accepted and the dean's decision is final.

Sanctions: If it is determined that a student has violated the academic integrity code, possible sanctions include: no credit for the assignment; no credit for the course or the term; suspension from the college.

**Academic Standing and Satisfactory Academic Progress**

Academic Standing is calculated at the end of each semester 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 but not earned. The Academic Standing categories include: Good Standing, Academic Warning, Academic Suspension, and Academic Probation. The definitions for each category follow. All documents pertaining to Academic Warning, Academic Probation, and Academic Suspension are filed with the Office of the Registrar.

**Good Standing**

Students who have successfully completed at least 65% of all credits attempted at the College have achieved Satisfactory Academic Progress and are considered in good academic standing.

**Academic Warning**

Students who have not successfully completed at least 65% of all credits attempted will be placed on Academic Warning. Students on Academic Warning are eligible to receive financial aid. Students on Academic Warning are in danger of being placed on Academic Suspension if they do not achieve Satisfactory Progress in the subsequent semester. Students on Academic Warning are strongly encouraged to seek academic advisement, tutoring, or other services to assist with achieving academic success.

**Academic Suspension**

Students who have had two consecutive semesters of being on Academic Warning will be placed on Academic Suspension. A student on Academic Suspension may not enroll and, therefore, will be withdrawn from the College per the Continuous Enrollment policy, 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 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/core faculty, and indicate a plan to return to academic good standing. Students requesting Academic Probation must also petition the Financial Aid office if they wish to receive aid during Academic Probation. A student who does not achieve Satisfactory Academic Progress in the term following the probationary term must petition again to continue on 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, Academic Suspension, or Academic Probation, a student must achieve Satisfactory Academic Progress, as defined above, by the end of each semester.
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
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 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.

Learning and Evaluation
Credit Values
Prescott College awards semester-hour credits. Credit may be earned through courses, independent studies, teaching assistantships, internships, or courses taken at other colleges.

Narrative Evaluations
Credit is earned (awarded) through narrative evaluations of course work. Narrative evaluations consist of a course description, student self-evaluation, and instructor or graduate advisor evaluation. Student self-evaluations are strongly encouraged. Narrative evaluations become a part of the student’s official permanent record, from which transcripts are issued, and should be written accordingly.

Credit for Life Experience
To receive credit for learning that occurs outside of the classroom, in professional work or in structured workshops, seminars, and training, qualified students may use the Life Experience Documentation process to complete a conversion portfolio, life experience portfolio, or practicum. Credit received becomes a part of the student's official transcript. See Low-Residency Bachelor of Arts Program section for more details: http://www.prescott.edu/students/adp/led.html.

Grade Notations
Graduate students cannot request letter grades and grade point averages are not computed. Letter grades are awarded in the undergraduate programs only if requested by the student. Because undergraduate students have the option of either letter grades or credit (CR), the College does not compute grade point averages. Undergraduate grade point averages are calculated only when a student has requested and received letter grades for at least 90% of their Prescott College coursework. Where letter grades have been assigned, the College uses the following point values for computing grade point averages:

- A = 4.00 points
- A- = 3.75 points
- B+ = 3.25 points
- B = 3.00 points
- B- = 2.75 points
- C+ = 2.25 points
- C = 2.00 points
- CR equals “B” or better for graduate courses.
- CR equals “C” or better for undergraduate courses.

Credit/No Credit Awards
The full amount of credit established for each course will be awarded to each student who successfully completes that course. Students who do not satisfy course requirements and who have not officially withdrawn will receive a no credit (NC) or an incomplete (I). See On-Campus Bachelor of Arts, Low-Residency Bachelor of Arts, Master of Arts or Ph. D Program section for separate policies governing each of these options.

Incomplete Policy
When a student is unable to complete the work specified in the course or study contract within the span of a semester, the student may request an incomplete. The guidelines for incompletes are as follows:

1. The student must have completed 75 percent of the coursework to be eligible for the temporary incomplete grade.
2. The instructor or mentor must approve a student’s request for an incomplete by submitting an Incomplete Grade contract.
3. The maximum time frame to complete a course graded incomplete is the end of the next semester. The mentor can set an earlier date, but cannot extend the incomplete period beyond the last day of the next semester.
4. Evaluation of the incomplete course submitted after the last day of the next semester will be graded No Credit.

**Change of Evaluation/Grade Change**

**Undergraduate students:** May request an evaluation or grade change by petitioning the appropriate dean and the appropriate instructor. If the dean and instructor grant the request, the instructor must submit a signed change of evaluation form to the Office of the Registrar with a revised narrative evaluation if necessary. Requests for an evaluation change must be made within one term from the end of the course. A request after that time period will not be granted without approval of the exceptions committee.

**Graduate students:** May request an evaluation change by petitioning their graduate advisor and/or core faculty. Requests for an evaluation change must be made within one term from the end of the course. A request after that time period will not be granted without approval of the exceptions committee.

**Transfer Credit Policy**

**Undergraduate students:** Credits awarded by regionally accredited institutions for college-level courses that received a grade equivalent of “C” (2.00) 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 US colleges and universities that are not regionally accredited may be transferable via the College’s Conversion Portfolio process. Students desiring to transfer such credits work with faculty to determine how these transfer credits might apply to their degree plan. See Life Experience Documentation in Low-Residency Bachelor of Arts Program section: http://www.prescott.edu/students/adp/led.html.

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

Prescott College awards 4 undergraduate college credits for each AP test score of 4 or 5, and for each IB “higher level” score of 5, 6, or 7, 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 towards the College’s residency requirements. AP and IB credit will not be awarded based on another institution’s prior evaluation.

**CLEP (Undergraduate)**

Prescott College accepts a full range of College-Level Examination Program (CLEP) tests, which measure mastery of college-level introductory course content in a wide range of disciplines. To receive credit for successful performance on a CLEP examination an official transcript must be sent by the CLEP Transcript Service. The College will not accept a transcript or score report submitted by the student, nor will credit be awarded based on another institution’s prior evaluation.

**Military Transfer Credits (Undergraduate)**

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 a student’s degree program will be awarded transfer credit.

**Graduate students:** The Low-Residency Ph.D. Program does not accept transfer credits. The Low-Residency Master of Arts Program only accepts transfer credits on a case by case basis in limited, specified circumstances. Under such circumstances, credits awarded by regionally accredited institutions for graduate-level courses that received a grade equivalent of “B” (3.00) or higher may be accepted as transfer credit. No more than 15 graduate-level transfer credits may be accepted towards the Master of Arts degree. Students must consult the appropriate Master of Arts faculty for the criteria pertaining to their specific degree program.

**International Transfer Credits**

International students 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. Undergraduate students or applicants with transfer credits from a non-U.S. college or university will need to request a course-by-course equivalency evaluation; graduate students or applicants will need a state-
ment of degree comparability. The student is responsible for all costs associated with this service. The Offices of Admissions and the Registrar can submit transcripts for evaluation on a student’s behalf. The evaluation process can take several weeks to complete.

Enrollment Status and Registration

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 leaves of absence. [On-Campus Bachelor of Arts Program and Low-Residency Master of Arts Program students who do not enroll in summer courses are not required to apply for a leave of absence.]

Registration
Students register for classes/credits by submitting a signed enrollment agreement form each term. The Office of the Registrar provides the registration materials and enrollment agreement prior to the beginning of the next semester.

- The enrollment agreement and registration materials contain information regarding academic and administrative policies, including tuition, fees, deadlines, course prerequisites, etc. By signing the enrollment agreement, students acknowledge that they understand and will abide by these policies.
- Students may register for classes, independent studies, and other learning experiences only if they are free of all debts to the College, including accounts with the business office and the library.
- Failure to enroll: Students who fail to enroll or to apply for a leave of absence do not comply with the Continuous Enrollment policy and will be withdrawn from the College. Also see Leave of Absence policy and Withdraw from College policy.
- Late registration: Students registering after the enrollment grace period/drop-add period will be charged a late fee.
- See individual program sections for more details

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 colleges in order to count these credits towards a College degree. See Transfer Credit Policy (below). Students who wish to receive financial aid while enrolled at both the College and another college should consult the Financial Aid office about a Consortium Agreement.

Credit Load and Overload
Fulltime enrollment for undergraduate students consists of 12-16 semester credits. Fulltime enrollment for master’s and doctoral students consists of 12 semester credits. See individual program sections for details concerning half-time, less-than-half-time, and overload credits.

Entering Student Load Requirement
On-Campus Bachelor of Arts Program and Low-Residency Ph.D. Program students must enroll full-time and complete a full-time load in their first enrollment period. Low-Residency Bachelor of Arts Program and Master of Arts students may elect to enroll for full-time or half-time for their first enrollment period. See individual program sections for more details.

Increase of Credits
- A student wishing to increase/add or decrease/drop the amount of credits enrolled for the term must submit written notification to the Office of the Registrar. The effective date of the drop or add is the date that the written notice is received in the Office of the Registrar.
- 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 Refund Policy. NOTE: Decreasing credits may affect financial aid eligibility. Consult the Financial Aid Office.
- Increase of credits:
  - Requests to add courses or credits must be received in the Office of the Registrar or in the academic program office by the published drop/add deadline dates.
  - Overload credits: Students who enroll for more than fulltime credit loads, or who submit course con-
tracts or evaluations for more credits than their original enrollment for the term, are obligated to pay tuition for the additional credit(s). See page one for per credit charge for each academic program.

NOTE: Overload credits will not be recorded until payment arrangements are made by the student.

- Drop/Add forms can be found on the College’s website.

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).
- Students wishing a LOA must submit a written, signed notification (Application for Leave of Absence) to the Office of the Registrar, and comply with all required procedures stated on the form.
- The effective date of the LOA is the date that the written notice 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 LOAs will be permitted.
- Withdrawing from the term: 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 LOA/term withdrawal will determine whether or not a student is entitled to a refund of “refundable/not-attempted” credits. [See Refund Policies.]
- Forms for Leave of Absence/Withdrawal can be found on the College’s website.

Withdrawal from the College
- Students wishing to withdraw from the College must submit a written notification to the Office of the Registrar. The effective date of the withdrawal is the date that the written notice is received in the Office of the Registrar.
- The effective date of withdrawal will determine whether or not a student is entitled to a refund. See refund policy for appropriate percentage of refundable tuition.
- A student will be determined to be withdrawn from the College if she/he has not been continuously enrolled. See Continuous Enrollment Policy.
- New students have until the end of New Student Orientation to give written notice of their intent to withdraw. Application and orientation materials fees will not be refunded. The lifetime transcript fee will 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 a 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.
- Forms for Leave of Absence/Withdrawal can be found on the College’s website.

Readmission to the College
- Students must apply for readmission to the college if their matriculation is terminated for any reason. Also see Continuous Enrollment.
- An application for readmission must be submitted to the Admissions Office, accompanied by applicable fees, and other documentation supporting the application. Contact the Admissions Office 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 re-admittance.

Graduation Requirements

Bachelor of Arts: Graduation is based on three criteria: 1) Competence in an area of study; 2) Breadth of knowledge across areas of study; and 3) Evidence of self-directed learning. A minimum of 120-128 semester credits are required to complete a B.A. degree. (See On-Campus and Low-Residency Bachelor of Arts sections for more details.)

Low-Residency Master of Arts: Graduation requirements include: 1) Theory – Demonstrating a sound understanding of existing theory and relevant research methods; 2) Practicum – Demonstrating praxis through research, internships, or other means; 3) Thesis – Creating a thesis that joins theory with practice, and which is individually significant and socially responsible; 4) Demonstrating appropriate
social and ecological literacies. A minimum of 40-61 semester credits are required to complete a M.A. degree, depending on the degree. (See Master of Arts section for more details.)

Low-Residency Ph.D.: Graduation requirements include: 1) Participation in collaborative, foundational, core courses, and on-campus colloquia/symposia; 2) Development and pursuit of individualized studies and research ordered around the central theme of sustainability education; 3) Demonstration of competence and depth of knowledge through comprehensive assessments, an applied practicum, and a dissertation/project that includes a socially significant application. A minimum of 96 semester credits are required to complete a Ph.D. degree. (See Ph.D. section for more details.)

Teacher Certifications: Completion of state-required coursework and passing scores on applicable state exams. See teacher certification program for specific details.

Exceptions to Policy
Students who seek an exception to published policies or deadlines must file a formal written appeal to the Exceptions Committee. The Request for Exception to Policy form is available on the College website, or Registrar’s Office. The exceptions committee notifies students regarding the status of their appeal at the student's College email address.

Academic Transcripts
The Prescott College transcript is a student's academic record. An official transcript includes a summary page listing all credits attempted and awarded, letter grades if requested, degrees awarded and a key describing the College academic system. A narrative evaluation for each course credited may also be requested.

- Requests must be made in writing to the Office of the Registrar. Transcript request forms may be obtained in the Office of the Registrar or online at www.prescott.edu. Refer to the web site for details.
- No transcript will be issued for any student or former student whose financial obligations to the College have not been satisfied.
- The College cannot send out copies of transcripts from other schools. Students must request transcript copies directly from that school.
- In compliance with the Family Educational Rights and Privacy Act of 1974, transcripts may be issued only at the written request of the student. Parents may request a student’s transcripts only if they can demonstrate with federal income tax documents that the student was their legal dependent for the most recent tax year.

Other Policies and Compliance

Notice of Nondiscrimination Policy
The College is committed to equal opportunity for students and applicants for admission, without discrimination on the basis of race, color, creed, national or ethnic origin, sex or sexual orientation, age, disability, marital or parental status, status with respect to public assistance, or veteran’s status. 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 Student Life and Human Resources offices are available to discuss and investigate matters concerning discrimination.

Access and Disability Support Services: Policies and Procedures for the Americans with Disability Act (ADA)
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 ele-
ments 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.

Services for students with disabilities are located in the Office of Student Life (OSL), Pinon Building, at Prescott College. The OSL is responsible for providing services, auxiliary aids and accommodations to meet the individual needs of students with documented disabilities. The mission of OSL is to assist students with disabilities with access issues for full participation in programs and services offered on campus, to promote college awareness of the needs and capabilities of students with disabilities and to serve as a resource for members of the college community, prospective students, parents and members of the public.

Accommodation Process for Students with Disabilities

• Students with disabilities who require accommodations to access College courses, programs, services, activities, and facilities must provide documentation of disability to the Academic Counselor in a timely manner.
• The Academic Counselor will ensure that disability-related documents are kept confidential and shared with College personnel on a limited and need-to-know basis only.
• Based on the submitted disability documentation, the Academic Counselor will determine if the student is eligible for reasonable accommodations.
• If the student is eligible for reasonable accommodations, the Academic Counselor will explore the interaction between the disability and the academic environment and determine possible reasonable accommodations. Consultation with faculty, staff, and outside professionals regarding essential elements and reasonable accommodations will occur as needed.
• The Academic Counselor will outline the process for the provision of reasonable accommodations to students and document all relevant activity in student file housed in the Academic Counselor’s office.
• The Academic Counselor and the student requesting the accommodation will fill out the Request for Accommodations form which will be sent to the appropriate faculty. The Academic Counselor will recommend the appropriate reasonable accommodations and will strongly encourage students to self-identify using this process.
• Since the responsibility for provision of accommodations often involves instructors and students, instructors are invited to contact the Academic Counselor with concerns or questions about reasonable accommodations. Instructors are not expected to compromise or fundamentally alter essential elements of their course or evaluation standards.
• Students with disabilities are responsible for contacting the Academic Counselor if reasonable accommodations are not implemented in an effective or timely way. The Academic Counselor will work with College personnel and students requesting ADA-related accommodations to resolve disagreements regarding recommended accommodations. When needed, the ADA Officer 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 Dean of Student Life.
• 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 Academic Counselor.

Contacts for ADA-Related Services

Academic Services, Auxiliary Aids and Temporary Disabilities
Patricia Quinn-Kane, M.A., Academic Counselor (928) 350-1005

Mental Health Services
Chris Hout, M.Ed., Counselor (928) 350-1003

Housing
Suzanne Hayes, Residential Life Coordinator (928) 350-1006

Campus Accessibility
Laurie Silver, Dean of Student Life (928) 350-1001

Appeals
Laurie Silver, Dean of Student Life (928) 350-1001

For a complete description of Access and Disability Policies and Procedures see the Student Life section of the Prescott College website.

Student Conduct and Honor Conscience

Community life and a successful experience at the College depend on a commitment to a sense of respon-
sibility for oneself and to other people. This commitment is shown through the Honor Conscience that is essentially a commitment to act with honesty, integrity and respect.

It is the responsibility of each individual in the College community to act with honesty, integrity and respect in personal, social and academic relationships, and with consideration and concern for the entire College community and its members.

The College has not decreed an exhaustive set of rules since these may actually inhibit the development of self-regulation. Only the most necessary rules are made explicit (see below). All members of the College community are expected to act according to the Honor Conscience.

The College believes in allowing students to develop their own self-guidance and regulation. Should a student exhibit behavior(s) that display disrespect for the Honor Conscience, the College will hold that students responsible for their behavior.

Rules for Honoring Campus and Community
1. Prescott College prohibits dogs or other animals in College buildings or to be left unattended in vehicles parked on campus. Dogs and other animals are allowed in outdoor common areas of campus, provided they are under owner control, i.e. on a leash of reasonable length, and do not pose a hazard or threat to others. Dogs and other pets may not be left unattended at any time. The College recognizes the importance of service dogs to those individuals who require their assistance and welcomes these animals in all areas of campus.
2. Demonstrate respect for the College and others by keeping bikes outside of buildings and parked in the proper location.
3. Respect your body and the environment by not smoking. Smoking is allowed in designated areas, 50 feet from a doorway or window. Dispose of cigarette butts in a container – not on the ground.
4. Be considerate of fellow students, faculty, and staff by finding alternate parking for your vehicles while out in the field. Parking is limited and those working and studying on campus need the space.
5. Help build a positive reputation for the College with the Prescott community by using crosswalks and traffic signals while on foot.
6. Do your part to save the planet’s energy by closing doors, turning off lights, and turning down the heat and air conditioning in College buildings.
7. Preserve the environment by using recycle bins and trash cans and picking up after those who don’t. “Leave no trace,” is the College ethic.
8. All weapons are prohibited. Do not bring weapons of any kind to campus.
9. Have all postings approved by the Student Life Office.

Student Rights and Responsibilities
Statement of Responsible Behavior
The College community is a place where individuals accept their obligations to others and to the environment. In keeping with the College’s commitment to the environment, community members are encouraged to take responsibility for the environs at Prescott College and the City of Prescott. Both on- and 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. Common areas at the College and public places should be treated with respect. Responsible citizenship should extend to neighbors and the global community.

Nearly all of the student rights are encompassed in two basic tenets: the right to a liberal arts education and the right to fair and reasonable treatment by other members of the College community.

In particular, each student has the following rights and responsibilities:
1. Every student has the right to receive regular and organized instruction and guidance consistent with the aims of the course for which he/she registered. The instructors have the responsibility to determine the methods of instruction suited to the course and to maintain conditions in the classroom and learning environment that are conducive to the learning process.
2. A student should be free to take reasoned exception to the data and views offered in any course, but may not impede the progress of instruction. The student is responsible for learning the content and skills required by the course.
3. A student’s course evaluation and grade should be determined only by academic achievement consistent with the aims and content of that course. At the beginning of the course, the instructor should
make known the factors that will be considered in evaluating a student’s performance, such as class attendance, class participation, portfolio, class projects, papers, and examinations. The student evaluation cannot be changed without consent of both parties. Contracts serve as an agreement between the faculty member and the student.

4. The student has the right to participate in Student Union student organizations, and all College-sponsored activities and events in which they are qualified to participate.

5. The student has the right to use the educational resources of the College in accordance with the rules concerning their use.

6. Each student has the right to apply for financial aid. Specific financial aid rights and responsibilities can be found in the Financial Aid office.

7. Each student has the right to fair and reasonable treatment by other members of the College community. Members have the responsibility to treat others in a manner that does not interfere with others’ rights.

8. Prescott College is committed to providing access and resources to students with disabilities. Students with disabilities have all rights and responsibilities explicit to all other students. Students with disabilities have the right to access of resources and reasonable accommodations under statute 504.

Statement of Respect for Diversity
The mission of the College is to “educate students of diverse ages and backgrounds.” Diversity includes geographic factors, socioeconomic status, age, values, career histories, gender, disability, sexual orientation, dietary choices, religious affiliation, and culture and ethnicity. The College encourages students to become aware of and value the differences between people.

Rules of Conduct
The College expects all members of its community to act reasonably, maturely, and appropriately at all times, both on and off campus. Prescott College claims off-campus jurisdiction when enforcing its disciplinary policy. Students may be accountable to both civil authorities and to the College for acts that violate the law, or rules and policies outlined in this catalog. Disciplinary action at the College will normally proceed during the pending period of criminal proceedings and will not be subject to challenge on grounds that criminal charges involving the same incident have been dismissed or reduced. The following actions and/or violations constitute behavioral misconduct for which students may be penalized:

1. Actions that violate the human rights of any student or member of the College community; use of or threatened use of physical force or violence to restrict the freedom of action or movement of another; or the endangerment of the physical health, psychological health, or safety of any person, including oneself.

2. Conduct, on or off campus, that is detrimental to the good of the College or that discredits the College. Such conduct off campus includes, but is not limited to, violent or aggressive behavior toward others, activities at off-campus housing that are disruptive to the community and violate laws, falsifying documents such as the Prescott College Rental Guarantee Agreement, breaking leases, and/or damaging property. Such conduct on campus includes, but is not limited to, behavior or language disrespectful of College employees or students.

3. Academic dishonesty as described in Academic Integrity policy (See Academic Policies.)

4. Unauthorized possession of College property or services, the property or services of others, or failure to return borrowed equipment.

5. Intentional damage or destruction of property and/or the property of others on College premises (including vandalism or tampering with fire alarms or extinguishers).

6. Underage possession and/or consumption of alcohol, consumption of alcoholic beverages on College courses as outlined in the Alcohol and Drug Policy, excessive consumption of alcoholic beverages that results in irresponsible behavior, or continued excessive drinking.

7. Possession, use, or trafficking of illegal drugs and/or drug paraphernalia.

8. Possession or use of explosives, fireworks, firearms, knives with blades exceeding five inches, ammunition, or other dangerous weapons or materials on College property.

Sanctions
The scope of disciplinary penalties that may be imposed on any student found responsible for violating these Rules of Conduct can include:

1. Paying monetary fines/reimbursing for damages.

2. Written warning.

3. Conduct probation.

4. Community service.
5. Mandatory counseling and/or assessments.
6. Suspension (student forfeits all refund opportunities).
7. Expulsion (student forfeits all refund opportunities).
Other sanctions may include notification of the student's parents, required attendance of workshops or seminars, surrender of personal property, or other sanctions dictated by the circumstances of the offense.

Disciplinary Procedure
The On-Campus Bachelor of Arts Program dean, the associate dean for Academic Affairs (ADAA), or dean of Student Life are responsible for responding to violations of the Honor Conscience and/or Rules of Conduct, and for any conduct related to academic integrity. The respective College administrator will:
1. Contact person(s) involved to determine whether there is cause to conduct an investigation.
2. Practice due process and due diligence when evaluating all information.
3. Decide to investigate further based on the information collected or issue a sanction.
4. Allow the student to appeal the sanction in writing to the appropriate dean within 15 days of receiving the sanction. The dean's decision in the matter is final.

Student Grievance Procedures
Students may file a grievance in response to any perceived abridgment of their rights, whether the perceived abridgment is of their rights according to federal law, their rights as students according to College policies, or simply their personal rights to fair and humane treatment.

Grievances fall into two categories: academic and nonacademic. Academic grievances might include conflicts over course evaluations, learning contracts, or grades, but could concern any academic matter in which a student believes he/she has been treated unfairly or unreasonably.

Nonacademic grievances might concern any instance of perceived mistreatment. Examples are sexual harassment and discrimination based on race, age, disability, sexual preference, etc., to any other unprofessional and/or illegal conduct on the part of a College community member.

Students who believe they have grounds for an academic grievance should contact the Associate Dean for Academic Affairs (ADAA). The ADAA will help the student determine which of the College’s grievance procedures is appropriate to the particular complaint. Students who believe they have grounds for a nonacademic grievance should contact the dean of Student Life.

Academic Grievance Procedures
A student who believes his/her academic efforts have not been justly evaluated has the right to be heard. The problem may be the result of exchanges with the instructor, occurrences within the class, or the content of a written evaluation. All grievances should be initiated within the semester the alleged violation occurred.
1. A student who is unsure whether his/her grievance falls under this description should consult the ADAA.
2. Once it is determined that the grievance is academic in nature, every effort should be made to resolve the problem informally. To accomplish this, the student is encouraged to talk directly with the faculty member. (In exceptional circumstances where a dispute cannot or should not be addressed informally, this step may be omitted.)
3. If informal efforts are unsatisfactory or unsuccessful, a formal grievance may be filed with the ADAA. The grievance should be in writing and include the name of the respondent and a description of the specific incident(s) forming the basis of 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 presented no later than 30 days after the student has knowledge of the problem.
4. The ADAA will investigate and decide how the problem should be resolved and will render a decision.
5. The ADAA’s decision may be appealed in writing to the appropriate dean, who will make a ruling within 15 days of receipt of the appeal.
6. If the complaint can not 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 1400 W. Washington Street, Room 260, Phoenix, AZ 85007, phone # 602-542-5709, website address: www.ppse.az.gov

Nonacademic Grievance Procedures
A student who believes he/she has grounds for a nonacademic grievance should consult the dean of
Student Life. Once it is determined the grievance is nonacademic in nature, 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.) If informal efforts are unsatisfactory or inappropriate, a formal grievance can be filed with the dean of Student Life.

1. The grievance must be in writing and 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 the reference to the desired outcome(s) if appropriate. The formal grievance must be filed no later than 30 days after the student has knowledge of the problem.

2. The dean of Student Life in consultation with the On-Campus Bachelor of Arts Program dean or another appropriate College official will determine if an investigation is appropriate. Based on the investigation, the dean of Student Life will render a decision.

3. The student may appeal this decision to the appropriate dean, who will make a ruling within 15 days of receipt of the appeal. This ends the College appeals process.

4. 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 1400 W. Washington Street, Room 260, Phoenix, AZ 85007, phone # 602-542-5709, website address: www.ppse.az.gov

For definition and policy on allegations of sexual harassment, see Sexual Harassment Prevention Policy.

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

**Prescott College Policy on Disclosure of Student Records**

The College adheres to a policy of compliance with the Family Educational Rights and Privacy Act (Buckley Amendment). It is the policy of the College to permit students to inspect their education records, to limit disclosure to others of personally identifiable information from education records without students’ prior written consent, and to provide students the opportunity to seek correction of their education records where appropriate.

**I. Definitions**

A. “Student” means an individual who is, or who has been, in attendance at the College. It does not include any applicant for admission to the College who does not matriculate, even if he/she previously attended the College. (NOTE, however, that such an applicant would be considered a “student” with respect to his or her records relating to that previous attendance.)

B. “Education records” include those records that contain information directly related to a student and that are maintained as official working files by the College. The following are not education records:

1. Records about students made by instructors, professors, and administrators for their own use and not shown to others.

2. Campus security records maintained solely for law enforcement purposes and kept separate from the education records described above.

3. Employment records, except where a currently enrolled student is employed as a result of his or her status as a student.

4. Records of a physician, psychologist, or other recognized professional or paraprofessional made or used only for treatment purposes and available only to persons providing treatment.

5. Records that contain only information relating to a person’s activities after that person is no longer a student at the College.

**II. It is the policy of Prescott College to permit students to inspect their education records.**

A. **Right of Access**

   Each student has a right of access to his or her education records, except confidential letters of recommendation received prior to January 1, 1975, and financial records of the student’s parents.

B. **Waiver**

   A student may, by a signed writing, waive his or her right of access to confidential recommendations in three areas: admission to any educational institution, job placement, and receipt of honors and awards. The College will not require such waivers as a condition for admission or receipt of any service or benefit. If the student chooses to waive his/her right of access, he/she will be notified, upon written request, of the names of all persons making confidential recommendations. Such recommendations will be used only for the purpose for which they were specifically intended. A waiver may be revoked in writing at any time, and the revocation will apply to all subsequent recommendations, but not to recommendations received while the waiver was in effect.

C. **Types and Locations of Educational Records, Titles of Records Custodians:**
NOTE that all requests for access to records should be routed through the Office of the Registrar (see II. D.).

1. Admissions. Applications and transcripts from institutions previously attended:
   - Director of Admissions
   - Admissions Office

2. Registration. All ongoing academic and biographical records:
   - Registrar
   - Office of the Registrar

3. Deans. Miscellaneous records:
   - Deans’ offices of each program

4. Financial Aid. Financial aid applications, needs analysis statements, awards made (no student access to parents’ confidential statements):
   - Director of Financial Aid
   - Financial Aid Office

5. Business Services. All student accounts receivable, records of students’ financial charges, and credits with the College:
   - Controller
   - Business Office

D. Procedure to be Followed

Requests for access must be made in writing to the Office of the Registrar. The College will comply with a request for access within a reasonable time, at least within 45 days. In the usual case, arrangements are made for the student to read his or her records in the presence of a staff member. If facilities permit, a student may obtain copies of his or her records by paying reproduction costs. The fee for copies is $.50 per page.

The College will not provide copies of any transcripts in the student’s records other than the student’s Prescott College transcript.

III. It is the policy of Prescott College to limit disclosure of personally identifiable information from education records unless it has the student’s prior written consent, subject to the following limitations and exclusions.

A. Directory Information.

The following categories have been designated directory information:
- Name
- Home and local addresses
- E-mail address
- Web site address
- All telephone numbers
- Field(s) of study, including competence, breadth, and primary program area
- All recently attended previous schools
- Photographs
- Date and place of birth
- Participation in officially recognized activities
- Dates of attendance and full-time/part-time status
- All degrees earned at the College and elsewhere
- Anticipated graduation date
- Advisor name
- Awards

B. This information will be disclosed even in the absence of consent unless the student files written notice requesting the College not to disclose any or all of the categories. The notice must be filed with the Office of the Registrar. See II.C.

1. A student who has requested non-disclosure of directory information does not have the right to be anonymous in the classroom, or to impede routine classroom communication and interactions.

C. The College will give annual public notice to students of the categories of information designated as directory information.

D. Directory information may appear in public documents and otherwise be disclosed without student consent unless the student objects as provided above.

E. All requests for nondisclosure of directory information will be implemented as soon as publication schedules reasonably allow.

F. The College will make an effort to maintain the confidentiality of those categories of directory information that a student properly requests not to be publicly disclosed. The College, however, makes no representations, warranties, or guarantees that directory information designated for non-disclosure will not appear in public documents.

G. Prior Consent Not Required
Prior consent will not be required for disclosure of education records to the following parties:

1. School officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. A school official is:
   a. A person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel, health staff, and alumni relations).
   b. A person or company with whom the College has contracted (such as an attorney, auditor, collection agent, or official of the National Student Clearinghouse).
   c. A person serving on the board of trustees or a student serving on an official committee, such as a disciplinary or grievance committee or employed by or assisting another school official in performing his or her tasks.

2. The College may disclose education records in certain other circumstances.
   NOTE: The College is required to use reasonable methods to identify and authenticate the identity of students, parents, school officials, and other parties before disclosing education records.
   a. To comply with a judicial order or a lawfully issued subpoena.
   b. To appropriate parties in a health or safety emergency.
   c. To comply with an ex parte court order from the U.S. Attorney General in relation to an investigation or prosecution of an act of domestic or international terrorism.
   d. To comply with federal regulations concerning the Campus Sex Crimes Prevention Act.
   e. To officials of another school, upon request, in which a student seeks or intends to enroll.
   f. In connection with a student’s request for, or receipt of, financial aid, as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
   g. To certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities in connection with certain state or federally supported education programs, or to accrediting organizations to carry out their functions.
   h. To organizations conducting certain studies for or on behalf of the College.
   i. The results of an institutional disciplinary proceeding against the alleged perpetrator of a crime of violence may be released to the alleged victim of that crime with respect to that crime.
   j. To comply with Clery Act regulations to inform the accuser and the accused of the outcomes of the college’s disciplinary proceeding of an alleged sex offense.
   k. For income tax purposes for parents of a student who is a dependent. (NOTE: The College may require documentation of dependent status such as copies of income tax forms.)
   l. When all personally identifiable information has been removed.

H. Prior Consent Required
In all other cases, the College will not release personally identifiable information in education records or allow access to those records without prior consent of the student. Unless disclosure is to the student himself or herself, the consent must be written, signed, and dated, and must specify the records to be disclosed, the identity of the recipient, and the purpose of disclosure. A copy of the record disclosed will be provided to the student upon request and at his or her expense.

I. Record of Disclosures
The College will maintain with the student’s education records a record of each request and each disclosure, except for the following:
1. Disclosures to the student himself or herself.
2. Disclosures pursuant to the written consent of the student (the written consent itself will suffice as a record).
3. Disclosures to instructional or administrative officials of the College.
4. Disclosures of directory information.
This record of disclosures may be inspected by the student, the official custodian of the records, and other College and governmental officials.

IV. It is the policy of Prescott College to provide students the opportunity to seek correction of their education records.

A. Request to Correct Records
A student who believes that information contained in his or her education records is inaccurate, misleading, or a violation of privacy or other rights may submit a written request to the Office of the Registrar specifying the document(s) being challenged and the basis for the complaint. The request will be sent to the person responsible for any amendments to the record in question. Within a reasonable period of time of receipt of the request, the College will decide whether to amend the records in accordance with the request. If the decision is to refuse to amend, the student will be notified and advised of the right to a hearing. He/she may then exercise that right by written request to the Office of the President.
B. Right to a Hearing
Upon request by a student, the College will provide an opportunity for a hearing to challenge the content of the student’s records. A request for President. Within a reasonable time of receipt of the request, the student will be notified in writing of the date, place, and time reasonably in advance of the hearing.

1. Conduct of the Hearing. A Prescott College official who does not have a direct interest in the outcome will conduct the hearing. The student will have a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.

2. Decision. Within a reasonable period of time after the conclusion of the hearing, the College will notify the student in writing of its decision. The decision will be based solely upon evidence presented at the hearing and will include a summary of the evidence and the reasons for the decision. If the College decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the College will amend the records accordingly.

C. Right to Place an Explanation in the Records
If, as a result of the hearing, the College decides that the information is not inaccurate, misleading, or otherwise in violation of the student’s rights, the College will inform the student of the right to place in his or her record a statement commenting on the information and/or explaining any reasons for disagreeing with the College’s decision. Any such explanation will be kept as part of the student’s record as long as the contested portion of the record is kept and will be disclosed whenever the contested portion of the record is disclosed.

V. Right to File Complaint

Drug and Alcohol Policy
In compliance with the Drug-Free Schools and Communities Act Amendments of the 1989 (Public Law 101-226), the following policies and sanctions are part of the College Community.

- No illegal drugs may be possessed or used by any student, participant or staff on campus, in a course or field course, or college sponsored event.
- No alcohol shall be consumed by any student or instructor during any activity required for a course or field course, or any time that a course is in a remote field setting. Course participants at the College field stations shall comply strictly with all local laws pertaining to the consumption of alcohol. Group food money and College funds may not be used for the purchase of alcohol.
- The abuse of alcohol as demonstrated by excessive consumption and resulting in intoxication by faculty or students on any occasion that involves college sponsorship, on or off campus, could result in sanctions against both the participating faculty and students. It is expected that the faculty or other course leaders provide a safe and comfortable environment for all students participating in a course or event.
- Noncompliance with the drug and alcohol policy is grounds for dismissal from a course and may result in a loss of course credit without tuition refund, enforced alcohol and drug use evaluation, and/or suspension or expulsion from the College (for students) and probation, suspension without pay, and/or dismissal from the College (for faculty, instructors, course leaders). Students must consider possible sanctions and their impact on their financial aid.

Policies relating to Emergency Response and Evacuation Procedures
Prescott College is obligated to establish and maintain policies and procedures that outline how we notify and publicize dangerous situations and/or emergencies that involve immediate threat to the health or safety of students, faculty or staff. For details on those policies and procedures, refer to the Prescott College Emergency Procedures Manual that is located in the President’s Office and/or contact the Director of Facilities.

Sexual Harassment Prevention Policy
Prescott College prohibits and will not tolerate sexual harassment of its employees or students by members of its community (employees, students, supervisors, administrators, etc), vendors, suppliers, consultants, contractors, or other persons or organizations that work with the College. Sexual harassment undermines the quality and integrity of the academic and work environment by violating the mutual trust and respect that lie at the heart of the learning community and characterize the relationships that students have with their teachers and mentors, and colleagues have with each other. The College is committed to providing a learning and working environment that is free from all forms of discrimination. In addition, sexual harassment is illegal under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.
What is Sexual Harassment?
Sexual harassment is one of many forms of illegal discrimination. It arises out of an unfair use of power or authority by one person over another and/or from a lack of respect for others. Sexual harassment can involve persons in authority such as instructors, mentors, or staff. Moreover, it can involve colleagues or peers, by subjecting one person or group of persons to unwanted sexual attention.

Sexual harassment is unwanted sexual attention of a persistent or offensive nature made by a person who knows, or reasonably should know, that such attention is unwanted. Sexual harassment includes sexually oriented conduct that is sufficiently pervasive or severe to unreasonably interfere with an employee's job or student's academic performance or creates an intimidating, hostile, or offensive working environment. Sexual harassment encompasses a wide range of conduct and can be physical and/or psychological in nature. An aggregation of a series of incidents can constitute sexual harassment even if one of the incidents considered on its own would not be harassing. Sexual harassment can involve males or females being harassed by members of either sex.

Violations of Sexual Harassment Prevention Policy
It shall be considered a violation of the College's sexual harassment prevention policy for any member of the community to:
1. Make sexual advances or request sexual favors if submission or rejection of such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, education, performance or academic evaluation, or participation in College-affiliated activities;
2. Make sexual advances or request sexual favors if submission or rejection of such conduct by an individual is used as the basis for decisions related to that individual's employment, education, performance or academic evaluation, or participation in College-affiliated activities;
3. Make sexual advances, request sexual favors, or otherwise discriminate on the basis of gender in a manner that has the effect of unlawfully creating an intimidating, hostile, offensive, or demeaning academic or work environment;
4. Engage in any sexual contact with an individual who has not given consent or commit any act of sexual assault, public sexual indecency, or sexual abuse against an individual who has not given consent on College property or in connection with any College-affiliated event or activity; employees and students of the College are prohibited from harassing other employees/students whether or not the incidents of harassment occur on College premises and whether or not the incidents occur during working hours;
5. Act, recommend action, or refuse to take action in a supervisory position in return for sexual favors or as a reprisal against an individual who has reported, filed a complaint regarding, or been the object of sexual harassment; or
6. Disregard, fail to investigate, or delay an investigation of allegations of sexual harassment to the extent that action, reporting, or investigation is appropriate or required by one's supervisory position.

Consensual Relationships Between Employees and Students
The College does not condone consensual romantic relationships between employees and students (regardless of the duration of the relationship). An apparently consensual romantic relationship may lead to sexual harassment or compromise other professional obligations, particularly if one of the individuals in the relationship has a professional responsibility toward or is in a position of power or authority with respect to the other. Members of the community who are in positions of authority who are involved with another member of the community for whom they have supervisory or evaluative responsibilities are expected to immediately report the relationship to their supervisor and remove themselves from any decision-making processes involving their partner. Relationships that are not reported per this policy may not be considered consensual.

The College maintains a policy on the hiring and supervision of family members, including non-marital partners. Consult with the Human Resources Department regarding applicability.

Enforcement
A member of the community who believes that he/she has been the victim of sexual harassment can report the alleged misconduct or file an official complaint. The College will respond to all reports or complaints, formal or informal, of sexual harassment. Allegations of sexual harassment must be made in good faith.

Filing a Report of Sexual Harassment
Individuals who believe that they have experienced sexual harassment must report the offending behavior to one of the identified sexual harassment officers listed below. The College has identified several officers from a
variety of backgrounds and areas within the College to aid and facilitate an environment of trust and safety. The following administrators serve as sexual harassment officers:

Paul Burkhardt, Dean Adult Degree & Graduate Programs .......................... (928) 350-2000
Jack Herring, Dean On-Campus Bachelor of Arts Program .......................... (928) 350-2000
Laurie Silver, Dean of Student Life ......................................................... (928) 350-1005
Steve Pace, On-Campus Bachelor of Arts Program Field Risk Management Officer . (928) 350-2243
Lisa Lundberg/Christine Teleisha, Co-Directors of Human Resources ............... (928) 350-4200

The sexual harassment officer will be responsible for taking the report, asking questions of clarification, and may take notes. Together, the alleged victim and the sexual harassment officer will explore the options available for resolving the matter but the College has the authority to act in a manner that it deems appropriate.

Filing a Complaint of Sexual Harassment
Community members who believe that they have experienced sexual harassment as prohibited by this policy should report this conduct immediately to one of the sexual harassment officers listed above. Refer to College Policy #802 for details of the complaint procedure. This is available at www.prescott.edu/administration/CollegePolicy.html

Confidentiality
The College shall protect the confidentiality of the identities of and statements made by individuals (parties and witnesses) involved in a report of sexual harassment to the extent permitted by law and to the extent that continued protection does not interfere with the College's ability to fully investigate allegations of misconduct brought to its attention and to take corrective action. Information will be disclosed strictly on a need to know basis. All incidents of sexual harassment or inappropriate sexual conduct must be disclosed regardless of their seriousness.

Acceptable Use Policy (Computing and Communications)
The College’s computing and communications facilities serve the College’s needs as a community of learners. That community, like all communities, has rules; these rules are intended to ensure a safe and consistent computing environment for all students, faculty, and staff. They are not meant to arbitrarily limit anyone’s freedom.

Basic Principles
• Users may not use lab computers without authentication and authorization.
• Users may not share passwords.
• A user is responsible for all activity originating from his or her account.
• Users may not attempt to circumvent security measures.
• Users may not interfere with the ability of others to use the network.
• Users may not use College facilities for obscene/harassing communication.
• Users’ access to computing services and facilities may be denied if they violate these rules.

Commercial Use
• Users may not make any commercial use of College network resources.
• Examples of commercial use include, but are not limited to, using a the College e-mail address in commercial correspondence, operating a commercial server over the College network, and including click-through links or banner ads on a Web site hosted on the College network.

Intellectual Property and Copyright Law
Copyright law is complex and places substantial restrictions on users’ ability to distribute text, images, and computer files. The College encourages all users to familiarize themselves with copyright law, (See www.prescott.edu/library/refcol.html#copyright) and to abide by its provisions.
• Users may not reproduce text or graphics in violation of copyright law, but may make fair use of material.
• Users may not distribute music or video files created from copyrighted sources.
• Users may not engage in software piracy.
• Users may not attempt to circumvent copyright protection.

Privacy
Users can expect the College to respect their privacy. The College, however, reserves the right to:
• Monitor volume of traffic and e-mail/file storage.
• Audit for the presence of particular software packages on College-owned computers.
• Investigate potential abuses and carry out disciplinary action.
• Take any steps necessary to suppress viruses, worms, and Trojan horses.
I. Principles
   A. What the College provides and why:
      The College provides access to a range of computing and network services (including e-mail, phone, and printing) to members of the College community so that they may make productive and innovative use of information technologies. These services are intended for College-related purposes, including direct and indirect support of the College's instructional, research, and service missions; College administrative functions; student and campus life activities; and the free exchange of ideas among members of the College community and between the community and the wider local, national, and global communities.
   B. Rights, privileges, and responsibilities associated with campus network and computing resources:
      The rights of academic freedom and freedom of expression apply to the use of College network resources. This philosophy is based on the belief that information has its greatest value when shared appropriately, as outlined in this document. Used appropriately, network services maintain and enhance the College’s mission; used inappropriately, network services can be used to break laws or infringe on the rights and beliefs of others. Therefore, the rights of access to the network resources are balanced by the responsibilities and limitations associated with those rights. Users are bound by the terms of the Acceptable Use Policy whenever they make use of services governed by the Policy. This information resource is a shared responsibility of all members of the College community.
      Consistent with the other College policies, an individual’s right of access to network services shall not be denied or abridged because of race, religion, age, disability, sex, sexual orientation, or veteran status. The use of the College’s computing and network resources, like the use of any other College-provided resource and like any other College-related activity, is subject to College policies and all requirements of legal and ethical behavior within the College community. Therefore, conduct that is illegal or inappropriate in the physical world (according to local, state, or federal law) or a violation of College policy is illegal, inappropriate, or a violation when conducted online. Uses of computers or network resources are not necessarily legitimate just because they are technically possible.
   C. Copyright Issues
      The Constitution of the United States (Article I, Section 8) states the purpose of copyright as follows: “To provide the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries;…” In today’s interpretation of copyright, The College recognizes that one purpose of copyright is to protect the rights of the creators of intellectual property and to prevent the unauthorized use or sale of works available in the private sector.
   D. Applicability
      This policy applies to all users of the College’s computing and network resources, whether affiliated with the College or not, whether the use or access itself is authorized or unauthorized, and to all uses of those resources, whether on main campus or from remote locations. Computing and network resources are defined broadly here to include, but not be restricted to, access, storage and dissemination of all digital media; all phone and digital communications; and network services of all kinds, including those conducted over wireless networks. Additional policies may apply to computer and network services in specific departments. An example of this might be policies associated with access to digital imaging applications and archives.
II. Policy
   A. All users of the College’s computing and network services must comply with the following statements:
      1. Compliance with Law and College Policies
         Users must comply with all federal, state, and other applicable law; all generally applicable College rules and policies; and all applicable contracts and licenses. Examples of such rules, laws, policies, contracts, and licenses include the laws of libel, privacy, copyright, trademark, obscenity, and child pornography; the Electronic Communications Privacy Act and the Computer Fraud and Abuse Act, which prohibit “hacking,” “cracking,” and similar activities; the College’s policy hand books; the College’s sexual harassment and nondiscrimination policies; and all applicable software licenses. Users who engage in electronic communications with persons in other localities should be aware that they might also be subject to the laws of those localities and their systems. Users are responsible for ascertaining, understanding, and complying with the laws, rules, policies, contracts, and licenses applicable to their particular uses.
      2. Authorizations
         Users must access only those computing resources they are authorized to use and use them only in a manner and to an extent authorized. Ability to access computer resources does not, by itself, imply authorization to do so. Users are responsible for ascertaining what authorizations are necessary and for obtaining them before proceeding. Accounts and passwords may not, under any circumstances, be shared with, or used by, persons other than those to whom they have been assigned. Users who share access to accounts with third parties will be held liable for consequences caused by the third parties’ use of their accounts.
      3. Privacy
Users must respect the privacy of other users and their accounts, regardless of whether those accounts are securely protected. Again, ability to access another person's account does not, by itself, imply authorization to do so. Users are responsible for ascertaining what authorizations are necessary and obtaining them before proceeding.

4. Consumption of Resources
Access to College computing and network resources is granted for purposes consistent with the College’s mission and for limited personal use. Users must respect the finite capacity of these resources and limit use so as not to consume an unreasonable amount of them or to interfere unreasonably with the activity of others. The College may limit the use of resources if it appears to be necessary. The reasonableness of any particular use will be judged in the context of all relevant circumstances.

5. Noncommercial uses only
Users must refrain from using the College resources for personal commercial purposes. Personal use of College computing resources for other purposes is permitted when it does not consume a significant amount of those resources, does not interfere with the performance of the user's job or other college responsibilities, and is otherwise in compliance with this policy. Further limits may be imposed upon personal use based on normal supervisory procedures.

6. Disclaimer requirement for individual, non-College resources and activities:
Users must refrain from stating or implying that they speak on behalf of the College and from using College trademarks and logos without authorization to do so. Affiliation with the College does not, by itself, imply authorization to speak on behalf of the College. The office of public relations must authorize use of the College logos. Individuals or organizations using an Internet (IP) address assigned to the College must present a disclaimer indicating responsibility for content on all opening screens of network services including Web homepages that are operated. Failure to do so may result in suspension of the service.

B. Enforcement and Sanctions
Users who violate this policy may be denied access to the College's computing and network services and may be subject to other penalties and disciplinary action, both within and outside the College, as outlined in the Procedures and Consequences section of this document.

The College may temporarily suspend or block access to an account prior to the initiation or completion of disciplinary procedures to protect the integrity, security, or functionality of computing resources or to protect the College from liability. The College reserves the right to limit access to network resources and to access data stored on College owned systems in order to ensure the stability and availability of network resources for the common good of the community.

C. Security and Privacy
The College employs measures to protect the security of its computing and network resources and of their users' accounts. Users must be aware, however, that the College cannot guarantee such security. Users should, therefore, engage in "safe computing" practices by establishing appropriate access restrictions for their accounts, guarding their passwords, and changing them regularly. Users must also be aware that their uses of the College's network services cannot be considered completely private. The normal operation and maintenance of the College's computer resources require the backup and caching of data and communications, the logging of activity, the monitoring of general usage patterns, and other such activities that are necessary for the provision of service. The College does not routinely monitor an individual's content or pattern of usage of network resources. The College may specifically monitor the activity and accounts of individual users of College resources, without notice, when:
1. The user has voluntarily made them accessible to the public, as by posting to a Web page, public file sharing application, Usenet, etc.
2. It reasonably appears necessary to do so to protect the integrity, security, or functionality of College or other computing resources or to protect the College from liability.
3. There is reasonable cause to believe that the user has violated, or is violating, this policy or another written College policy.
4. An account appears to be engaged in unusual or unusually excessive activity.
5. It is otherwise required or permitted by law.
Any such individual monitoring of content or communications, other than that specified in (1) above, required by law, or necessary to respond to perceived emergency situations, must be authorized in advance in writing or e-mail by a member of the College's senior staff or their designee. The College, in its discretion, may disclose the results of any such general or individual monitoring, including the contents and records of individual communications, to appropriate university personnel or law enforcement agencies under the direction of a court of law and may use those results in appropriate College disciplinary proceedings.
III. Procedures and Consequences

Access to secured network resources requires a means to identify and authenticate the user. Usually this is accomplished by assigning a specific account protected by a password. The account owner is responsible for all actions originating from an assigned account. Passwords to protected accounts may not be shared. Use of this assigned account implies that the user understands and agrees to abide by all provisions of the acceptable use policy in effect at that moment.

Employees of the College who, by the nature of their work, require access to network resources will be assigned a unique username and password. This account will normally be established when the employee begins work. Account usernames and e-mail addresses will be created based on a syntax that is consistent for the College community. Accounts assigned to employees are subject to deletion immediately upon termination of employment.

All students will be assigned a unique user-name and password. This account is usually established when the student arrives on campus. Accounts assigned to students are subject to deletion 180 days after graduation or immediately after withdrawal from the College unless specific arrangements are made and approved by the appropriate program Dean or Chief Academic Officer. All RDP students get 20MB of hard disk space for their personal file storage.

All students and student organizations that are recognized by the College can request Web space for their individual Web sites. Content and maintenance of these Web sites is the responsibility of the individual or the officers of the organization. The following disclaimer is required to appear on the opening screen of these Web sites, including the homepage of personal Web sites hosted by the College:

Disclaimer: The views and opinions expressed here are strictly those of the information provider. The information provider assumes full responsibility and liability for the content on this site. These contents have neither been reviewed nor approved by Prescott College. All comments and feedback should be sent to [e-mail address of the provider].

Sites sponsored by organizations or individuals that do not display this disclaimer can be removed from the College Web server. It is the responsibility of the user to take all reasonable steps to ensure compliance with the conditions outlined in the policy to ensure that unacceptable use of the College's information services does not occur.

If it becomes necessary, assigned accounts may be suspended immediately and temporarily under the following circumstances:

1. Upon recommendation of the Dean of Student Life, Dean of On-Campus Bachelor of Arts, Dean of ADGP or the Chief Academic Officer for students or Director of Human Resources for employees in writing or by email to the Director of Information Technology.

2. When the Information Technology staff has credible evidence that continued use of an account constitutes a threat to the integrity, security, or functionality of computing systems, or to protect the College from liability. All appropriate individuals will be immediately notified.

3. When the account has been inactive for 180 days or more.

Accounts may be terminated immediately and permanently upon the recommendation of the Chief Academic Officer or the Director of Human Resources in writing or by email sent to the Director of Information Technology. An individual whose assigned account has been permanently terminated may not seek to have a new account assigned to him/her without approval of the appropriate authority.

College Resources

Auxiliary Services

Bookstore
The bookstore carries class texts, takes special orders, and sells snacks, the College logo merchandise, art supplies, tree free paper, recycled products, and many other school supplies. Major credit cards are accepted. Students receiving financial aid may contact the Financial Aid office to obtain a voucher for purchasing books and supplies. Business hours are posted on the door and vary seasonally.

Conference Services
Conference Services personnel handle reservations and planning programs in the Crossroads Center, including lectures, banquets, workshops, and conferences. All events can be catered to by the Crossroads Café. Conference Services coordinates use of student housing during the summer months and the guest house for short term visits. For more information, contact: Tami Reed, Conference Services (928) 350-4311 or e-mail treed@prescott.edu
**Business Office**
The Business Office houses Student Billing, Payroll, Accounts Payable, Purchasing, Grant and Restricted Account Administration, General Ledger Functions and Financial Statement Preparation.

Students’ Accounts facilitates tuition payments, payment plans and provides students’ account information. Students can pick up financial aid refund and work-study checks in this location or have them mailed. The Business Office helps facilitate Student Union Projects by advancing students funds as awarded by the Student Advisory Council and assists in reconciling these allocations.

The Business Office acts as an advisory unit to the campus regarding budgets and financial resources. This office also facilitates the receipt and spending of restricted funds and provides information and reporting on all accounts and programs.

**Computer Lab**
The computer lab serves as a technology classroom. When not being used for classes or seminars, it is available for general student use seven days a week (except in the summer). Students must have a computer account and password to use the computer lab. For an account, students must agree to the College’s acceptable use policy included in this catalog. See Acceptable Use Policy for more details.

**Crossroads Café**
The Crossroads Café serves organic or pesticide-free food purchased from local farmers. The café supports the College’s ongoing commitment to respecting the environment and furthering the practice of sustainability. It is an ideal place for students to enjoy tasty and wholesome meals while meeting each other. The café is a gathering place for the entire community, hosting musical performances, lectures, slide shows, video presentations, and study groups. Students can purchase meal cards to buy items at the Café when open. Meal cards are valid for the academic year in which they are issued. Payment can be included with tuition.

**Financial Aid Office**
The Financial Aid office processes student financial assistance through federal financial aid which includes grants, loans, and student employment. Students must re-file the FAFSA every academic year (after January 1st). Students should file online at www.fafsa.ed.gov. The Financial Aid office can offer assistance throughout the application process. See Financial Aid section for the types of financial aid available to qualified applicants.

**Library**
The library’s collection is designed to support and supplement the College’s curriculum. The library staff is dedicated to providing professional reference and instructional assistance to students. A full range of services is offered, including individual instruction sessions, classroom sessions, library orientations, and workshops. Instructional and informational hand-outs, many available online, help students navigate the library and its resources. Online access to the Library catalog, journal databases, and other instructional/informational resources are available at www.prescott.edu/library, or contact the Library at 928-350-1300 or circdesk@prescott.edu.

**Office of the Registrar**
The Office of the Registrar houses an accurate history of students’ academic careers at the College. Students register for classes and apply for transcripts in this location. The Registrar certifies graduation, issues diplomas, and sets and upholds academic policy.

**Office of Student Life**
The Student Life staff provides essential services and programs that promote and ensure an effective living and learning environment for students. The office is a resource center that helps students take advantage of the many opportunities available at the College and to attain their full potential as students and members of the community. Also, contact the Student Life Office for policies relating to on-campus housing safety and missing students.

**Academic Counseling**
Services include assistance with general study and reading skills, time management strategies, general advising questions and other matters related to academic success. Students with documented learning-related disabilities/challenges are eligible to receive reasonable and appropriate ADA accommodations.
Services include, but are not limited to, professional tutoring with the Learning Specialist, peer tutoring, testing accommodations, note-takers and audio textbooks, and sign language interpreting.

**Personal and Career Counseling**
Short-term, confidential counseling and referral services are available at no charge to all students. Sessions usually incorporate educational materials, journaling, visualizations, and behavior tracking techniques to increase awareness. All counseling contact is confidential. For those students who require more extensive or additional services than are available through the College counselor, a referral to local therapists will be made. Students may also meet with a counselor to explore career options and resources, including résumé, cover letter, and portfolio development; interviewing techniques; job search strategies; networking opportunities with the Prescott College Alumni Association; and access to local and national volunteer and service-based learning opportunities through the Ripple Project.

**Student Accident and Sickness Insurance**
All On-Campus Bachelor of Arts Program students are required to have insurance coverage. ADGP students have the option to purchase coverage. A brochure describing the College’s group insurance benefits, procedures and exclusions is available on the the College website in the Student Life section. Contact the Student Life Office for specific details at studentlife@prescott.edu or (928) 350-1005.

**Housing Services and Residential Life**
The Student Life Office maintains an updated list of rentals throughout the tri-city area. Listings are available under Housing on the Student Life page of the College website. Assistance is available for all housing questions and concerns, including advice on conducting housing searches and assistance in resolving disputes between roommates, tenants and landlords. The College offers on campus housing options for a limited number of first year students. For questions or application information visit oncampushousing@prescott.edu.

**Tucson Center**
The Tucson Center operates as a satellite office of the College that provides students residing in the Tucson area and surrounding southern Arizona communities with administrative and academic support, opportunities for interaction with students in similar areas of study, and immediate access to Low-Residency Bachelor of Arts Program faculty and admissions counselors. Open information sessions about the College’s Tucson Center programs are offered regularly. The Tucson Center provides space and opportunity for seminars, discussion groups, and other activities.

**Warehouse**
The equipment warehouse is a 2,800 square-foot storage facility which houses the college’s field equipment and provides a staging area for On-Campus Bachelor of Arts Program field courses. Students, faculty, and staff can rent state-of-the-art equipment for camping, backpacking, rock climbing, mountain climbing, ski touring, avalanche forecasting, white-water kayaking and rafting, sea kayaking, and canoeing.
On-Campus
Bachelor of Arts
Program
On-Campus Bachelor of Arts Program
The On-Campus Bachelor of Arts Program is a residential program located in Prescott, Arizona. The educational philosophy emphasizes self-direction and individualized attention. Theoretically every student’s journey is unique, and all students must deal with common issues. It’s important that they understand that the College is foremost, “for the liberal arts, the environment and social responsibility.” Everything the College does and plans and dreams is embodied in that phrase. The College is not a vocational school. The best stewards of the Earth and the most effective agents of change are liberally educated citizens. Students are expected to have some experience with and appreciation for various modes of understanding the world: historical, literary, artistic, scientific, social, physical, and spiritual. They are expected to cultivate political, cultural, and ecological awareness, as well as communication and mathematical skills. A liberal arts education emphasizes process as much as content. At its best, experiential learning animates theory and engages the whole person.

The College is a competence-driven. Students don’t just accumulate credits and graduate. Students are expected to be literate in their fields of study, to have mastered the methodologies of a discipline, to have applied and integrated and personalized their learning, and to have demonstrated competence through the design and execution of a senior project. Students define, describe, and demonstrate how their particular courses, independent studies, and experiences create a coherent academic plan. Every student is an honor student and that the demonstration of competence requires a capstone experience. An Individualized Graduation Committee – a team consisting of the student, the advisor, a second faculty member, and a fellow student – helps students clarify and achieve their personal aspirations. Students should grapple with the larger philosophical issues of their education.

Self-Direction
At the College, self-direction is considered the manifestation of motivation, the ability to direct oneself (but not to the exclusion of involvement with other people), self-knowledge, and a willingness to ask for help when necessary. A self-directed person demonstrates the ability to set goals and objectives, take individual responsibility, initiate and carry out projects with little or no outside inducement, and form value judgments independently.

While many students are self-directed by nature, they often need coaching and practical skills in the art of self-direction. Many of the learning processes and tools – the seminar-style structure of the classrooms, course contracts, learning portfolios, self-evaluations, practicum requirements, independent studies, Degree Plans, Senior Project Applications – help students learn to see themselves as the primary architects of their education and help them not only take advantage of the privileges but also to accept the responsibilities of self-direction. Student success at the College and in life is important to the College. Students should see their educational journey, and the tools they use to navigate that journey, as metaphors for navigating the difficult terrain of their post-collegiate careers.

Competence, Breadth, and Liberal Arts
Prescott College is a four-year liberal arts college striving to prepare students to be life-long learners and critical thinkers in a broad, interwoven range of models of inquiry: literary, scientific, artistic, social, spiritual, and physical. Interdisciplinary connections are emphasized rather than the distinctions between these ways of understanding the world. The College is unique in its approach to the liberal arts in that direct experience is emphasized; the process of learning is just as important as the content.

At the College, “competence” is the term for major, and “breadth” is the term for minor. Consisting of a minimum of 12–16 courses, a student’s competence(s) must address these five qualitative criteria: (1) literacy in the field, (2) mastery of methodology, (3) interconnections between the competence and other areas of study, (4) application of learning, and (5) personalization of learning. Consisting of 6–8 courses, a student’s breadth(s) also addresses these five criteria but in less depth than a competence.

In the On-Campus Bachelor of Arts Program the liberal arts should be fostered in every course students take, just as the criteria for competence – literacy, methodology, application, interconnection, and personalization – should be guiding principles of each class. This means that the College has only a limited number of core or general education requirements. Students must complete college-level algebra or higher and must meet rigorous writing-across-the-curriculum requirements to demonstrate critical writing and research skills. Other than that, students must work closely with their Individual Graduation Committees to make sure that they have a well-rounded liberal arts education, and that they are able to articulate the components and benefits of that education.
Faculty
The members of the faculty at the College are teachers/scholars dedicated to the mission of the College with a focus on the liberal arts and the environment. They strive to create a balanced learning environment for students through theory and application of theory in an authentic setting. Their off-contract time is often used to expand and update knowledge in their respective fields of study. Faculty at the College consider their own learning process an ongoing experience. The College faculty serve as advisors and mentors to students and seek to establish supportive relationships to facilitate mutual academic growth.

Sustainability Program
Prescott College is committed to creating environmentally sustainable practices in purchasing, construction, energy use, and recycling activities. These practices are made highly visible to the College and local community to promote environmentally responsible personnel and corporate decision-making. Encompassed within the program are greening practices applied to landscaping and gardening on campus, the college café, and solid waste and water conservation management. The College strives to improve its sustainable policies and practices yearly.

On-Campus Bachelor of Arts Program 2010-2011 Deadline Dates
[Also see Academic Calendar]

Risk Management Review for IS Contracts and Senior Project Applications due to Risk Manager
Summer 2010 All Blocks ............................................................. April 16, 2010
Fall Block 2010 ................................................................. April 16, 2010
Fall Semester 2010 ............................................................. April 16, 2010
Winter Block 2011 .............................................................. November 19, 2010
Spring Semester 2011 ........................................................... November 19, 2010
Summer 2011 All Blocks .............................................................. April 15, 2011
Fall Block 2011 ................................................................. April 15, 2011

Independent Study Contracts due to Advisors
Summer 2010 All Blocks ............................................................. April 23, 2010
Fall Block 2010 ................................................................. April 23, 2010
Fall Semester 2010 ............................................................. April 23, 2010
Winter Block 2011 .............................................................. December 3, 2010
Spring Semester 2011 ........................................................... December 3, 2010
Summer 2011 All Blocks .............................................................. April 22, 2011
Fall Block 2011 ................................................................. April 21, 2011

Senior Project Applications due to Advisors
Summer 2010 All Blocks ............................................................. April 23, 2010
Fall Block 2010 ................................................................. April 23, 2010
Fall Semester 2010 ............................................................. April 23, 2010
Winter Block 2011 .............................................................. December 3, 2010
Spring Semester 2011 ........................................................... December 3, 2010
Summer 2011 All Blocks .............................................................. April 22, 2011
Fall Block 2011 ................................................................. April 22, 2011

Degree Plan due to Advisors
For December 2011 .............................................................. November 5, 2010
For May 2012 ................................................................. March 28, 2011

Petition to Graduate due to Registrar's Office
For December 2010 .............................................................. March 28, 2010
For May 2011 ................................................................. October 15, 2010
For December 2011 .............................................................. March 11, 2011

Faculty Retreats
Fall 2010: Program Council Retreat: August 23, 2010
Program Retreats: August 24, 2010
Faculty Retreat: August 25-26, 2010
Admissions
Applying to Prescott College
The Admissions Committee carefully considers all applications to the College, looking beyond the paper-
work to see the individual who wants to be a member of the Prescott College community. In addition to
the admission criteria listed below a student’s potential for growth and success at the College is an impor-
tant consideration. See Common Section for On-Campus Bachelor of Arts Program admissions criteria.

Payment (See Common Section)

Enrollment Status and Registration (See Common Section)
Questions regarding enrollment periods, or any aspect of registration, should be directed to the Office of
the Registrar.

Continuous Enrollment (See Common Section)

Registration (See Common Section)
Registration materials are available each term online several weeks prior to the next term. Students are
responsible for knowing and following the policies contained in the registration materials.

Enrollment Periods
An enrollment period comprises a block and the subsequent semester. The fall enrollment period consists of
fall block and fall semester; the spring enrollment consists of winter block and spring semester; and the sum-
mer enrollment consists of four consecutive blocks. Students normally enroll in two enrollment periods each
year, but may choose to enroll in all three. Students receiving federal financial aid must check with the
Financial Aid office regarding the number of enrollment periods for which financial aid can be distributed.

Full-Time Status and Part-Time Status
Students registered for 12 or more credits in an enrollment period are considered full-time for tuition
purposes. Students registered for less than 12 credits in an enrollment period are considered part-time
for tuition purposes. In assessing students’ eligibility for financial aid, 12-16 credits = full-time, 8 credits
= half-time, and 4 credits = less-than-half-time. Financial aid recipients are required to register for at least
6 credits in the term to qualify for aid.

Credit Load and Overload
Students are limited to 4 credits for each block and a maximum of 12 credits for each semester. Students may
petition to take 20 credits in a semester. Prior approval must be obtained from the student’s advisor and the
instructors of all courses registered for in the semester. Students enrolled for more than 12 credits in the
semester will be charged an additional fee at the time of registration. See Common Section for fee.

Leave of Absence (See Common Section)

Withdrawal from Prescott College (See Common Section)

Readmission to Prescott College (See Common Section)

Low-Residency Bachelor of Arts Program and On-Campus Bachelor of
Arts Program Admissions Process
Students who wish to transfer from the On-Campus Bachelor of Arts Program to the Low-Residency
Bachelor of Arts Program or vice versa, must apply for admission to the new program and must meet the
academic requirements of the new program in order to graduate. Tuition paid for one program may not
be transferred to another program.

Consortium Agreements
A consortium agreement allows a financial aid recipient to take courses at another school (“host institu-
tion”) and have those courses count toward their Prescott College degree, while receiving their financial
aid through the College ("home institution"). The student must be enrolled in a degree program and must arrange to have an official transcript sent to the Prescott College Office of the Registrar at the completion of the course(s). All consortium agreements are arranged through the Financial Aid office.

**Academic Definitions**

**Roster for Courses**
Instructors are provided a roster of all students enrolled in their classes at specified dates for each enrollment period by the Office of the Registrar. Instructors are required to verify that students participating in the class are officially enrolled. A student whose name does not appear on an instructor’s roster is not officially enrolled and will not receive credit for the class.

**Earning Credit (See Common Section)**

**Lower Division vs. Upper Division**
Students receive lower division (LD) or upper division (UD) credit. Lower division study introduces students to general principles, basic methods, and processes of the subject area. LD courses are freshman and sophomore level and include all work at accredited two-year institutions. Upper division study involves a more detailed analysis, synthesis, and evaluation of subject theory. This may be a specialization in one area or a synthesis of several areas of study. UD courses are junior-senior level.

**Transfer Credit (See Common Section)**

**Learning and Evaluation**
At the College, students demonstrate their academic goals and achievements through learning contracts and portfolios, which convey an overview of the activities in which they have engaged, as well as the results of their efforts. To evaluate mastery of the material, the College uses a system of performance-based evaluations, consisting of student self-evaluations combined with narrative faculty evaluations. Instead of distilling student progress down into a single letter grade, the 150-word narrative evaluations allow faculty to articulate the learning process, and the results, in detail. Students may also elect to receive a grade in each class.

**No Credit**
Failure to complete a course or failure to attend a course for which a student is registered will result in no credit for the course. Receiving no credit in a course modifies the credits earned but does not modify the credits attempted in a given enrollment period. This may adversely affect a student’s academic standing.

**Incomplete Courses**
When extenuating circumstances prevent a student from completing the required work in a class, an incomplete (I) may be assigned. The following conditions apply:
- An “I” may be assigned only if a student has completed at least 75% of the class requirements.
- An “I” is assigned by an instructor. The instructor will contract with the student regarding the work to be completed and deadline for its submission.
- The deadline for converting an incomplete to credit is the final day of the next term (summer excluded). This one-term deadline applies whether or not the student is enrolled in the deadline term. The instructor may establish a deadline earlier than the College’s maximum deadline.
- Courses not completed by the maximum deadline will automatically receive no credit (NC).

**Change of Evaluation/Grade Change**
Undergraduate students: May request an evaluation or grade change by petitioning the appropriate dean and the appropriate instructor. If the dean and instructor grant the request, the instructor must submit a signed change of evaluation form to the Office of the Registrar, with a revised narrative evaluation if necessary. Requests for an evaluation change must be made within one term from the end of the course. A request after that time period will not be granted without approval of the Exceptions Committee.

**Academic Structures and Milestones**

**Orientation**
Wilderness Orientation has been a Prescott College tradition for more than 30 years and is the common thread shared by all On-Campus Bachelor of Arts Program students. Groups, experiences, and routes are available and designed for all abilities, experience levels, and comfort zones. For most students Orientation consists of an extended three-week wilderness hiking expedition to an area such as the Grand Canyon or
Southwestern mountains and canyons for backpacking and camping. Groups travel with the highest regard to safety and with an awareness of the experience as a true expedition. All group members share in the teaching of basic ecological concepts of local flora, fauna, landscapes, and the peoples inhabiting the area, both past and present. A comparable “group immersion” experience in a base camp at the College’s Walnut Creek Field Station is available for people with limiting factors that prevent them from hiking in remote settings. All Orientation groups have an “immersion” experience in common and live together in a group for three weeks.

Based on the Vision Quest rite of passage model, Orientation provides students the opportunity to cross over from being non-students to students or from high school to college students, and incorporates a three-day solo with a fasting option. The mission is to welcome new students to the College, guiding them through the philosophies and processes of the College by using experiential education, community building, and self-direction in the remote natural environment of the Southwest. Academics are a key element of Orientation. During the course, each student is required to give two presentations to the group. Along the way, students also learn about how to keep portfolios and construct a learning contract. They learn about natural history and how to live and travel comfortably and safely in the backcountry, and they are prepared for the College academic process. Orientation also encourages the development of pertinent skills, such as self-direction, which can be applied to all course work at the College. No other college or university offers its incoming class of students an experience as memorable and exciting as the College’s Orientation.

During the three-week program students:

- Experience the Southwest in a deep and direct way
- Are introduced to the Prescott College method of education, which emphasizes collaboration and teamwork, self-direction, and experiential (learning by doing) education
- Meet a small group of other new students who often become life-long friends
- Better understand the College commitment to environmental ethics, reverence for nature, and responsibility to the planet
- Learn and review basic outdoor techniques and skills, compass navigation, first aid, and environmentally sound, low impact camping
- Share in the teaching of basic ecological concepts of local flora, fauna, landscapes, and the peoples inhabiting the area, both past and present

All of the orientation programs focus on teamwork, self-transformation, and empathy and on personal attributes such as self-reliance, cooperation, self-motivation, integrity, and perseverance. These characteristics are necessary to fulfill the College’s central philosophy of experiential education and self-directed learning.

Navigating the Program

A student’s first year at the College is time for building a solid academic foundation. New students usually participate in introductory classes or structured field projects, working closely with faculty members and advisors. New students generally develop their schedules from the published schedule of courses. After building a solid academic foundation, students move on to advanced work. They assume increased responsibilities and pursue a broader range of learning experiences, including independent studies, internships, and other off-campus projects. Students also have the opportunity to work with faculty in tutorial relationships, often serving as teaching assistants, co-researchers, or expedition leaders.

Advising

Each new student is assigned an advisor upon admission to the College. The primary function of the advisor is to provide academic guidance as the student begins to plan and implement a program of study. It is also common for advisors to offer their advisees personal and academic support, general advice, and a mentor experience. The advisor must sign each student’s registration form each enrollment period indicating that the advisor has seen the intended course of study and has discussed with the student how selected course work fits into a comprehensive plan. The advisor also maintains a continuing record of the student’s work and conducts periodic academic reviews. The student shares responsibility for maintaining contact with her/his advisor. It is important that a student’s advisor is a person with whom the student can communicate easily. Advising needs include academic progress, career goals, personal feelings, living skills, individual learning methods, etc. The advisor automatically serves as the chair of the advisee’s individual graduation committee.

A student may change advisors by completing a change of advisor form (available in the Office of the Registrar) and obtaining the signatures of both the former advisor and the new one.
During the fall and spring semesters, the On-Campus Bachelor of Arts Program maintains an advising center where faculty from each academic program are available to assist students with academic issues. The advising center serves students whose regular advisors may be unavailable due to an extended field trip, illness, sabbatical absence, etc. In such cases the faculty member in the advising center from the relevant program area can sign documents such as registration forms, independent study contracts and degree plans in lieu of the advisor. The advising center also provides a convenient venue for students who require advice from faculty members representing different program areas. The advising center is housed in the Ironwood Building, Room A. Advising assistance is generally available Monday through Thursday. Hours for individual faculty members are listed in the advising center.

**Field Stations and Educational Partners; Consortium Exchange Opportunities**

**Consortium Exchange Opportunities**

Prescott College is a member of two major college consortia that provide opportunities for students to experience vastly different campus cultures and different political and social milieus, live in different geographical regions, and develop a rich comparative intellectual perspective via temporary student exchanges.

The Eco League, a five-college consortium of schools that includes Alaska Pacific University, Green Mountain College, Northland College, and College of the Atlantic, was created in 2003. All the colleges share similar missions and value systems based on environmental responsibility, social change, and educating students to build a sustainable future. Among its many functions, the Eco League provides for students and faculty exchanges and serves as a medium for cooperative environmental education and activism.

Prescott College also is a member of the **Consortium for Innovative Environments in Learning** (CIEL), an eleven-college consortium of so-called “alternative” colleges and universities: Alverno College, Berea College, Daemen College, The Evergreen State College, Fairhaven College at Western Washington University, Gallatin School of Individualized Study at New York University, Hampshire College (a member of the five-college consortium, which includes Amherst College, Smith College, Mt. Holyoke College, and the University of Massachusetts—Amherst), Johnson C. Smith University, New College of Florida, and Pitzer College (a member of the Claremont College, a college consortium located in Southern California that also includes Pomona College, Claremont Graduate University, Scripps College, Claremont McKenna College, Harvey Mudd College, and The Keck Graduate Institute).

Prescott’s stand-alone student exchange relationships include: **Telemark College in Norway**, the **ECOSA Institute** (an ecological design institute located in Prescott, Arizona), the **SOS Conservation Project, Institute for Village Studies**, and **Sail Caribbean**.

**Field Stations**

**Kino Bay Center for Cultural and Ecological Studies in Bahía de Kino, Sonora, Mexico**

Located on the coast of the Gulf of California, the Kino Bay Center sits amid the diverse Sonoran Desert on the coast of the Midriff Island region of the Gulf of California, an area rich in marine habitats, seabirds, marine mammals, fish, mangrove estuaries, and other coastal flora and fauna. With the relationships with the local Mexican fishing community and the Seri Indian village, Prescott College is able to explore a variety of marine environments, study human interactions with the sea, and participate in cooperative marine conservation research projects.

**Walnut Creek Center for Education and Research**

Walnut Creek Station is run through a collaborative partnership between the College, Yavapai College, Sharlot Hall Museum, Northern Arizona University, and the Prescott National Forest. The 250-acre site, located in the national forest approximately 15 miles north of Prescott, is used for classes, meetings, and a variety of long- and short-term research projects.

**Jenner Farm and Prescott College Gardens**

The College’s experimental farm is dedicated to education, demonstration, and research in agroecology. In addition to farm-scale studies at Jenner Farm, the College campus has numerous garden plots used for agroecology and plant breeding courses, and for food production for the College’s Crossroads Café.

**Course Contract Forms**

A course description that has been approved by the Program Council is provided by the instructor and is
used as a basis for writing a learning contract. The contract should include a statement about the educational goals and objectives relative to that particular study, as well as a set of activities. The goals and objectives are to be viewed as the learning outcomes to which the student and instructor agree. Activities are the experiences and processes by which the goals and objectives are reached. Evaluative criteria include the specific requirements used for evaluation.

Course contracts should be completed for each course at the start of every block or semester. Completed copies are submitted to the instructor, the student keeps a copy, and a third copy may go to the advisor.

1. Contracts emphasize and encourage the process of learning.
2. Contracts allow students to adapt educational experiences to their own needs and previous learning.
3. Contracts clarify what learning is to take place and illuminate a path to follow.
4. Contracts clearly communicate faculty expectations.
5. Contracts prompt students to take responsibility for their own learning and become self-directed.
6. Contracts encourage accountability on the part of students and instructors.

Education Portfolio

The Prescott College portfolio, also called a learning journal, is usually presented in written form. It provides the method by which a student organizes personal and academic experiences coherently. The material contained in the portfolio provides a basis for evaluation and feedback to the student from others.

The portfolio is primarily a teaching and learning tool, as well as a means of documenting the learning process. Consequently, most faculty members require students to maintain a “working” portfolio for each course. The content and nature of course portfolios vary considerably. The individual course portfolio and other materials, such as personal journals, statements of learning goals and objectives, essays, exams, photographs, drawings, letters, awards, etc., become part of the student's overall cumulative portfolio.

The portfolio may vary from student to student, so it should be far more than a mere scrapbook or collection of lecture notes. The portfolio should express the student's independent thought and development as experienced through each activity. The document should also reflect an integration of learning, experience, and personal perspective in ways that effectively communicate the student's growth to others.

The portfolio is retained by the student and serves as an interactive channel between the student and the academic community to show evidence of growth and experience, and academic achievement.

Evaluation Process

Each narrative evaluation includes the following:

1. A course description that thoroughly explains to any reader the material covered, the expectations regarding student performance, the time involved, the methods used, and the evaluation process for the course. Explanation of the course description may determine how comparable it is to another institution's course offerings. The course description submitted with the contract can be used for credit transfer purposes.

2. The student provides a personal assessment of the work completed. This should be a summation of the on-going self-evaluation contained in the student's portfolio. The student should arrange to meet with instructors at the end of the enrollment period so they may assess the outcome of the work done. The student evaluation should explicitly state what the student accomplished and how well it was accomplished. The evaluation must be submitted electronically using the Narrative Evaluation form available online.

3. The instructor formally reports the extent and quality of the student's learning via a faculty evaluation. This evaluation indicates specific work the student did while participating in the course, the quality of the student's work (especially as related to the student's personal goals), and suggested areas for improvement or direction. An upper-or lower-division credit designation is also assigned. Instructors may award no credit if a student has not submitted sufficient material for evaluation or has not participated in the course.

4. For Writing Emphasis courses, the instructor will comment on writing proficiency in the narrative evaluation.

Electronic Narrative Evaluation Deadlines

Instructors electronically submit narrative evaluations to the Office of the Registrar via the narrative evaluation form available on the College's website. Electronic evaluations are due three weeks after the last day of the course. Student self-evaluations submitted after the deadline will only be accepted if approved
Students receive copies of their narrative evaluations after credits and narrative evaluations have been posted to their academic records. Once posted, narrative evaluations are emailed to the students’ Prescott College email addresses.

**Independent Study Contracts (See Guidelines for Approval)**

Students are encouraged to take an active role in the design and implementation of their learning. Independent studies are courses of study designed largely by the student, in cooperation with one or more faculty members. An independent study should be an intense academic undertaking involving the student deeply in the subject matter. It is designed as carefully as a regular course and involves responsible participation from the student and the instructor. This type of study is limited only by the imagination and expertise of the participants. Independent studies can be individual, or group, involving several students in a seminar, a research project, or a community service effort. All students must complete at least one independent study and a senior project to graduate.

Students are involved in directing and individualizing their learning through writing a contract for each independent study. Students and instructors negotiate objectives, activities, and criteria for evaluation. The contract writing process is integral to the College’s educational philosophy for a number of reasons. Contracts enable advisors to monitor independent study and activities. In addition, sections of the contract become part of the student’s permanent transcript; therefore, it is important that all contracts be well planned and clearly written. Independent study contract forms are available on the college’s website.

**Independent Studies – Guidelines for Approval**

1. Completed independent study contracts should be submitted to the Office of the Registrar by the independent study contract due dates posted on the College website (http://www.prescott.edu/students/rdp/importantdates.html) and in the Student Handbook. Students should plan enough advance time for the instructor and advisor to review and sign the proposed study. (No independent study contracts will be accepted after the due dates.)

2. Students in their first enrollment period may not register for an independent study.

3. The proposed independent study may not duplicate a regularly scheduled course unless the student can demonstrate an urgent need for the study as a requirement for graduation. If such an exception is granted, every attempt should be made to have the independent study instructor be the instructor of the regularly scheduled course. Rarely will an independent study be approved that duplicates a regular course, especially if the course is scheduled for the same academic year in which the independent study is being proposed.

4. There should be a solid rationale for the proposed independent study. While an independent study may fall outside the competence or breadth areas, it should make sense in the context of the student’s overall program of study. The advisor is the principle resource for the student in determining how independent work might make the student’s program stronger and more interesting.

5. The independent study should be credible and valid academically. An independent study is an opportunity for a highly creative, and perhaps unorthodox, academic investigation. The content and learning processes of the independent study are meant to be at least as rigorous as classroom-based learning.

6. The intensity of the instructor-student relationship during independent work necessitates a comfortable rapport between the individuals involved. The first choice for an independent study instructor should be a regular faculty member who is qualified and available, and with whom the student is comfortable. If no regular faculty members meet the criteria, an adjunct instructor may be used.

7. All adjunct instructors must provide documentation of their qualification to teach the proposed independent study before the contract will receive final approval. Documentation should include a current résumé or curriculum vitae. The use of an adjunct for an independent study must be approved by the advisor.

8. For a 4 credit study, students are expected to complete approximately 180 hours of work. A student on campus should meet with the instructor one to three hours each week for a semester class and two to five hours each week for a block class. If the student is a nonresident, the meetings will take place at the beginning and end of the study. Additional phone consultation or email correspondence during the semester or block is also expected. A study log should be included in the student’s learning portfolio.

9. The College shows respect for other cultures by educating students to be sensitive to, and aware of, intercultural issues. Students planning studies involving intercultural contact must have received credit for a class incorporating intercultural issues, or demonstrate cultural sensitivity needed to succeed in the proposed study. These requirements help students have a successful experience while being sensitive to the host culture. Documentation is required as part of the independent study contract (available online).
Independent Study – Approval
1. Each step of the approval process must be completed before going to the next step.
2. A student who is planning to conduct independent study may register for an independent study during the formal registration period with or without a contract.
3. The fully executed contract must be submitted by the posted deadline. If not, the student is dropped from the course.
4. A student may add an independent study after the deadline and until the end of the drop/add period only with a fully executed contract.
5. The student submits the independent study contract and, if required, the approved risk management review and intercultural forms, to the advisor.
6. Independent studies are approved by the student’s advisor.
7. The Office of the Registrar accepts the proposed independent study contract if it is properly completed and signed. The student attaches any additional documentation such as adjunct credentials and approved intercultural forms and risk management forms.
8. Independent studies do not have course budgets or access to College vans or equipment such as stoves, tents, or other outdoor gear.

Independent Study – Risk Management
Forms to be reviewed by the Risk Management officer must be submitted to the Risk Manager one week before the independent study deadline. (See Calendar)

To simplify and clarify the process whereby the College assesses the potential risk to students and legal risk (vulnerability) to the College, the following descriptions and guidelines are presented. Off-campus independent studies and senior projects that require review are commonly approved only if they meet specific criteria. Projects requiring review can be divided into the following types, each carrying varying levels of potential risk:

Foreign travel or educational exchanges in foreign countries
Examples: History of Art in Europe; Spanish Intensive in Hermosillo; Sonora; Comparative Agroecology in Costa Rica; Outdoor Education Institution in Scandinavia; or Hemp Production and Politics in Canada.

Criteria – Many variables influence potential risks to students engaged in foreign study. These variables include the student’s judgment and cultural sensitivity, region of the world, gender, activities, supervision, travel plans, mode of travel, whether the student is alone or not, etc. Foreign studies are reviewed on a case-by-case basis. The better the study is planned, prepared for, and structured, the more likely it will satisfy the risk manager’s review. The risk manager does not approve studies taking place in regions of political upheaval or war, or in areas where Americans are generally treated with hostility. Your mentor for the study should be prepared to vouch for the safety of the project.

Human services independent studies that involve direct face-to-face contact or phone contact with clients require malpractice insurance.
Examples: Work in group homes, shelters, community agencies; individual, group, and relationship counseling situations; and crisis hotlines.

Courses, internships, or jobs in which a reputable institution (other than Prescott College) conducts field activities and takes responsibility for risk management.
Examples: Internship with Colorado Outward Bound, Sierra Club internship at Claire Tappaan Lodge, work experience with naturalists at large, internship with Utah Avalanche Forecast Center, Wilderness Emergency Technician training with SOLO, Arctic Cod study with Scripps Institute, program development for special populations with Breckenridge Outdoor Education Center.

Criteria – Risks associated with these studies are managed by the sponsoring institution. The College assesses the institution’s reputation. Students must present the committee with a letter of acknowledgement of the scope, responsibilities, and duration of the study, and a statement that the student and the actions of the student are covered by the institution’s liability insurance. A copy of the cover sheet (showing the limits of liability coverage) of the institution’s insurance policy be sent to the College is required. This documentation is attached to the independent study contract form and filed in the Office of the Registrar.
Field-based studies or research projects involving limited and specified non-technical backcountry travel.
Examples: Fire ecology study on Mesa Verde, snow distribution adjacent to clear cuts on Apache National Forest, or gap analysis study of Pronghorn habitat on the Navajo Army Depot.

Criteria – These projects are assessed with respect to field site locations, communication in the event of an emergency, sampling methods, appropriateness of the activities involved, and outside support. These project are approved when they are deemed sensible and of low potential risk. Otherwise, they are either rejected or conditionally approved with specific stipulations added.

Group independent studies involving wilderness travel in nontechnical, possibly remote, terrain.
Examples: Orientation route reconnaissance in Sycamore Canyon, wild and scenic criteria survey in Grand Canyon National Park, or integrated geographical study of the Colorado Plateau on mountain bikes.

Criteria – Suitability of the activities for the group involved, emergency communication, and support are the primary safety considerations for these types of studies. The standard of rigor encountered on Wilderness Orientation is used as the upper limit of acceptability. Therefore, students engaging in such independent studies must demonstrate commensurate outdoor skills, maturity, and judgment. Solo travel is not permitted and a minimum group size is generally three students.

Technical activities in compliance with the Activity Specific Guidelines contained in the Faculty Field Manual and conducted under on-site supervision of an approved Adventure Education faculty member(s).
Examples: Big Wall climbing techniques, whitewater kayaking instructor's practicum, or avalanche study of San Francisco Peaks.

Criteria – Independent studies involving technical activity require supervision by a designated member or members of the Adventure Education Program faculty or other qualified faculty members. The Risk Manager is responsible for approving the suitability of these studies, the proposed activities, and the qualifications of the supervising faculty member(s).

Independent studies involving the following types of activities will not be approved:
• Solo travel in remote locations (more than an hour's hiking distance from a communication point).
• Internships with institutions that do not carry liability insurance to cover students and students they may be teaching.
• Unsupervised technical activities or technical activities supervised by unapproved faculty members.
• Activities of any sort deemed inappropriate for the level of competence or maturity of an individual, group, or member of a group.
• Any activity for which the College feels unable or unprepared to assess the level of risk.
• Activities in which regular and periodic communication between students and a College approved faculty representative cannot be assured.

Math and Writing Certification
Math and writing are basic learning skills and, as such, are part of the degree requirements at the College. Before new students arrive, the Registrar reviews every student's transcripts to determine if they have fulfilled the math certification and/or writing certification part I based upon the criteria set forth.

Math Certification
Math certification must be completed prior to enrolling for your senior year.

Students may satisfy the Math certification requirement in one of four ways:
1. Successful completion of any mathematics course at the College. [Exception: Math Skills Review and Statistics for Research do not satisfy the requirement.]
2. Successful completion (“C” or better) of a college-level (College Algebra or higher) mathematics course taken at another regionally accredited college or university. Other college-level mathematics courses may satisfy the math certification requirement pending review of course descriptions.
3. Successful completion (“C” or better) within five (5) years of entering the College of a Pre-calculus or Calculus course taken in high school.
4. A qualifying score of four (4) or better on the Advanced Placement (AP) Exam in Calculus.
Writing Certification I: Basic College-level Writing Proficiency
- Writing Workshop at P.C.; equivalent course at another accredited institution (C or better); A score of AP 3 or higher in AP English; In rare instances, a Prescott College faculty member may nominate a student who possesses exceptional writing skills to take a certification exam.

Writing Certification II: Three Courses Designated “Writing Emphasis”
- At least one of these courses must be in the competence. WE courses may be LD or UD. WCI is a prerequisite or co-requisite for a WE course.
- A maximum of two courses from another accredited institution could potentially be transferred in, based on successful completion (B or better) and review of course description to document that formal writing was a significant component of the course. The course must be sophomore level or higher; English 102 or equivalent first-year seminar or course would not meet this requirement. If this course is obviously a literature course or a discipline-specific writing course, the Registrar may record the credit before the student enrolls. If additional consultation is required, the advisor and/or a writing & literature faculty member would have the authority to review and approve these transfer courses.

Writing Certification III: Upper-Division Research Paper
Writing Certification Research Paper, written in UD course/IS in the competence or breadth area (same requirements as the current Writing Cert II Paper). The WCIII can be written in the context of one of the three WE courses or the WCIII can be negotiated in a different course or IS contract with a faculty member or approved instructor. The WCIII must be completed before beginning the senior project.

Explanation of Writing Emphasis (WE)
Goal of WE classes: Students will write well and appreciate good literature and writing within their fields.

Objectives of WCII:
- Students will practice the skill of analyzing the technical merit of disciplinary literature in multiple disciplines.
- Students will practice writing skills appropriate to multiple disciplines, as determined by faculty member(s).
- Students will develop their writing skills through multi-draft writing assignments (peer reviewing is encouraged as a means for students to develop editing skills and improve their own writing).
- Students will receive feedback about their writing from faculty throughout the course and in the final evaluation.

A given WE class may not meet all of the WCII objectives.

Guidelines for WE courses:
- Faculty evaluation in any writing emphasis course includes an evaluation of the student’s writing and feedback on writing throughout the course.
- Designated courses incorporate multi-draft writing assignments.
- It is up to the advisor and student to work together to ensure a balance of literature and technical writing skills within the competence area.
- Ideally, 33% of the campus-based classes within each program will be WE.
- Faculty teaching WE classes will be given the freedom to design their classes in ways that achieve the WE objectives; a recommendation, not a requirement, is a minimum of two writing assignments per course and a minimum of 15 pages of formal writing [i.e. polished writing in the style of a particular discipline(s)].
- WE classes must be taught by appropriate faculty member or instructor.
- Peer review work (suggested).
- Faculty may require WCI as a prerequisite for any WE course.
- A literature course offered through any of the academic programs may qualify as one of these courses.*
- Other examples of possible WE courses, in addition to those offered in Arts & Letters: Nature’s Voice: Reading and Writing About Natural History; Ideologies of Nature; World Religions; Holy Books

Writing Certification III: the Research Paper
The following requirements and guidelines apply to the writing certification III research paper, which will be included in your permanent file. See the Writing Certification: Questions and Answers section for information about writing certification I, writing certification II, writing emphasis courses, deadlines, and
other issues related to the writing certification requirements at Prescott College. (NOTE: Although the
writing emphasis courses requirements apply only to students entering fall 2007 or later, the requirements
and guidelines below apply to all Prescott College students. (Students who entered the College prior to
fall 2007 should consult with their faculty advisor about meeting new requirements.)

Minimum Requirements

Type of Writing: The paper must be a thesis-driven research paper.

Upper Division: The paper must be written in the context of an upper-division Prescott College
Writing Emphasis (WE) course or independent study in your competence or breadth area.

Research/Documentation: The paper should reflect the correct documentation style (e.g., MLA,
APA, Chicago Style, etc.) as well as the appropriate research methods for the content area. The student
should consult with their faculty mentor with questions. Typically, formal research requires the student
to use and evaluate a variety of reliable sources, including juried periodicals, books, and juried internet
sites (e.g., using journal databases like EBSCOHOST). Most faculty members will ask the student to
include an annotated bibliography or appendix, indicating the sources consulted and research methods.

Faculty Evaluation: The paper must be evaluated by a member of the PC Faculty, an Instructor,
or a Visiting Instructor. In some cases, when the content area is appropriate, a Prescott College
librarian may serve as the mentor. Adjunct faculty members are not responsible for the WE cours-
es or for Writing Cert III papers.

Length: The paper must be at least 2500 words in length, excluding bibliography, appendices, and
works cited pages.

Cover Sheet/Where Final Draft Goes: The appropriate Writing Certification III cover sheet (in
Registrar's Office) signed by the faculty mentor, must be attached to a final copy of the paper. The
paper must be turned into the Registrar, where it will then be placed in the student's permanent file.

Deadline: The paper must be approved and on file before the student submits the Senior Project
Application.

Additional Guidelines

• Students are encouraged to complete a Writing Certification III paper well before the deadline.
  Failure to meet the deadline will result in a delay in graduation.
• It is typical for a Writing Certification III Research Paper to go through numerous drafts before it
  meets satisfactory standards. The student should plan ahead to allow the mentor plenty of time to
  work with the student on the paper. It is unacceptable for students to ask their mentors to do a rush
  job or to pressure the mentor to approve the research paper so that a deadline can be met.
• The research should reflect a thorough investigation of the subject matter. Some mentors and pro-
  grams have special research requirements (e.g., a print-out of the full literature search, a minimum
  number of sources, etc.). Regardless, the College encourages a combination of primary and second-
  ary sources (including books, periodicals, and internet sources).
• The paper should be free of grammatical and stylistic errors and exhibit upper-division competence
  in writing. It should also reflect a senior-level ability to analyze, synthesize, and do research in the
  competence or breadth area.

Graduation Requirements

In 1966 the College was established to be “The College for the 21st Century.” The founders created an edu-
cational philosophy aimed at producing leaders needed to solve the world’s growing environmental and social
problems. Self-direction, experiential learning, interdisciplinary and problem-oriented curriculum, and com-
mitment to high ethical values were the foundations of the new College curriculum. Graduation would be
based on demonstration of competence and breadth of learning, rather than on an accumulation of credits.

In the ensuing years, that philosophy has expanded and built upon. Today, graduation from the College
requires that a student choose the areas to be studied, design an individualized graduation program, learn
the historical and theoretical foundation of the fields studied, understand the literature, gain skills and
apply them to real problems, address the central ethical issues of the day, and demonstrate this learning
before being awarded the Bachelor of Arts degree. Students do not graduate from the College simply
because they have followed a required course list, attended classes for a certain number of years, or accu-
mulated specified credits.

The RDP curriculum is designed to graduate students who demonstrate:
1. Competence in areas of study and their application to real-life situations
2. Breadth of knowledge beyond major areas of study
3. College-level skills in mathematics and quantitative analysis, and in written, oral and interpersonal communication
4. Analytical skills and creativity necessary to identify problems; to find appropriate, relevant information resources; and to develop solutions
5. Self-directed learning and effective collaboration
6. Ability to engage in rigorous disciplinary and interdisciplinary inquiry that integrates theory and practice
7. Integration of emotional, social, aesthetic, kinesthetic, spiritual, scientific and intellectual approaches to understanding
8. Sensitivity to and understanding of their own and other cultures
9. Sensitivity to, understanding of and ethically responsible participation in social and ecological systems
10. Awareness and appreciation of their unique talents and responsibilities to contribute to positive change

As students progress through the graduation process, it is important for them to keep this mission and philosophy in mind. Students are encouraged to think of every aspect of the graduation process as an opportunity to grow intellectually, emotionally, socially, and spiritually, and to demonstrate that growth. The processes and the documents described below are intended to guide students through a graduation experience that will be a true expression of their educational achievement, and to enable students to be successful in designing and pursuing their own graduation program.

Credits required to earn a Bachelor of Arts degree from the On-Campus Bachelor of Arts Program: 120-128 semester credits

Designing a Study/Graduation Program: Choosing courses and independent studies (IS)
When students first enroll at the College, they work with their advisor in planning their program of study. Students have the opportunity to explore different areas of interest and to design their own competence (major) and breadth (minor) areas, within the parameters outlined in this guide, and with the help and approval of their advisor.

Each program provides advising documents, available on the College Web site, which outline requirements for competence and breadth areas. Some program areas grant considerable latitude in formulating degree plans that fulfill individual needs and interests. Other highly specialized program areas have more prescriptive competence and breadth requirements. Students may also choose to pursue studies that are not outlined in the advising documents.

Selecting a Graduation Area
A period of exploration is encouraged for first-time college students. It is important for students to select their tentative competence and breadth areas by the end of the second year. Students with two or more years of transfer credit are strongly encouraged to select competence and breadth areas as soon as possible. Advising documents assist students in developing competence and breadth areas. Many single discipline and interdisciplinary competence and breadth areas are clearly described in these documents. Other interdisciplinary competence and breadth areas may be created. In these instances, students create a new interdisciplinary field, which combines two or more disciplines through a unique synthesis. This is the most challenging option. Students must define a new area of study, by seeking the advice of faculty members who are interested in the issues being addressed.

A competence has to have coherence and structure. It must contain the elements and sequence of learning needed for a student to become competent at the B.A. level. Breadth areas, though less substantial, must also have coherence and structure. To guide students in developing effective competence and breadth areas, the faculty members have approved format options, as well as qualitative and quantitative standards. Students must be enrolled a minimum of two years at the College (16 4-credit courses) to fulfill the residency requirement.

The purpose of the following timeline and checklist for graduation is to aid students and advisors in seeing the whole graduation process at a glance.

Timeline and Checklist for Graduation
This timeline and checklist is designed to help students plan a realistic schedule/calendar and to make their individual graduation committee (IGC) aware of the steps necessary for graduation.
STEP 1. Read “How to Graduate from the College” (section 8 of the Student Handbook). Considerations – It is very important to start planning early – upon arrival at the College, if possible. Graduation programs require good planning.

STEP 2. Meet with advisor. Choose tentative competence and breadth areas, review the relevant advising documents, and consult with a faculty advisor. Study log are available at the Office of the Registrar.

STEP 3. Select IGC members. Recruit members for the individual graduation committee (IGC), which includes a student’s advisor, and a second faculty member in one’s competence or breadth area. It is recommended, but not required, that another student serve on the IGC.

STEP 4. Writing Certification I. Complete writing certification I prior to submitting degree plan.

STEP 5. Complete a degree plan (DP). Before beginning this document, students are required to attend the degree plan workshop, hosted by the On-Campus Bachelor of Arts Program dean’s office. With the IGC, the student writes the degree plan and submit it to their advisor for review by programs. Considerations – See the College’s academic calendar for appropriate deadlines. It is often necessary to revise and resubmit the degree plan to your advisor until approved. Attach a current study log. The student must complete a degree plan 18 months prior to the intended graduation date.

STEP 6. Submit Degree plan. Students must file approved degree plan with the Office of the Registrar and keep a copy for their records. Writing Certification I must be completed prior to submission.

STEP 7. Writing certification II consists of three writing emphasis (WE) courses that students must complete before they graduate, and ideally before they begin their senior project.

STEP 8. Writing Certification III. The writing certification III research paper, usually written in an upper-division WE course in the competence or breadth area, must be completed, approved, and on file before students submit their senior project application. (See complete writing certification guidelines in Section 5 of the Student Handbook)

STEP 9. Finish math requirements, complete math certification prior to final term. Students will be enrolled in a math certification course their final term if they have not completed this requirement by this deadline.

STEP 10. Complete Senior project application (SPA), contract and final degree plan. Before beginning this document attend a SPA planning workshop, hosted by the dean’s office. With IGC, develop SPA. Secure IGC approval. Begin this process a term in advance of the deadline, as this is a multi-draft document. Attach a final degree plan.

STEP 11: Final Degree Plan. The SPA includes a “revised” degree plan. Students must have their IGC approve any amendments to the original degree plan and submit these amendments with the Senior Project Application.

STEP 12. Students submit SPA to their advisor for approval. Refer to the College’s academic calendar for appropriate deadline. Generally, students register for their senior project in their last term. The writing certification III research paper must be on file before students can turn in their SPA.

STEP 13. Complete any remaining requirements. Senior projects may not count toward WE requirements.


STEP 15. Graduate. File a graduation petition with the Office of the Registrar the enrollment period prior to graduation.

Degree Plan
Developing a degree plan and submitting it for evaluation
At this stage, students will:
1. Recruit their individual graduation committee (IGC).
2. Meet with their IGC to produce the degree plan.
3. Submit their IGC-approved degree plan to their advisor who forwards the plan for program evaluation.
4. File the plan with the Office of the Registrar when fully approved.
5. Plans must meet certain qualitative and quantitative standards, which are explained in this section and in program advising documents (available online). Most importantly, plans should reflect students’ interests and needs.

The purposes of the degree plan are to allow individualization of graduation programs, to encourage planning, to provide feedback needed to improve quality, and to help students fulfill graduation requirements. Since each student designs a degree program, the College provides this quality control process to assure that each student’s program meets competence-based and liberal arts standards. Since changes often occur after a degree plan is filed, a process is available to approve subsequent changes.

Students must file an approved degree plan with the Office of the Registrar 18 months (three enrollment periods) before their intended date of graduation. The degree plan helps faculty guide students in choosing classes for their last three enrollment periods. Consult the College’s academic calendar for deadlines.

It takes time for students to put together their plan and have it approved by their IGC and the program faculty. Students should form their IGC at least two and one-half years before their intended graduation date (two years for transfer students). Graduation will be delayed if the plan is not filed with the Office of the Registrar by the deadline for the intended graduation date.

**Degree Plan Workshop**
Prior to submitting a degree plan, all students are required to attend a degree plan workshop and a degree plan fair. Degree plan workshops are held twice per semester. The degree plan fair is held once per semester. This workshop serves several functions: It orients students to the intentions/purpose of a degree plan, aids students in identifying appropriate IGC members, directs students to advising documents on the Web site, and helps students begin their first draft of the plan so that their conferences with the IGC will be more efficient and constructive.

**Forming an Individual Graduation Committee (IGC)**
An IGC consists of the student, the student’s advisor, and another full-time faculty member. It is the student’s job to recruit the members. Students are encouraged, but not required, to include a peer on the committee. Students should exercise judgment in these choices since the IGC has an important role in advising, giving preliminary approval to all graduation documents, and supporting the student if problems arise. Students should choose members who have the academic interests and experience to help them with the competence and breadth areas they have decided to pursue. Students may not select persons with whom a conflict of interest through a dual relationship might exist (e.g., partner, best friend, relative, etc.). Advisors have final authority in approving all individual graduation committees.

**Designing a Degree Plan: Competence and Breadth Areas**
It is the students’ responsibility to design competence and breadth areas to meet their interests and needs. However, over the years, as students and advisors have worked to produce effective programs, advising documents have been developed. They are intended to aid in creating quality programs. Students who design a unique program must define their graduation area and effectively document their proposed coursework. Preliminary approval of the degree plan rests with the IGC; final approval rests with the faculty.

**Qualitative Standards**
In the competence area, the plan must contain courses and independent studies that prepare the student to demonstrate competence in that particular area. Whether the competence area is in a traditional field, is interdisciplinary, or is in an original field developed by the student, each one will have a mix of theory, applied work, field study, studio work, and a senior project.

The degree plan must list courses and independent studies that prepare the student to demonstrate literacy, methodology, application, interconnection, personalization, and demonstration of competence in the chosen field of study. As students design their degree plan and write brief competence description, Students should carefully examine the criteria that they will be asked to address in their senior project application. (See Senior Project section)

The breadth area(s) may support the competence area(s). The competence and breadth areas cannot be
so closely related as to contradict the concept of a liberal arts education. If the competence area is not interdisciplinary, the breadth area(s) should demonstrate the student’s ability to do interdisciplinary work.

**Liberal Arts**

Prescott College does not have many core requirements. However, students must remember that the degree plan should reflect not just competence and breadth, but also a sound liberal arts education, in both its content and methodology. Students are encouraged to carefully examine the definition of liberal arts, consulting the definitions in the senior project application section, as they design their degree plan with their IGC. Students will be asked to write a brief description of their liberal arts work on the degree plan and a more comprehensive liberal arts statement for their senior project application.

**Quantitative Standards and Format Options**

The faculty has set minimum standards for the number of courses (or full-course equivalents) that will constitute competence and breadth areas. Minimum standards have also been set for the overall degree plan. These minimum standards provide a baseline; however, most students’ graduation programs exceed the minimum. All programs must emphasize a broad educational experience. Students may only use the coursework for which they received a satisfactory evaluation (“C” or better, “pass,” “credit”, etc.).

- The standards for degree plans depend on how long students are in residence at Prescott College.
- For student in residence a full four years, the minimum is 32 course equivalents and 128 semester credits.
- For transfer students with two years of transfer semester coursework, the minimum is 36 courses equivalents and 124 semester hours outlined as follows
  - Two full years at Prescott College = 16 courses and 64 semester credits
  - Two full years of semester transfer = 20 courses, 60 semester units

**Determining Full-course Equivalents and Lower- and Upper-Division Transfer Credits**

A Prescott College course of 4-semester credits is counted as one full-course equivalent. A three-credit course from a college or university using the semester system will be counted as a full-course equivalent. A five-credit course from a college or university using the semester system will be counted as a full-course equivalent. Lower-division credit is freshman- and sophomore-level coursework (100 to 200 level, as well as all community or junior college work). Upper-division credit is junior- and senior-level coursework (300 to 400 level). The Office of the Registrar is responsible for calculating transfer credits.

**Format Options**

The College has three approved formats for presenting competence(s) and breadth(s). With the approval of the IGC, students may devise a different option. Note that all competences and breadths have minimum requirements; IGC faculty members or individual programs may require additional courses beyond the minimum to ensure competence. Degree plan templates are available on the Web site for the three formats described below.

**Format I – Competence/Breadth**

- One Competence
  - 16 courses (eight upper-division, including senior project)
- One Breadth
  - Eight courses (two to three upper-division)
- Additional studies in liberal arts
  - Five to eight courses (flexible if overall qualitative and quantitative requirements are met)
- Minimum Total Full-course Equivalents
  - 32 full-course equivalents for all students

**Format II – Competence/Double Breadth**

(NOTE: For some graduation areas, only 16-course minimums are allowed. Consult program advising documents and IGC.)

- One Competence
  - 12 courses (six upper-division, including senior project)
- Two Breadths
  - Six courses each (two upper-division per breadth)
- Additional studies in liberal arts
Five to eight courses (flexible if overall qualitative and quantitative requirements are met)

Minimum Total Full-course Equivalents

• 32 course equivalents for all students

Format III – Double Competence

For some graduation areas, only 16-course minimums are allowed. Consult program advising documents and IGC.

• Two Competences
  12 courses each (six upper-division per competence, including one senior project per competence)

  NOTE: Students may have a combined 12-credit senior project rather than two separate ones.

• One Breadth and/or additional liberal arts
  Five to eight courses (flexible if overall qualitative and quantitative requirements are met)

Minimum Total Full-course Equivalents

• 32 course equivalents for all students

As students build their plan, it is important to realize that the quantitative standards do not stand by themselves; rather, they are related to the quality of the program. Students demonstrate competence by completing an appropriate and sufficient array of courses. A strong program contains:

1. A sufficient number of foundation courses (lower-division) that cover the theory, history, skills, and ethics necessary for the competence and

2. A sufficient number and balance of advanced courses. Half of the minimum courses in a competence should consist of advanced level work (upper-division). Double competences require a minimum of one six-credit, upper-division senior project for each competence. Students with interdisciplinary double competences may, with appropriate approval, design an integrated 12-credit, upper-division senior project.

As a guideline, approximately two or three courses in each breadth area should consist of advanced level work (upper-division). Otherwise, it would be hard to justify the claim of a breadth of knowledge at a B.A. level. In special instances, however, and with the approval of the IGC and breadth-area faculty, a student may have a breadth that compensates for lack of upper-division coursework with additional lower-division coursework.

Simply completing 12 to 16 courses does not produce a good competence, nor does completing six to eight courses guarantee a strong breadth. A weak program may result from one or more combinations of the following:

1. Lack of foundation coverage.
2. Too many introductory-level, and too few applied and advanced courses.
3. Several overlapping courses with very similar content.
4. A “smattering” of courses that do not work together to build a coherent competence or breadth.
5. Too few courses altogether. If courses are listed in more than one section of a degree plan, they will be marked as cross-listed and the credit and full course equivalents will be counted only once.

In general, programs with less than the appropriate minimum requirements, which constitute four years of college work, lack quality and depth. At the same time, programs with more than minimum requirements may be weak for other reasons. Proposed degree plans exhibiting any of the weaknesses listed above will be questioned by evaluating committees. Approval is not automatic simply because the plan meets minimum quantitative standards; the IGC and program faculty may require coursework beyond minimum quantitative standards. Degree Plans are formally reviewed once in the Fall semester and once in the Spring semester.

Exceptions to Standards

A student’s IGC may consider exceptions to any of these minimum standards based on compelling evidence that the candidate has demonstrated an exceptional level of accomplishment in all of the qualitative standards and other criteria for graduation. Exceptions must be explicitly requested by the IGC within the degree plan document. Such requests will be reviewed by the program coordinator and must be approved by the Exceptions Committee.

The request for exception must be typed and signed by all IGC members and must address the following:

1. What standard has not or will not be met.
2. Why it has not been r will not be met.
3. What rationale accounts for the lowered standard.
Degree Plan Guide

Students should produce their degree plan in one of the formats listed above or a template available in the computer lab or on the Web site presenting the degree plan in a uniform format that allows it to be easily understood by those who will evaluate it. Upon completing the template, attach the degree plan cover sheet available in the Office of the Registrar to submit to the IGC. The student and the IGC should edit the document to ensure that it is clear, neat, and free of errors. Also attach the most recent study log.

1. Include name, date the plan was produced, and intended date of graduation.
2. Student should indicate the titles of their competence and breadth areas and the format they will use in describing their program of study and summarize the total credits they will earn in college. Include a numerical summary of the plan. Indicate the total number of:
   - Full-course equivalents that will be completed.
   - Writing emphasis (WE) courses that will be or have been completed.
3. Describe each of the competence or breadth areas that are being proposed. Provide a paragraph description to help the evaluating program(s) understand the rationale, structure, and content of the plan. For a well-defined and prescribed area (like wilderness leadership), a short narrative explanation is necessary. Students should describe and justify a unique, self-designed, interdisciplinary competence or breadth. Students should include whatever information explains the rationale for their program and demonstrates that the program will lead to competence and breadth of learning in the chosen area(s). These descriptions should concisely address the criteria students will be asked to address in more detail on the senior project application: literacy in the field, mastery of methodology, interconnection, application, and personalization of learning.
4. List all credit-bearing work that has been completed or will be completed for each competence and breadth area. Include all courses, independent studies, internships, practica, etc. For each course indicate:
   a. Accurate titles.
   b. Date completed or anticipated date of completion.
   c. Where courses were taken.
   d. Credits.
   e. Whether cross-listed (only count credit in one place).
   f. Whether introductory (lower-division) or advanced (upper-division).
   g. All writing emphasis (WE) courses, including the WE course in which the student plans to write the writing certification III research paper. For transfer courses, only include those in which a grade of “C” or above, “pass” or “credit” were received. List courses in chronological order.
   h. Students should not include on the plan any work in which they have less than a C or other marks indicating unsatisfactory or failing work. Remember that while writing certification I and math certification may be completed at another college or through testing, two WE courses can be transferred to the College. The IGC will assist students with the numerical analysis. A copy of the student's study log, showing all credits received, is available from the Office of the Registrar.
5. List any supporting life or work experiences that contributed directly to the competence or breadth of education. Examples would be living in another culture, supervised work that brought about significant college-level learning, and art or shows to which the student contributed. Such work can be documented by letters from employers, portfolios and journals, printed programs, published articles, or any other verifiable proof and evaluation of the work claimed. This work may complement but not substitute for coursework.
6. Describe the intended senior project. Provide a paragraph description of the proposed senior project. Senior project plans are preliminary at this point. The purpose is to provide the program(s) that will be evaluating the plan with as much information as is feasible at this point and to get the student thinking about what they will do for their senior project. High quality senior projects, which are capstone experiences that demonstrate a student’s competence, require thoughtful preparation in advance.
7. Append additional information that might help the program(s) to understand the degree plan. For example, if the plan varies from the guidelines of minimum standards given, the IGC and the student must provide a justification. This should be brief and the plan should be as simple and easy to evaluate as possible.

Remember
- Degree Plans are reviewed two times per academic year.
- Prior to submitting a degree plan for evaluation, students must have:
  a. Fulfilled the writing certification I requirement.
  b. Filed the writing certification I with the Office of the Registrar.
c. Hold an academic standing of satisfactory progress (not currently on academic warning, probation, or suspension).

- While students may not have fully developed their senior project at the time the degree plan is being designed, they must provide a narrative describing their tentative plans.
- A copy of the degree plan will be placed permanently in the student’s graduation file. Students will be required to file formal amendments to the degree plan in the senior project application stage.

Senior Project Application
Designing, Approving, and Completing the Senior Project
The senior project is the culmination of a student's undergraduate college education. Through the senior project application (SPA) students:
1. Write a full narrative definition of their competence(s).
2. Write a narrative description of their senior project that demonstrates competence.
3. Write a liberal arts statement that interprets their educational journey and justifies the granting of a Bachelor of Arts degree.
4. Fill out a senior project contract and cover sheet.
5. Formally amend the degree plan if alterations have occurred.

The SPA is a multidraft document that must be approved by the IGC.

The senior project must be completed through the College as an independent study, and students must earn a minimum of four upper-division credits per competence. Therefore, the SPA fulfills two purposes:
1. It is a planning document that the student and IGC use to design and approve the substance of the senior project.
2. It serves as a special independent study contract that is submitted to the Office of the Registrar when the student registers for the senior project as a credit-bearing study. Students may not begin their senior project without an approved SPA and a writing certification III research paper completed, approved, and on file in the Office of the Registrar. Students will be dropped from their senior project if they do not meet this deadline.

Timelines: Students should begin writing their SPA in the semester prior to registering for their senior project. Most students register for the senior project during their last academic year. The project should be completed by the date indicated on the contract.

NOTE: The senior project contract and cover sheet are available online. Samples of senior project applications are available in the Office of the Registrar.

Senior Project Application Workshop
Students should attend an SPA Workshop before beginning serious work on their SPA. This workshop orients students more specifically to the intentions of the SPA and provides models and strategies for writing these narratives so that the initial draft, which is presented to the IGC, requires fewer revision loops.

Writing the Narratives
The SPA narratives provide an opportunity for students to convince the faculty of their competence in a given area or areas, to articulate how their senior project is a culmination of competence, and to defend their overall plan of study as an embodiment of a liberal arts education. The narrative essays should be organized, persuasive, and specific. The narrative section should be approximately 1,500 to 2,000 words, with approximately half devoted to the competence description and the other half devoted to the liberal arts statement and senior project description.

I Competence Description Narrative
Students must define, describe, and document their competence in a narrative format addressing qualitative standards. All candidates for graduation must give evidence of their competence by demonstrating:
1. Literacy in the content of chosen areas such as:
   • A working knowledge of the basic history of the field(s).
   • Important individuals and their work.
   • Major theories and their applications as found in the important books and articles.
   • Research.
2. Mastery of the methodology of the area(s) including:
• A demonstrated capacity to use the research techniques, scholarly methods, leadership skills, and artistic modes of expression that are commonly employed in the area(s).

3. Interconnection and application of learning including:
• An ability to see relationships among the components of their education and a demonstrated ability to do work in the competence area(s).

4. Personalization of learning:
• To include meaningful and original creative work.

5. Demonstration of learning through the senior project:
• The senior project is a culmination of the student’s undergraduate studies. As a capstone experience, the senior project is intended to demonstrate competence.

II Senior Project Description
Describe the senior project in detail. Students have many options in creating their project:
1. An independent research project designed to address a particular hypothesis, issue, or question.
2. A major essay or research paper that demonstrates the student’s grasp of the essential knowledge base of the competence area and the student’s original thinking about it.
3. A play, film script, novel, photographic essay, cycle of poems, art exhibition, professional workshop, etc., in which relevant skills and competence are brought to bear.
4. Expert certification acknowledging that a B.A. level of skills has been demonstrated in an internship, student teaching, or job.
5. Any other means of demonstration proposed by the candidate and approved by the IGC.

These examples illustrate that the senior project is a major undertaking, demonstrating the student’s competence in his/her field(s) of study.

When writing this narrative, students should consider not only the description of the project, but also the goals and objectives, their preparation to do this work, and the way the project is a culmination of their competence as well as a bridge to the work they hope to do after graduation (e.g., graduate school, employment, service, artistry, activism, etc.).

III The Liberal Arts Statement
Students must also produce a liberal arts statement. Prescott College offers Bachelor of Arts and Master of Arts degrees. All students graduate in the liberal arts, regardless of their particular competence and breadth areas. The College is part of the grand tradition of liberal arts education, rooted in the European and Near Eastern universities established in the Middle Ages and, before that, the academies of Ancient Greece. Different definitions of the liberal arts exist. Some definitions stress the subject matter they examine, while other definitions highlight the intellectual skills and ethical examinations they embody. The following is excerpted from a definition adopted by the faculty:

Prescott College is a four-year liberal arts College striving to prepare students to be life-long learners and critical thinkers in a broad, interwoven range of models of inquiry: literary, scientific, artistic, social, spiritual, and physical. The interdisciplinary connections rather than the distinctions between these ways of understanding the world is emphasized. The College is unique in its approach to the liberal arts in that direct experience, the process of learning is just as important as the content is emphasized.

In preparation for graduation with a liberal arts degree, it is appropriate that the student reflects on the broader meaning of their undergraduate education. The student should state a personal view of the liberal arts, not replicate one of the published definitions. The student should describe how his/her undergraduate career has equipped him/her with both broad knowledge of the world and specific understanding in their areas of concentration. The critical thinking skills used and the specific skills pertinent to the student’s field(s) should be addressed. Ethical issues and the commitments made in critical areas as the environment, social justice, and global and cultural awareness by the student should be discussed. The student should describe how the emphasis on real-life experience and practical application of knowledge has shaped learning. The student should incorporate personal breadth and self-direction descriptions into the liberal arts statement. The personal breadth description underlies the concept of “education of the whole person,” and it addresses how the student has developed mentally, socially, emotionally, spiritually, and morally/ethically. This, of course, is a very personalized kind of learning. Potential areas for the discussion include:
1. Self-awareness and self-understanding.
2. Integration of the spiritual, ethical, social, aesthetic, physical, and intellectual aspects of the student’s personality.
3. Progress toward realization of the student’s full potential.
4. Ethical commitments as seen in personal reflections and ways of relating to other people, cultures, and the environment.
5. Commitment to service.

At the College, self-direction is considered the manifestation of motivation, the ability to direct oneself (but not to the exclusion of involvement with other people), self-knowledge, and a willingness to ask for help when necessary. A self-directed person demonstrates the ability to set goals and objectives, take individual responsibility, initiate and carry out projects with little or no outside inducement, and form value judgments independently.

**Carrying Out a Senior Project**

Students complete their senior project like any IS, under the direction of a faculty mentor. In rare instances where the senior project is supervised by an adjunct faculty, a full-time faculty member must also evaluate the senior project.

Although senior projects vary greatly, all result in some written documentation. For research studies and scholarly projects, this may take the form of a formal research paper or substantive essay. For service projects, there may be reports of activities and evaluations by outside supervisors. For fine arts and performing arts projects, there may be expert evaluations or juries. The formal written portion of the senior project may be submitted to the library for consideration as an addition to the College’s collection. Students will also be asked to contribute part or their entire project to the senior project archives.

**Senior Project Application Summary**

This is a guide to help students present their senior project in a uniform format that can be easily understood by those who will evaluate it. Attach the narrative sections and the final degree plan to the formal senior project contract and cover sheet. Submit it to the IGC. Carefully edit the document to ensure that it is clear, neat, and free of typographical errors, misspellings, etc.

1. Provide a senior project contract cover sheet with the signatures of all IGC members approving the SPA content and final degree plan.
2. Provide a completed and signed senior project contract.
3. Provide a narrative description of competence area(s). In the document title, include a very brief definition of the area and a short discussion of how the work within the competence meets the College’s qualitative criteria at the B.A. level. In a minimum of 1,000 to 1,500 words, address the following questions:
   a. How has the student demonstrated literacy in the content of this competence? In summary form, the student should discuss his/her working knowledge of the basic history of the field, the important individuals and their work, and the major current theories and their applications as found in the important books and articles, research reports, etc., of the field.
   b. How has the student demonstrated mastery of the methodology of this competence area? In summary form, the student should discuss his/her capacity to use the basic tools such as research techniques, scholarly methods, and artistic modes of expression, etc., that are commonly employed in the competence.
   c. How has the student understood the interconnections between this competence area and the rest of his/her learning? The student should discuss his/her ability to see relationships between this area and other components of his/her education, important ethical issues facing the world, etc. in summary form.
   d. How has the student applied this learning? In summary form, the student should discuss his/her demonstrated ability to work in the area, including independent studies, internships, practicum experience, employment, and the proposed senior project.
   e. How has the student personalized this learning? The student should summarize how the work done produced personal meaning; how the student applied creative self into the work; and the ethical and personal challenges the work offered?
4. In 250 to 500 words, provide a full narrative description and discussion of the senior project as it relates to the competence area(s) described above. The senior project is the culmination of the student’s academic work and, as such, it completes the overall demonstration of competence.
   a. Describe the senior project goals and objectives, venues, resources and subjects, specific activities, timeline, evaluation process, and other relevant information.
   b. Indicate the form the senior project final report will take: thesis paper, research report, report of
completed project, article for publication, art exhibition, collection of poetry, theatrical performance, etc. Briefly describe what this final report will contain (text, photos, illustrations, graphs and tables), anticipated length, and any other relevant information.

c. Discuss how this project relates to the competence(s) as described above. For example, how might it show the student's knowledge of the area, his/her capacity to use its tools and skills to apply learning to real-world problems, to personalize his/her learning, etc.

5. In 500 to 750 words, the student must provide a liberal arts statement describing his/her concept of the liberal arts. The student should discuss how his/her college program has equipped him/her with a liberal arts education that justifies the College awarding him/her a Bachelor of Arts degree. In the liberal arts statement, the student should discuss:
   a. A personalized definition of the liberal arts.
   b. How the student has used his/her education to gain the knowledge, skills, ethical awareness and commitment, and real-life experience to fulfill the definition of a person educated in the liberal arts.
   c. How the student's education produced awareness of issues related to ecological and cultural literacy and social justice, and how the student has addressed these issues.
   d. How the student has gained "personal breadth" through his/her educational experience at the College. Personal breadth is the College's term for personal development, maturity, self-confidence, spiritual growth, emotional growth, and service.
   e. How the student has developed self-direction through his/her education and demonstrated his/her capacity for self-direction and life-long learning.

6. A copy of the final degree plan should be included. NOTE: If significant changes in the substance of the degree plan have occurred, the IGC should resubmit the altered plan for another review to the same program(s) that originally approved it. When the program(s) has agreed to the changes, the IGC can approve the SPA. In addition to the need to have such changes approved by the program(s), there is also a need to have accurate records in the Office of the Registrar. It is the student's responsibility to notify the Office of the Registrar if courses are to be changed or if any other changes are anticipated that would affect the student's transcript.

7. When the SPA is completed, copies of these documents should be given to the IGC. A copy of this document will be placed in the graduation file as part of the student's permanent record.

Student Activities (Also see College Resources in Common Section)
The Student Activities Coordinator works with students to coordinate campus-wide events, dances, films, lectures, field trips, service projects, concerts, and other co-curricular events. The Student Activities Coordinator also serves as an administrative liaison for the Ripple Project (service learning), Student Advisory Council (student governance), and other recognized student organizations. Student Activities Coordinator, 350-1007

Student Union – Student Involvement and Student Governance: Ironwood Building
The Student Union, working closely with the Student Activities Coordinator, is the main forum for students to discuss and debate College issues and policies. Student Union meetings are held regularly throughout the semester and are frequently attended by College staff and administration. The Student Union endorses and supports a variety of activities and student-run organizations. All enrolled students pay a $100 student activity fee each semester which is used to fund campus-wide activities and to support senior projects, independent studies, student groups, campus-based events and community-building projects around the globe. Student involvement at the College is part of the Prescott College culture. There are many avenues for student involvement and all enrolled students at the College are part of the Student Union.

Student Advisory Council
A student led Board of Directors is appointed by the general student body to serve as the Student Advisory Council Board. One On-Campus Bachelor of Arts or Low-Residency student is elected and serves on the Board of Trustees per calendar year. Students are encouraged to serve on various College-wide committees. Leadership and involvement opportunities encourage students to explore their passions while serving the College and greater communities.

Current student clubs and organizations include:
- Amnesty International – Educates the community and supports human rights around the world.
- The Aztlan Center – Dedicated to celebrating and increasing diversity, particularly through bringing Spanish and Anglo communities closer together.
• Friends of the Honde Valley – Partnering and supporting education and families in the Honde Valley in Zimbabwe, Africa.
• Gender and Sexuality Alliance – Offers a safe space for gender and sexuality-related issues as well as sponsoring events for the community.
• H.U.B (Helping Understand Bikes) – Provides a community workspace on campus and offers events and workshops on biking and bicycle advocacy as well as promotes bicycle use as an alternative form of transportation.
• PC Birders’ Club – A great opportunity for anyone passionate about birding to come together weekly to share the great outdoors and each other’s company.
• Student Arts Council – Working to involve the College and greater Prescott community through art appreciation and creation.
• Student Environmental Network – Collaborative gathering of students and faculty to increase awareness of environmental issues in the area and around the world.
• The Ripple Project – A student initiated project providing resources in service-learning and community organizing activities.
• Ultimate Frisbee Club – Meets every week to play ultimate frisbee in the community for fun, exercise and occasionally competition.
• Village Life – African inspired dance gatherings, drumming and workshops.

Only groups approved by the Student Advisory Council and registered with Student Services may use College facilities. Groups seeking support from the College should complete an event responsibility form (see Room Reservations section) and file it with the Student Activities Coordinator in the Piñon Building. Student organizations and clubs may also petition the Student Advisory Council for endorsement and financial support. Contact: Student Activities Coordinator, 350-1007.

Forming a new Student Club
Information on how to form a new club and/or what clubs are active on campus can be obtained by contacting the Student Activities Coordinator. Students are encouraged to join and/or form clubs as part of their academic and personal journey at the College. Contact: Student Activities Coordinator, 350-1007.

The Ripple Project
The Ripple Project is the civic engagement center of the College. The Ripple Project creates a connection between the College and the greater community through service learning opportunities. Service Learning is education that combines academic study with service-based experience. The Ripple Project helps students organize service projects, find senior projects and independent studies, and enables students to learn through work with nonprofits and community service organizations. Service Learning can be a way to travel to other countries with a purpose, and address problems in one’s own backyard. Contact: Ripple Project, 350-1002

Event Announcements
Event announcements are posted on bulletin boards on campus. College-sponsored activities, such as senior project presentations, lectures, films, and musical groups can be found on the events announcement boards near the library, Crossroads Center, mailroom and in the Student Union. The semester event calendars are available on the College Website and in the Student Union. Selected, approved events in the community are also posted. Contact: Student Activities Coordinator, 350-1007

Public Relations
Students should submit event announcements to the College’s online calendar of events at www.prescott.edu/news/calendar_form.htm. Students or groups sponsoring events that are open to the public, visit http://www.prescott.edu/news/pressrelease.html to submit a press release form for the local media. Provide information at least two weeks in advance for local community calendars and for press release. Other press release form options let the public relations office know about senior projects, community service, internships, publications, and scholarships. Contact: Director of Public Relations, 350-4505

Postings
All postings, including flyers, banners, announcements, and signs for housing, employment and items for sale must be approved and stamped by Student Services. Housing listings are only posted on the Student Services page of the College website.
Service Groups and Projects

Prescott College Alumni Association (PCAA)

All graduates, former students, and former faculty are eligible for membership in the PCAA. The alumni association elects its own members of the board of directors and, in coordination with the alumni office, organizes alumni gatherings and trips and provides resources and networking services. The PCAA works closely with the College to support its goals, assists in fund-raising, and helps to continue a connection among alumni, the College, and current students. Further information on the PCAA may be obtained from the alumni office or through the Prescott College Alumni Web site at www.prescott.edu/alumni.

Publications

In the spring of 1995, the College launched its literary journal produced by faculty and advanced writing and literature students, *Alligator Juniper*. It publishes fiction, nonfiction, poetry, and photography selected by national and student contests. The opportunity to work on a national literary journal is rare for students at the undergraduate level. Interested students should inquire about prerequisites for the Literary Journal Practicum course.

The development and public relations offices publish *Transitions*, a magazine to inform alumni, students, parents, and friends about current College news. Articles relate to the environment, the lives and work of College community members, the arts, and timely information concerning the College. Student contributions are encouraged. Photographers or writers interested in submitting work should see the director of public relations.

Parents Weekend

Parents Weekend is scheduled each fall. Students, their families, and faculty come together to experience the finest of the College. The weekend begins Friday evening with a reception where parents have a chance to chat with faculty and the Prescott College board of trustees. Events include presentations by faculty and students; slideshows from field classes; and the Dean's Forum. Don't miss it! Registration brochures are mailed in early September.

Community Meetings

Community meetings are a forum for discussion of issues affecting the life of the College. Policy is not set during these meetings, but community members can use these occasions to share their opinions. The College administration seeks open dialog and advice on issues confronting the community. Meetings are held twice annually, in fall and spring of the academic year. The president uses the spring meeting to report the "State of the College." Community meetings are open to all employees, students, alumni, and the general public.

Advising Fair

An advising fair is held for students each term prior to registration to help students plan their courses for the next enrollment period. Faculty advisors, financial aid staff, and Registrar staff are available to answer questions.

Community Lunches

Community Lunches are a time to meet as a community. They are held weekly during the semester and serve as a time to share announcements, get questions answered and appreciate outstanding accomplishments. All members of the College Community are welcome to attend this free lunch.

On-Campus Bachelor of Arts Program Advising Documents

There are six interdisciplinary curricular areas in the On-Campus Bachelor of Arts Program: Adventure Education, Arts and Letters, Cultural and Regional Studies, Education, Environmental Studies, and Human Development.

Key to Abbreviations

LD = Lower Division Credit
UD = Upper Division Credit
N = Proposed New Course
EM = Existing course, modified title
WE = Writing Emphasis Course
* – Identifies courses staffed by other curricular areas in the On-Campus Bachelor of Arts Program that the program considers useful for the corresponding knowledge areas.
Adventure Education

Mission
The mission is to provide the best education available at the undergraduate level in Adventure Education.

The program models the mission of the College by providing students many opportunities to develop character, leadership abilities, practical experience, technical expertise, theoretical grounding, health and fitness and sensitivity to the environment. The faculty is committed to helping students acquire outdoor skills and knowledge as educators, at a standard of competence that will enable them to become leaders in the field. Past graduates have played important roles in developing adventure education programs across the nation.

Developing a Competence
Four year progression in the Adventure Education Program

First Year – Exploration
Goal: Explore and discover one’s interests across a variety of courses.

Second Year – Preparation
Goal: Prepare for advanced work by taking foundational course and prerequisites.

Third Year – Commitment
Goal: Establish and pursue one’s chosen competence.

Fourth Year – Application and Synthesis
Goal: Tie it all together and demonstrate competence.

A Special Note to Transfer Students
Transfer students must consult with their advisor and/or an Adventure Education faculty member as soon as possible to determine at what stage they fit into the above progression. A combination of factors including previous training from other institutions, personal and professional experiences and completed academic work will help to mutually develop a realistic and suitable degree plan and timeline toward graduation.

Adventure Education Advising Template
To graduate with a competence in Adventure Education, students must:
- Complete 10 core courses from the following distribution:
  - Outdoor skills (4)
  - Environmental Studies (2)
  - Human Development (2)
  - Education and Leadership (1+)
  - Management and Administration (0).
- Successfully complete at least one the College extended expeditionary course (see information on 18-credit courses)
- Hold a current Wilderness First Responder certification or higher (completed at PC or another reputable institution)
- Complete at least 50% of courses in the competence area as upper division
- Complete at least 3 Writing Intensive courses
- Successfully complete a senior project prior to graduation (see information on Senior Projects)
- Serve in a leadership role allowing practical experience (see information on Leadership Days)
- Choose from the course list to complete a minimum of 16 (12) courses relevant* to one’s competence (students completing a double competence or double breadth are required to enroll in a minimum of 12 courses).

*NOTE: relevance of selected courses is determined through negotiation between the student and his/her Individual Graduation Committee (see the Student Handbook on How to Graduate).

To graduate with a breadth in Adventure Education, students must:
- Complete 6 core courses from the distribution above
- Successfully complete at least one the College extended expeditionary course (see information on 18-credit courses)
- Hold a current WFR certification (completed at PC or another reputable institution)
• Complete at least 2 courses in the competence area as upper division
• Choose from the course list (see reverse) to complete a total of 8 (6) courses relevant to one's breadth (students completing a double breadth are required to enroll in a minimum of 6 courses).
• A breadth titled Outdoor Pursuits must demonstrate a true breadth and diversity of skills exposure.

Commonly Used Competency Titles:
- Adventure Education
- Wilderness Leadership
- Outdoor Experiential Education
- Adventure-Based Environmental Education
- Outdoor Program Administration
- Adventure Based Tourism

Core Courses
Semester-length field programs give students a unique learning opportunity. Benefits include extended field time, maximum immersion learning, maximum personalization of learning through student-instructor contact, minimum class size and the rare opportunity to live and work with a small group, in the field, for an entire semester. These extended field experiences are essential to the development of competent adventure educators because they provide an experience base in a variety of areas (i.e. expedition skills, technical skills development, group development, etc) that goes beyond the typical outdoor programs most students will be working with following graduation. Many of the most important benefits of extended field programs are more individually meaningful…months of starry nights, crimson skies, clear purpose, and fellowship are but a few.

The Adventure Education program requires all the prospective graduates with a competence or breadth in the program area to successfully complete at least one of the following 18 credit field courses:
(Not that the phases are co-requisites and are taught simultaneously)

Adventure Education (AE) I, II, III
Wilderness Explorations and Landscape Studies (WELS) (Land Based) I, II, III
Wilderness Explorations and Landscape Studies (WELS) (Land Based) (Marine Based) I, II, III
Wilderness Leadership I, II, III

Senior Project Guidelines
The senior project is the way in which a student demonstrates competence in an area of study. The project chosen should demonstrate acquired skills, an integration of theoretical foundations and an element of original thinking and creativity. Senior projects are most successful when they can be both a culmination of the student's academic experience AND a launching pad for the student's professional career. When planning one's senior project ask how will the senior project demonstrate my personal competence and how will it make a contribution to the field?

Internships and job-based experiences can provide an excellent starting point for an AE senior project. They offer wonderful outside exposure, real world experience and perspective on the field. Although internships have been used to facilitate senior projects, they are expected to be examples of creativity and personal initiative. While simply doing an internship does not qualify as an adequate demonstration of competence, internships do provide an excellent opportunity for bringing original ideas to an established program or making a contribution to the field that is in some way unique and desirable.

Senior projects that simply entail designing a curriculum for some theoretical program are discouraged. Too many good ideas just sit on a shelf in a three-ring binder. Curriculum design may constitute a portion of the project but it must also include some practical opportunity to either implement the curriculum or be designed for the future use of a specific program, preferably outside of the College. Students intending to design curriculum as a final demonstration of competence will likely be required to complete a course in curriculum design or an education course that is comparable.

Leadership Days
Students graduating in the Adventure Education Program are strongly encouraged to gain a significant amount of experience in actual "hands on" leadership to increase their level of competence and professional development. To this end a requirement has been instituted (starting Fall 2004) that students document between 70-80 leadership days during their years at the College. In order for experiences to apply,
the student must document dates, supervisor, role and type of activity. Only experiences where the student assumes direct responsibility for the care and safety of others will qualify. Leadership days can be accumulated through summer jobs as a trip leader, serving as a Wilderness Orientation Instructor, teaching assistantship, internships and leadership within the contexts of courses, independent studies or senior projects. Documentation of total leadership days will be submitted for approval along with the “Senior Project Application” to the student’s advisor, an IGC members or the AE Program Coordinator.

**Integrating Adventure Education and Environmental Studies into One’s Academic Program**

Environmental studies involves the discovery and understanding of the Earth’s natural systems and the human role in those systems. Adventure Education involves the facilitation of adventure activities for groups, toward the goal of increasing self-concept and social skills among participants. Adventure activities have long been used as a means to develop human virtues such as compassion, inventiveness, and tenacity. With recreational and educational use of wildlands gaining in popularity, current trends in both of these fields recognize the importance of an AE/ES integration, in that it strengthens the comprehensiveness of environmental studies field programs and adventure-based programs. The Environmental Studies (ES) and Adventure Education (AE) Programs recognize the developing interface between these two fields, and encourage students to explore ways they can effectively integrate them into their academic program.

Students who combine these two areas are often highly motivated by the distinct and complementary rigor of each program. This type of program design is well suited for the AE student who anticipates employment in the adventure education field, and who want to emphasize the importance of environmental studies in his or her instructional repertoire. Students of ES who envision future employment with field-based environmental studies and education programs will also benefit greatly from an AE/ES integrated program.

Students will need to design their program to best suit their academic and professional goals. For example, students who anticipate work as an environmental educator, Outward Bound/NOLS instructor, or ecotourism guide should emphasize course work in natural history, environmental ethics, education, and pertinent activity-based skills. Students interested in the field of recreation management would need more background in environmental conservation and ecology. Finally, those who anticipate employment as a field biologist/ecologist would need to emphasize science field studies and environmental conservation. The common thread in these academic and professional fields is the integration of environmental studies and education with the demands of remote field settings that require technical AE skills.

The areas of emphasis described in the ES Program Advising Document that are most conducive to an AE/ES integration are Environmental Education and Interpretation, Natural History and Ecology, Earth Sciences, Human Ecology, and Conservation. However, any ES competence or breadth could be integrated with AE. Any one of the three areas of emphasis within the AE Program – Adventure Education, Outdoor Experiential Education, and Wilderness Leadership – should easily accommodate AE/ES integration.

**Some Options for Integration**

These options follow the processes described in the “How To Graduate From the College” section on the On-Campus Bachelor of Arts Student Handbook.

A double competence, one focused on AE and one on ES:
- This option affords the highest degree of integration, without compromising the depth and breadth of either academic area. Students are faced with the challenge of establishing a foundation in, and conducting advanced course work in two distinct fields of study (i.e., a double competence in Outdoor Experiential Education & Environmental Education would most likely fall short of demonstrating overall breadth as defined by a liberal arts education.)
- Note that a double competence requires a double Senior Project (12 credits).
- Any of the existing areas of emphasis from the ES Program can be coupled with one from the AE Program, such as: Adventure Education with an emphasis in, and Environmental Studies.
- Student-designed double competence titles have included Wilderness Leadership & Environmental Education, Adventure Education & Environmental Conservation, and Experiential Education and Natural History and Ecology.

A single competence in one program area, and one breadth in the other: Obviously, this option requires the student to focus his/her attention more in one program area. Again, competence/breadth combinations could include any of the areas of emphasis within ES and AE.
A single competence that combines the two program areas: This is the least recommended option, since it often compromises the depth and breadth in which either academic area can be studied. However, it may make sense in some cases. For example, students who have significantly more than 16 courses in their AE/ES competence, have ample practical experience, and already have their breadth(s) planned in the Arts & Letters and/or Integrated Studies Programs may want to consider this option. Typical competence titles might include: AE with an emphasis in ES, or ES with an emphasis in AE. Student-designed competence titles have included: Adventure-based Environmental Studies, Adventure-based Environmental Education and Wilderness Studies or Wilderness Education.

**Therapeutic Use of Wilderness**

It is important to note that a student with a competence in either Human Development or Adventure Education, and a breadth in the other area of study, will actually have greater preparation in Therapeutic Use of Wilderness, than if they pursue this interdisciplinary competence.

Over the past decade a marriage of Human Development and Adventure Education skills has been used increasingly to develop adventure-based, therapeutic wilderness programs. This course of study combines essential knowledge and skills used in therapeutic group work with the technical skills needed for safe, effective wilderness adventure education. Graduates with this competence will be able to design and teach educational experiences in the wilderness that are therapeutic; they will not be qualified as a therapist. Both the Integrative Studies Program and the Adventure Education Program acknowledge the need for exacting and rigorous training in this interface and addresses it by offering the following core courses:

- Interpersonal Communications
- Small Group Dynamics
- Group Process for Adventure Educators
- Therapeutic Use of Wilderness Experience
- 1 Lifespan Development Course
- Counseling Theories
- Either Adventure Education (This course has prerequisites), or Wilderness Exploration and Landscape Studies
- Wilderness Emergency Care or equivalent
- Practicum or Internship
- Senior Project

Courses that are highly recommended for this competence also include:

- Search and Rescue
- Counseling Skills

Additional courses that would provide solid support for a competence in this specialty area could be chosen from:

- Any course on Ethics
- Psychology of Women
- Expressive Arts Therapies
- Addiction & Recovery
- Family Systems Theory
- Personality Theories
- Foundations of Experiential Education
- Experiential Education: Practicum
- Any course on Interpretive Naturalism
- Women and Wilderness Leadership
- Gender Responsible Adventure Education
- Learning Theories
- Nature and Psyche
- Psychopathology
- Men's Studies

**A breadth in this area is not possible due to the interdisciplinary nature of its curriculum.**

**Arts and Letters Program**

The Arts & Letters Program provides an intense study of art, aesthetics, and the humanities. Competence and Breadth opportunities are offered with specific advising documents in these curricular areas:
Performing Arts
Visual Arts
Writing and Literature
Interdisciplinary Arts & Letters


Mission
The mission is to enhance the ability of students to think critically and creatively, to understand divergent perspectives, and to communicate powerfully through a variety of artistic mediums. Through experiential learning and the study and practice of art, language, and literature, students are able to integrate individualized study programs, which emphasize personal creativity with an historical and theoretical appreciation of the rich tapestry of human experience. Students become strong and flexible artists and writers nourishing an aesthetic awareness and a creative response to the issues facing humanity.

What makes Arts & Letters Unique?
Arts and literature flourish at the College. Its commitment to a small student-faculty ratio, student-centered learning and self-direction, individualized plans of study, and alternative methods of teaching all reinforce an artistic approach to education. A typical academic year is characterized by 30-50 events, including art and photography exhibitions, literary readings, dance and theatre performances, slide show presentations, lectures, informal dialogues, panel discussions, and The Arts & Letters Faculty Showcase.

Student opportunities
In Performing Arts, there are numerous student shows and class presentations in several locations around campus. Village Life, in connection with the African Inspired Dance and Drumming course, meets weekly. Dance Workshop and Theatre Production classes produce shows each year. Students receive help arranging independent studies and internships with various regional and national dance and theatre companies.

Students in the Visual Arts continually produce small and large-scale exhibitions of their work done in the context of their photography and fine arts courses. At the end of each semester, in conjunction with graduation weekend, a campus Student Art Walk, with student work exhibited throughout campus. Students can study the history of art and hone their talents in painting, drawing, sculpture, and printmaking, with some specialized classes in ceramics, book making, and glass blowing. In Photography, students can build combine basic skills technique in black and white, color, and digital imagining with theoretical, historical, and aesthetic specialty work in alternative processes, documentary photography, contemporary perspectives, and photographer as social artist. Students participate in a Visual Arts Exhibitions Practicum selecting visual art for Alligator Juniper, and The Raven Review.

The Writing and Literature program co-sponsors The Southwest Writers’ Series, which brings nationally-acclaimed and emerging writers to Prescott for informal dialogues and readings. Students may also work on the staffs of the college’s student-run newspaper, The Raven Review, as well as Alligator Juniper, the College’s literary magazine, which publishes fiction, nonfiction, poetry, and photography from nationally-recognized authors and photographers along with PC student contest winners in each category.

Curriculum Planning
Arts & Letters is committed to offering a varied curriculum in all graduation areas during each enrollment period so that students can complete their competence and breadths in a timely fashion – one course in each area during the blocks and 3-5 courses during the semester. Key foundation courses are offered yearly. Intermediate and upper-division courses are often on 2-3 year rotations to ensure a rich and varied curriculum over each student’s academic career at the College.
Performing Arts Introduction

Rationale

The Performing Arts are an integral part of a liberal arts education. Students explore aspects of history, culture, literature, the environment, and society through their study of theatre, dance, and music. The courses offered in this area range from appreciation to full productions, challenging students to move from foundation courses to skills courses, from theory to practice, from the academic study of performance to actual performance. This competence track is necessarily interdisciplinary, and its potential for community outreach, teaching, and service also encourages students to link performance with other areas of study. The courses in the Performing Arts, especially skill-building and production courses, are experimental in nature and demand that students develop a high level of problem-solving ability. The Performing Arts are also an important contribution from the College to the larger community since performances are a visible and accessible part of the curriculum and work.

Overview

Complete competence tracks are not offered in theatre, dance, or music, but an integrated performing arts curriculum that combines these disciplines is available. Limited music curriculum devoted primarily to the appreciation of music, both as a discipline and as an art form is offered. The strongest areas of study are theatre and dance. Theatre and dance areas stress a balance of self-expression and attention to craft.

Theatre courses help students develop skills in acting, directing, and design; provide a foundation in dramatic literature and theory; and create opportunities for students to perform in full-scale productions as well as write their own plays, screenplays, and performance pieces. Dance courses encourage interdisciplinary, experimental, and cross-cultural approaches to performance. An emphasis is placed on body awareness and cultivating a mind/body/spirit connection. There are several venues for student performances, including the annual Theatre Production and Dance Workshop: Conception to Production performances and numerous informal performances and class showcases throughout the year. Students are supported in developing special interest areas. Special topics courses in performing arts are offered regularly.

Goals & Objectives

- Areas of knowledge: In both lower and upper division courses, students study the history, theory, and literature of the Performing Arts. They learn the kinds of criteria used to discuss and evaluate performances, written scripts, and productions. Students also work toward an increased awareness of the body and movement, the voice and language, the mind and creativity.
- Skills and methods: Students use their knowledge, skills, bodies, and minds to create or contribute to performances. Students critically discuss and evaluate other performances and productions and use their skills to contribute to their community through performance, teaching, writing, or service. Technical and physical training, compositional approaches, characterization, and directing skills are emphasized in the course work.
- Ethical issues: As students in the Performing Arts study and communicate through characters in a play or dance piece, they explore the nature of human thought, ethics, and motivation. Texts and created works in this area also demand consideration of ethical issues and often confront such issues through performance. Because the Performing Arts also demand a high degree of personal reflection and understanding of self, the examination of personal ethics is likely to be part of a student’s growth while working toward competence in this area.
- Experiential learning: The Performing Arts are one of the most experiential areas of study. Students must actively pursue the acquisition of knowledge and skills, and must be able to apply what they have learned in varied settings, with real audiences and real performances. Students attend and evaluate other performances, and they challenge themselves to reach new levels of artistry in their chosen areas. The Performing Arts allow students to develop and practice their skills, to apply what they understand theoretically to what they are actually doing, and to reach other people and to communicate effectively.

Competence and Breadth Tracks

While students are encouraged to design and develop alternative degree plans with the counsel of their Individual Graduation Committees (IGC), the College offers essentially one competence track and three breadth tracks in Performing Arts.

- Performing Arts Competence
- Performing Arts Breadth
- Theatre Breadth
- Dance Breadth
This advising document contains guidelines for each track within the parameters of the College’s different graduation formats (16 or 12 course competences and 8 or 6 course breadths). In close consultation with the IGC, each student prepares the best plan, given his/her current academic interests and desires, senior project plans, and aspirations after college.

List of Courses and Practicum Requirements

Many of the lower-division Performing Arts courses are offered on a yearly basis while most of the intermediate and upper-division courses are on 2-3 year cycles to ensure variety in offerings. This list provides an overview. Courses are periodically added or removed from the curriculum. Consult with the Arts & Letters Program Coordinator or a Performing Arts faculty for the most recent curriculum. Tentative two-year curriculum plans are posted on the College’s website for degree planning purposes. Check course descriptions for prerequisites.

- Acting Workshop: Improvisation & Scene Study (LD/UD)
- Acting Workshop: Comedy (LD/UD)
- Acting & Directing Workshop (LD/UD)
- Storytelling (LD)
- Interdisciplinary Performance (LD/UD)
- Theatre for Social Change (LD/UD) (WI)
- Dramatic Literature (LD/UD) (WI)
- Shakespeare (UD) (WI)
- Playwriting (LD/UD)
- Screenwriting (LD/UD)
- Scriptwriting (LD/UD)
- Writing as Performance (UD)
- Theatre Production (LD/UD: May be taken more than once)

Dance and Movement

- Introduction to Dance and Improvisation (LD)
- The Art of Making Dance (LD)
- Intermediate Dance Improvisation (LD/UD)
- African-Inspired Dance and Drumming (LD/UD)
- Interdisciplinary Performance (LD/UD)
- Nature and Dance (UD)
- Dance Workshop: Conception to Production (UD: May be taken more than once)
- Choreography in the Community (LD/UD)
- Contemporary Dance Training (UD)
- Contemporary Dance Forms: Modern Dance (UD)
- Dance and Transformation (UD)
- Opening the Creative Mind (LD)
- Aikido (LD)
- T’ai Chi (LD)
- Yoga (LD)

Music

- Appreciating Music (LD)
- History Through Music (LD)
- African-Inspired Dance and Drumming (LD/UD)
- Special Topics in Music (LD/UD)

The Practicum Requirement

Practicum courses are required for competences in Arts & Letters. Practicum possibilities include courses or projects in which the student can demonstrate the interconnection and application of learning and the personalization of learning components of the competence. Students have the opportunity for hands-on professional or semi-professional training in the competence or breadth area, independent study, internship, or community service outreach.

Practicum Possibilities in Performing Arts

- Teaching Assistant in a performing arts course (with permission of instructor)
• Internship (e.g., for a dance or theatre company, summer stock, musician, band, performing arts or film company)
• Community Service Project (workshops or performances in the schools or for retirement homes, performances for children, teaching volunteer community classes, organizing school or community performance series)
• Other means (proposed by the student and carefully reviewed and approved by the Individual Graduation Committee).
• Specialized independent or group independent studies

**Minimum requirement guidelines: Performing Arts Competence**

A variety of courses in theatre, dance, and music are offered. The criteria below indicate minimum standard guidelines. Students are encouraged to exceed minimum standards. When appropriate, students supplement their course work at the College with performing arts internships, independent studies, and/or courses at other colleges.

**NOTE:** Theatre Production and Dance Workshop: Conception to Production may be taken up to 4 times each.

**Performing Arts Competence: 16 Course Minimum**

- Significant coursework in 2 different performance areas (theatre, dance, music)
- 3 foundation/skills/knowledge courses (Recommended: Acting Workshop: Improvisation & Scene Study, Intro to Dance & Improvisation, Appreciating Music, Opening the Creative Mind, Contemporary Dance Forms: Modern Dance)
- 4 production courses* (e.g., Theatre Production, Dance Workshop: Conception to Production, Choreography in the Community)
- 1 practicum requirement (e.g., teaching assistantship, internship, independent study)
- 8 courses should be Upper Division (including Senior Project)
- Senior Project

**Performing Arts Competence: 12 Course Minimum**

- Significant course work in 2 performance areas (Theatre, Dance, Music)
- 3 foundation/skills/knowledge courses (Recommended: Acting Workshop: Improvisation & Scene Study, Intro to Dance & Improvisation, Appreciating Music, Opening the Creative Mind, Contemporary Dance Forms: Modern Dance)
- 3 performance studies courses (Examples: African Inspired Dance and Drumming, Acting Workshop: Comedy, Acting and Directing, Interdisciplinary Performance, Nature and Dance, Choreography in the Community, Writing as Performance, Dance and Transformation, Playwriting, Screenwriting, Dramatic Literature, Shakespeare, History Through Music)
- 3 production courses* (e.g., Theatre Production, Dance Workshop: Conception to Production, Choreography in the Community)
- 1 practicum requirement (e.g., teaching assistantship, internship, independent study)
- 6 courses should be Upper Division (including Senior Project)
- Senior Project

**Minimum Requirement Guidelines: Performing Arts Breadth**

The criteria below indicate minimum standard guidelines. Students are encouraged to exceed minimum standards. When appropriate, students are encouraged to supplement course work at the College with performing arts internships, independent studies, and/or course work at other colleges.

**NOTE:** Theatre Production and Dance Workshop: Conception to Production may be taken twice.

**Performing Arts Breadth: 8 Course Minimum**

- Significant coursework in 2 performance areas (theatre, dance, music)
- 2 foundation/skills/knowledge courses (Recommended: Acting Workshop: Improvisation & Scene Study, Intro to Dance & Improvisation, Contemporary Dance Forms: Modern Dance, The Art of Making Dance, Appreciating Music, History Through Music, Opening the Creative Mind)
- 2 performance studies courses (Examples: African-Inspired Dance and Drumming, Acting Workshop: Comedy, Acting and Directing, Interdisciplinary Performance, Nature and Dance,
Choreography in the Community, Intermediate Dance Improvisation, Contemporary Dance Training, Writing as Performance, Dance and Transformation, Playwriting, Screenwriting, Dramatic Literature, Shakespeare.

- 2 production courses* (e.g., Theatre Production, Dance Workshop: Conception to Production, Choreography in the Community)
- 2 Upper-Division courses

Performing Arts Breadth: 6 Course Minimum

- Significant course work in 2 performance areas (theatre, dance, music)
- 2 foundation/skills/knowledge courses (Recommended: Acting Workshop: Improvisation & Scene Study, Intro to Dance & Improvisation, Contemporary Dance Forms: Modern Dance, The Art of Making Dance, Appreciating Music, History Through Music, Opening the Creative Mind)
- 2 foundation/skills/knowledge courses (Recommended: Acting Workshop: Improvisation & Scene Study, Intro to Dance & Improvisation, Contemporary Dance Forms: Modern Dance, The Art of Making Dance, Appreciating Music, History Through Music, Opening the Creative Mind)
- 2 Upper-Division courses recommended

Minimum Requirement Guidelines

Theatre Breadth

A variety of courses in theatre, from foundation work to performance and drama studies to full-scale productions are offered. Theatre courses help students develop skills in acting, directing, and design; provide a foundation in dramatic literature and theory; and create opportunities for students to perform in full-scale productions as well as write their own plays, screenplays, and performance pieces. The numbers below indicate minimum standard guidelines. Students are encouraged to exceed minimum standards. When appropriate, students are encouraged to supplement their course work with independent studies, performing arts internships, and/or courses at other colleges.

Theatre Breadth: 8 Course Minimum

- 3 foundation/theatre studies courses (Recommended: Acting Workshop: Improvisation & Scene Study, Acting Workshop: Comedy, Acting & Directing, Interdisciplinary Performance, Writing as Performance, Playwriting, Screenwriting, Dramatic Literature, Shakespeare)
- 1 dance, movement, or music course (Recommended: Intro to Dance and Improvisation, African-Inspired Dance and Drumming, Dance Workshop: Conception to Production, Nature and Dance, Contemporary Dance Forms: Modern Dance, Appreciating Music, Opening the Creative Mind, Aikido, T’ai Chi)
- Theatre Production (may be taken up to 3 times)
- 2 Upper-Division courses

Theatre Breadth: 6 Course Minimum

- 3 foundation/theatre studies courses (Recommended: Acting Workshop: Improvisation & Scene Study, Acting Workshop: Comedy, Acting & Directing, Interdisciplinary Performance, Writing as Performance, Playwriting, Screenwriting, Dramatic Literature, Shakespeare)
- 1 dance, movement, or music course (Recommended: Intro to Dance and Improvisation, Movement Theatre, African-Inspired Dance and Drumming, Dance Workshop: Conception to Production, Contemporary Dance Forms: Modern Dance, Nature and Dance, Appreciating Music, Opening the Creative Mind, Aikido, T’ai Chi)
- Theatre Production (may be taken up to 3 times)
- 2 Upper-Division Courses Recommended

Minimum Requirement Guidelines: Dance Breadth

Dance courses reflect a philosophy of self-expression, improvisation, authenticity, and craft. Interdisciplinary, experimental, and cross-cultural approaches to performance are encouraged. An emphasis is placed on body awareness and cultivating a mind/body/spirit connection. Technical and physical training, compositional approaches, and directing skills are emphasized in the course work. The numbers below indicate minimum standard guidelines. Students are encouraged to exceed minimum stan-
dards. When appropriate, students are encouraged to supplement their course work with independent studies, dance internships, and/or courses at other colleges.

**Dance Breadth: 8 Course Minimum**
- 3 foundation/dance studies courses (Recommended: Intro to Dance and Improvisation, African-Inspired Dance and Drumming, The Art of Making Dance, Intermediate Dance Improvisation, Contemporary Dance Training, Nature and Dance, Interdisciplinary Performance, Contemporary Dance Forms: Modern Dance, Choreography in the Community)
- 1 theatre, movement, or music course (Recommended: Acting Workshop: Improvisation & Scene Study, Acting Workshop: Comedy, Acting and Directing, Writing as Performance, Appreciating Music, Opening the Creative Mind, Yoga, Aikido, T’ai Chi)
- Dance Workshop: Conception to Production (may be taken up to 3 times)
- 2 Upper-Division courses

**Dance Breadth: 6 Course Minimum**
- 3 foundation/dance studies courses (Recommended: Intro to Dance and Improvisation, African-Inspired Dance and Drumming, The Art of Making Dance, Contemporary Dance Training, Intermediate Dance Improvisation, Nature and Dance, Interdisciplinary Performance, Contemporary Dance Forms: Modern Dance, Choreography in the Community)
- 1 theatre, movement, or music course (Recommended: Acting Workshop: Improvisation & Scene Study, Acting Workshop: Comedy, Acting & Directing, Writing as Performance, Appreciating Music, Opening the Creative Mind, Yoga, Aikido, T’ai Chi)
- Dance Workshop: Conception to Production (may be taken up to 3 times)
- 2 Upper-Division courses recommended

**Performing Arts**
The Performing Arts are an integral part of a liberal arts education. Students explore aspects of history, culture, literature, the environment, and society through their study of theatre, dance, and music.

**NOTE:** Theatre Production and Dance Workshop: Conception to Production may be taken up to 4 times.

**Performing Arts Competence: 16 Course Minimum**
- Significant coursework in 2 different performance areas (theatre, dance, music)
- 3 foundation/skills/knowledge courses (Recommended: Acting Workshop: Improvisation & Scene Study, Intro to Dance & Improvisation, Appreciating Music, Opening the Creative Mind, Contemporary Dance Forms: Modern Dance)
- 4 production courses* (e.g., Theatre Production, Dance Workshop: Conception to Production, Choreography in the Community)
- 1 practicum requirement (e.g., teaching assistantship, internship, independent study)
- 8 courses should be Upper Division (including Senior Project)
- Senior Project

**Theatre courses**
- Acting Workshop: Improvisation & Scene Study (LD/UD)
- Acting Workshop: Comedy (LD/UD)
- Acting & Directing Workshop (LD/UD)
- Storytelling (LD)
- Interdisciplinary Performance (LD/UD)
- Theatre for Social Change (LD/UD) (WI)
- Dramatic Literature (LD/UD) (WI)
- Shakespeare (UD) (WI)
- Playwriting (LD/UD)
- Screenwriting (LD/UD)
- Scriptwriting (LD/UD)
- Writing as Performance (UD)
- Theatre Production (LD/UD: May be taken more than once)
Dance and Movement courses
- Introduction to Dance and Improvisation (LD)
- The Art of Making Dance (LD)
- Intermediate Dance Improvisation (LD/UD)
- African-Inspired Dance and Drumming (LD/UD)
- Interdisciplinary Performance (LD/UD)
- Nature and Dance (UD)
- Dance Workshop: Conception to Production (UD: May be taken more than once)
- Choreography in the Community (LD/UD)
- Contemporary Dance Training (UD)
- Contemporary Dance Forms: Modern Dance (UD)
- Dance and Transformation (UD)
- Opening the Creative Mind (LD)
- Aikido (LD)
- T'ai Chi (LD)
- Yoga (LD)

Music courses
- Appreciating Music (LD)
- History Through Music (LD)
- African-Inspired Dance and Drumming (LD/UD)
- Special Topics in Music (LD/UD)

Visual Arts Introduction

Rationale
Visual Arts in the Arts & Letters Program encompasses many art disciplines, technical methodology, and scholarship. Students have opportunities to think creatively and critically, addressing current as well as historical issues of societal and environmental concern, such as censorship or eco-sensitive art, and to develop studio arts and photographic skills from foundation work to mastery. The program emphasizes a firm understanding of various studio arts and photographic media, an awareness of historical and theoretical issues and concepts, and development of personal vision, creativity, and expression.

Overview
A curriculum designed to introduce students to the importance, impact, and influence of visual arts upon the individual and society is provided. From basic craft through advanced theoretical studies, the curriculum establishes a foundation of ethics, responsibility, philosophy, and craft. The College builds upon this foundation so students develop confidence and commitment within their creative spirit as they express themselves. Emphasizing experiential learning, most of the classes have field components, which focus on technical field practice, visits to museums and galleries, interviews with local and internationally known artists, participation in conferences and lectures, and collaboration with students from other programs around the world. On campus, students gain professional experience in curating exhibitions and presentations, facility maintenance, and working alone and within community.

- Studio Arts: Students explore creative interests in the more traditional media such as drawing, life drawing, painting, sculpture, and printmaking, as well as in more nontraditional areas such as environmental art, mixed media production, bookmaking, textile design, and glass arts. The learning takes place in the classroom as well as on numerous trips to museums and studios of local artists. The student has the opportunity to develop an individualized focus of study with various types of subject matter such as landscape, abstraction, or working with models in a studio setting. Students are challenged to create strong and dynamic portfolios, and to see their projects from conception through exhibition. Throughout the year, students participate in numerous student art shows in the Chapel, in the Summit Gallery, and at Sam Hill Warehouse. Variety of courses, such as Abstract Art and Nature, Women in Art, and Textile Design, which focus on the aesthetic, cultural, spiritual, and environmental contexts for art are offered.

- Photographic Studies: Photography is a tool and a language. It is a tool for instigating change, and a language for discovery of both the known and unknown aspects of the world and for expression of the perceptions of these discoveries. Photographic processes reveal the personality of the practitioner and enlarge the vocabulary of the audience. Photographic studies at the College builds confidence in the creative vision of the student and challenges the rest of the world to consider their participation within that vision. A curriculum designed to introduce students to the technical, theoretical, and historical craft, and the artistic and social potential of the photographic medium is offered. Courses
emphasize fine printmaking as well as intermediate and advanced level courses in large format, color, alternative processes, contemporary perspectives, history, digital imaging, and the photographer as social artist. Students concentrate on building a strong, thematic portfolio from conception to exhibition. At the center of the photography program is photographer ass social artist sequence of courses. Students often travel extensively and examine other cultures to understand their own culture and values, as well as to interpret the icons and images that have a role in our lives.

Goals & Objectives

• Areas of Knowledge: Students explore through survey, history, special topics, and contemporary perspectives courses the historical development and aesthetic, political, and cultural issues relevant to the visual arts.
• Skills and Methods: Mastering media through technical and aesthetic methodology and personal, yet trained, expression are the keys to advanced learning in art. Course work at the College – ranging from bookmaking to painting to textile design to digital imagining – allow students to participate in critique workshops to hone their skills, sharpen their techniques, and examine their personal visions.
• Ethical Issues: Students strive to discover what the purpose of art is in private lives and how this purpose intersects with public life. A vocabulary to understand the techniques, legal systems, and ethical questions associated with being an image-maker in society is established.
• Experiential Learning: Art making is an experiential endeavor. Artists learn primarily by doing. Regardless of the course, students are always simultaneously creating art and examining the historical and contemporary meaning of images. Studio and photography courses often involve local, national, and international field trips, and workshops and critiques with various local, regional, and international artists.

Competence and Breadth Tracks

While students are certainly encouraged to design and develop alternative degree plans with the counsel of their Individual Graduation Committees(IGC), a curriculum for three competence and breadth tracks in Visual Arts is offered.

• Visual Studies
• Studio Arts
• Photographic Studies

This advising document contains guidelines for each track within the parameters of the College's different graduation formats (16 or 12 course competences and 8 or 6 course breadths). In close consultation with the IGC, each student prepares the best plan, given his/her current interests and desires, senior project plans, and aspirations after college.

NOTE: Some courses, such as Visual Arts Exhibitions Practicum, may be taken more than once.

List of courses and practicum requirement

The College has offered the following courses in Visual Arts over the past few years. Many of the lower-division courses are offered on a yearly basis while most of the intermediate and upper-division courses are on 2-3 year cycles to ensure variety in the curriculum. This list will provide an overview. Courses are periodically added and removed courses from the program, students should consult with the Arts & Letters Program Coordinator or a Visual Arts faculty for the most recent curriculum plan. Check course descriptions for prerequisites.

NOTE: Upper-division (UD) course work or independent study in the Visual Arts Area requires a minimum of three studio foundation courses at the college level, or permission of a Visual Arts faculty.

Studio Arts Courses

• Foundations of Visual Art (LD)
• Figure Drawing (LD/UD)
• Observations of Nature: The Art of Scientific Illustration (LD/UD)
• Form and Function: Sculpture in Theory and Practice (L/UD)
• The Derivative Image Abstract Painting (LD/UD)
• Figure and Context in Narrative Painting (LD/UD)
• Ceramics (LD/UD)
• Glassblowing (LD/UD)
• Glass arts (LD/UD)
• Interpreting Nature Through Art and Photography (LD/UD)
• Printmaking (LD/UD)
• Bookmaking as Art (LD/UD)
• Public Art: Mural Painting (LD/UD)
• Public Art: Site Specific Sculpture (LD/UD)
• Studio Projects (UD)
• Visual Arts Exhibition Practicum: Gallery Management (LD/UD)
• Arts & Letters Practicum: Profession Development (LD/UD) (WE)
• Art Education

Visual Arts History Courses
• Critical Concepts in Contemporary Art (LD/UD) (WE)
• Art on the Periphery (LD/UD) (WE)
• Alternative Processes in Photography (LD/UD) (WE)
• Contemporary Perspectives in Photography (UD) (WE)
• History of Photography (UD) (WE)

Photographic Studies courses
• Photo Exploration, Basic I (LD)
• Photo Exploration, Basic II (LD)
• Alternative Processes in Photography (LD/UD) (WE)
• Digital Imaging (LD)
• Digital Imaging II (LD/UD)
• Documentary Photography (LD/UD) (WE)
• Interpreting Nature Through Art and Photography (LD/UD)
• Advanced Projects in Photography (LD/UD)
• Photography and Westward Expansion (LD/UD) (WE)
• Photography Workshop: Personal Fiction, Transcribing the Myths (UD)
• The Camera: Servant of the Photographer's Eye (LD/UD)
• Large Format Photography (UD)
• Large Scale Photography (UD)
• Photographer as Social Artist (UD) (WE)
• Visual Arts Exhibitions Practicum: Gallery Management (LD/UD)
• Arts & Letters Professional Practicum: Professional Development (WE)

Relevant Interdisciplinary Courses
• Art & Politics in Eastern Europe (Integrative Studies)
• Form and Pattern in Nature (Environmental Studies)
• Interpreting Nature Through Art and Photography (Environmental Studies)
• Image and Power in Mass Culture (Integrative Studies)
• Painting From the Source (Human Development)
• Expressive Arts Therapies (Human Development)
• Opening the Creative Mind (Human Development)
• Art Education (Education)
• Newspaper Journalism Practicum (Writing & Literature)

The practicum requirement
A practicum course or independent study is required for competences in Arts & Letters. Possibilities include courses or projects in which the student can demonstrate the interconnection and application of learning and the personalization of learning components of the competence. Students have the opportunity for hands-on professional or semi-professional training in the competence or breadth area, independent study, teaching experience, or community service outreach. To complete the practicum requirement, students must receive full-course credit.

Practicum Possibilities in Visual Arts
• Visual Arts Exhibitions Practicum: Gallery Management (LD/UD) (WE)
• Arts and Letters Professional Practicum: Professional Development (LD/UD) (WE)
• Specialized Independent or group Independent Studies (Upper Division Level)
• Teaching Assistantship in a Visual Arts course (with permission of instructor)
• Internship in an outside organization
• Community service project
• Other means (proposed by the student and carefully reviewed and approved by the Individual Graduation Committee)

Senior Projects (representative examples)
• Exhibitions: design, presentation, and exhibition of major body of work.
• Service projects: Internships, apprenticeships, community service events
• Designing and leading ambitious group Independent Study
• Prescott Billboard Project
• Community art workshops
• Charter school art and teaching photography
• Website/Arts & Letters Art Auction
• Billboard Project/public art
• Various thematic exhibitions

Minimum Requirement Guidelines: Visual Studies Competence
A variety of studio arts and photography courses that support the Visual Studies competence are offered. The numbers below indicate minimum standard guidelines. Students are encouraged to exceed minimum standards. When appropriate, students are encouraged to supplement their course work at the College with independent studies, visual arts internships, and/or course work at other colleges. NOTE: Some courses, such as Visual Arts Exhibitions Practicum, may be taken more than once.

Visual Studies Competence: 16 Course Minimum
• Significant course work in photographic studies, studio arts and art history
• 5 foundation/skills/knowledge courses (Recommended: Photo I, Photo II, Drawing Workshop I, Painting Workshop 1, Foundations of Visual Art, Form and Function: Sculpture, Digital Imaging I and II)
• 3 Visual Arts History Courses
• 3 additional Visual Arts courses or Independent Studies
• 1 practicum requirement (e.g., Visual Arts Exhibitions Practicum: (Gallery Management, Arts & Letters Professional Practicum: Professional Development, independent study, teaching assistantship, internship)
• 8 UD courses (including Senior Project)
• Senior Project

Visual Studies Competence: 12 Course Minimum
• Significant course work in photographic studies & studio Arts
• 5 foundation/skills/knowledge courses (Recommended: Photo I, Photo II, Drawing Workshop I, Painting Workshop 1, 2-D Design, 3-D Design, Digital Imaging I, Digital Imaging II)
• 1 Visual Arts history/survey course
• 3 additional visual studies course or Independent Studies
• 1 practicum requirement (e.g., Visual Arts Exhibitions Practicum I & II, independent study, teaching assistantship, internship) independent study
• 6 UD courses in competence (including Senior Project)
• Senior Project

Minimum Requirement Guidelines: Studio Arts Competence
A variety of courses in two – and three – dimensional design, art history, and other visual studies that allow students to learn and hone their skills in the studio arts and examine the historical and contemporary issues in art are offered. The numbers below indicate minimum standard guidelines. Students are encouraged to exceed minimum standards. When appropriate, students are encouraged to supplement their course work at the College with independent studies, visual arts internships, and/or course work at other colleges. NOTE: Some courses, such as Visual Arts Exhibitions Practicum, may be taken more than once.

Studio Arts Competence: 16 Course Minimum
• 5 foundation/skills/studio courses (Recommended: Foundations of Visual Art, Drawing, Painting, Printmaking, Form and Function: Sculpture)
• 2 art history courses
• 5 additional studio arts courses or Independent Studies
• 1 practicum requirement (Visual Arts Exhibitions Practicum: Gallery Management, Arts & Letters Practicum: Professional Development, Art Education, teaching assistantship or internship)
• 8 UD courses (including Senior Project)
• Senior Project

**Studio Arts Competence: 12 Course Minimum**

- 4 foundation/skills/studio courses (Recommended: Foundations of Visual Art, Drawing, Painting, Printmaking, Form and Function: Sculpture Drawing, Painting Workshop I, Design Workshop: Color Through Printmaking, Design Workshop)
- 2 Visual Arts history courses
- 3 additional studio arts courses or Independent Studies
- 1 practicum requirement (e.g., Visual Arts Exhibitions Practicum: Gallery Management, Art Education, Arts and Letters Professional Practicum Professional Development, teaching assistantship, internship, independent study)
- 6 UD courses in competence (including Senior Project)
• Senior Project

**Minimum Requirement Guidelines: Photographic Studies Competence**

A variety of courses in photography and studio arts that allow students opportunities to develop technique and vision, and to orient them to the historical and contemporary issues of photographic studies are offered. The numbers below indicate minimum standard guidelines. Students are encouraged to exceed minimum standards. When appropriate, students are encouraged to supplement their course work at the College with independent studies, visual arts internships, and/or course work at other colleges.

**NOTE:** Some courses, such as Visual Arts Exhibitions Practicum, may be taken more than once.

**Photographic Studies Competence: 16 Course Minimum**

- 4 foundation/skills/studio courses (Recommended: Photo I, Photo II, Foundations of Visual Art, Digital Imaging I and II, Drawing)
- 2 art history courses (History of Photography + 1 additional Art History)
- 5 additional photographic studies courses or Independent Studies beyond foundation level
- 1 practicum requirement (e.g., Visual Arts Exhibitions Practicum: Gallery Management, Arts & Letters Practicum: Professional Development, Art Education, teaching assistantship, internship, independent study)
- 8 UD courses in competence (including Senior Project)
• Senior Project

**Photographic Studies Competence: 12 Course Minimum**

- 4 foundation/skills/studio courses (Recommended: Photo I, Photo II, Foundations of Visual Art, Digital Imaging I and II, Drawing)
- 2 Visual Arts history courses (History of Photography + 1 Art Survey)
- 3 additional photographic studies courses or Independent Studies beyond foundation level
- 1 practicum requirement (e.g., Visual Arts Exhibitions Practicum: Gallery Management, Arts and Letters Professional Practicum: Professional Development, Art Education, teaching assistantship, internship, independent study)
- 6 UD courses in competence (including Senior Project)
• Senior Project

**Minimum Requirement Guidelines: Visual Studies Breadth**

A variety of studio arts and photography courses that support the Visual Arts curriculum is offered. The numbers below indicate minimum standard guidelines. Students are encouraged to exceed minimum standards. When appropriate, students are encouraged to supplement their course work at the
College with independent studies, visual arts internships, and/or course work at other colleges.

**Visual Studies Breadth: 8 Course Minimum**
- Significant course work in photographic studies & studio arts
- 4 foundation/skills/knowledge courses (Recommended: Photo I, Photo II, Drawing, Painting, Foundations of Art, Sculpture)
- 1 Visual Arts survey/history course
- 3 additional visual studies courses
- 2 Upper Division courses

**Visual Studies Breadth: 6 Course Minimum**
- Significant course work in both photographic studies & studio arts
- 3 foundation/skills/knowledge courses (Recommended: Photo I, Photo II, Drawing, Painting, Foundations of Visual Art, Form and Function: Sculpture)
- 1 Visual Arts survey/history course
- 2 additional Visual Arts courses
- 2 additional Upper Division courses recommended

**Minimum Requirement Guidelines**

**Studio Arts Breadth**
A variety of courses in two- and three-dimensional art, art history, and other visual arts courses that allow students to learn and hone their skills in the studio arts and examine the historical and contemporary issues in art are offered. The numbers below indicate minimum standard guidelines. Students are encouraged to exceed minimum standards. When appropriate, students are encouraged to supplement their course work at the College with independent studies, fine arts internships, and/or course work at other colleges.

**Studio Arts Breadth: 8 Course Minimum**
- 4 foundation/skills/studio courses (Recommended: Drawing, Painting, Design Printmaking, Design Workshop, Foundations of Visual Art, Form and Function: Sculpture, Photo I, Digital Imaging I)
- 1 art history course
- 3 additional studio arts courses/Independent Studies
- 2 Upper Division courses studio arts breadth: 6 Course Minimum
- 3 foundation/skills/studio courses (Recommended: Drawing, Painting, Design Printmaking, Design Workshop, Foundations of Visual Art, Form and Function: Sculpture, Photo I, Digital Imaging I)
- 1 art history/survey course (Recommended: Any 1 of 4 Art Surveys)
- 2 additional studio arts courses/Independent Studies
- 2 Upper Division courses recommended

**Minimum Requirement Guidelines: Photographic Studies Breadth**
a variety of courses in photography and fine arts that allow students opportunities to develop technique and vision, and to orient them to the historical and contemporary issues of photographic studies are offered. The numbers below indicate minimum standard guidelines. Students are encouraged to exceed minimum standards. When appropriate, students are encouraged to supplement their course work at the College with independent studies, photography internships, and/or course work at other colleges.

**Photographic Studies Breadth: 8 Course Minimum**
- 1 photography history course (History of Photography, Contemporary Perspectives in Photography, Alternative Processes)
- 3 additional photographic studies courses (Recommended: Contemporary Perspectives, History of Photography, Interpreting Nature Through Art and Photo, Documentary Photography, Digital Imaging, Advanced Projects in Photography, The Camera, Photographer as Social Artist)
- 2 Upper Division courses

**Photographic Studies Breadth: 6 Course Minimum**
- 4 foundation/skills/studio courses (Recommended: Photo I, Photo II, Drawing, Foundations of Visual Art, Digital Imaging I, Digital Imaging II)
- 2 additional photographic studies courses (Recommended: Contemporary Perspectives, History of
Photography, Interpreting Nature Through Art and Photo, Documentary Photography, Digital Imaging, Photographer as Social Artist)

• 2 Upper Division courses recommended

Writing and Literature Advising Document

Introduction

Rationale

The Writing and Literature area of the Arts & Letters Program corresponds directly with the liberal arts mission. In literature courses, students have the opportunity to explore classic and contemporary poetry, fiction, plays, screenplays, and nonfiction. These courses are designed to introduce students to literature from various cultures and to help students become careful readers, able to effectively analyze and synthesize. Writing courses are designed to help students hone their creative and critical writing skills, to produce original pieces of polished work in a variety of genres, and to learn how to both give and receive constructive criticism in workshop settings.

Overview

A full curriculum in all genres of creative writing (poetry, fiction, nonfiction, and scriptwriting), and a wide variety of courses in literature such as Literature as Experience, Shakespeare, Vintage Verse, World Novel, American Novel, Women's Literature, and Literature of the American Dream. A cross-disciplinary literature courses such as Holy Books, Vertical Margins: Literature of Mountaineering and Exploration, and Family Systems in Film and Literature are offered. A combination writing and literature courses in which students not only study a particular sub-genre of literature, such as The Memoir or Short Story Cycle or Forms of Fiction, but also create their own body of creative work is offered. Several field-based courses such as Travel Writing: Journey as Metaphor, Sense of Place: Alaska, and Advanced Fiction Writers' Workshop. Prescott College's emphasis on small class size and experiential learning create a natural workshop setting where students learn how to evaluate each others' work and to use that feedback to create strong stories, poems, essays, and scripts are offered.

The centerpieces of the Writing and Literature program are the literary journal and school newspaper. Alligator Juniper, a national literary magazine, is student-staffed and faculty-mentored and publishes nationally recognized poets, fiction and nonfiction writers, and photographers along with the College student winners in each category. The student-run newspaper, The Raven, publishes 6 issues a year. Arts & Letters sponsors a Prescott College Arts Council, which supports writing and literature related activities, The Southwest Writers' Series which hosts nationally acclaimed and emerging writers, and Writers in the Community, a service-learning practicum. Students regularly share their work through readings and class-generated anthologies.

Goals & Objectives

• Areas of Knowledge: Students are exposed to a wide range of classic and contemporary literature and the historical, philosophical, intellectual, and aesthetic contexts in which those pieces of literature were created. Most writing courses are project-based, with students working toward a portfolio or class anthology of revised fiction, poetry, scripts, or nonfiction.

• Skills/Methods: Students in writing courses master the workshop method of evaluation as well as the processes and techniques which professional writers use to create their work. In addition, students learn how to revise and prepare their manuscripts for submission to literary journals, magazines, and newspapers. Students learn how to read published texts and works-in-progress closely, using a number of critical lenses, and hone their analytical skills through critical essays.

• Ethical Issues: Literature is, as John Gardner argues, a moral endeavor – moral in the sense that poetry, stories, novels, and plays are writers’ attempts to explore, openly and honestly, why people behave the way they do and what the consequences of their actions are. As writers, students are asked to confront the issues of their own lives and the lives of their characters in ways that create significant meaning.

• Experiential Learning: Writing and literature is experiential learning at its best. Students read and analyze the experience of others and to write about their own or imagine experiences that will entertain and instruct. Most courses are project-based, with students revising and collecting their work in polished portfolios or anthologies of class work. Opportunities through the Newspaper Journalism Practicum, Literary Journal Practicum, Writers in the Community Practicum, independent studies, internships, and teaching assistantships allow students to work in a professional environment and help create finished projects for the community. Public readings of student work, and the Prescott College Student Arts Council provide students with an additional forum to write, evaluate, revise, and present their writing. A variety of courses which are directly experiential: Travel Writing, Sense of Place (Alaska and Kino Bay, Mexico), Fiction Writers’ Workshop
(field setting), and Nature’s Voice: Reading and Writing about Natural History are offered.

**Competence and Breadth Tracks**

Students are encouraged to design and develop alternative degree plans with the counsel of their Individual Graduation Committees (IGC). A curriculum in support of these three competence and breadth graduation tracks in the Writing and Literature area are offered:

- Creative Writing
- Writing and Literature
- Literature

This advising document contains guidelines for each track within the parameters of the College’s different graduation formats (16 or 12 course competence; 8 or 6 course breadth). In close consultation with the IGC, each student prepares the best plan, given his/her current academic interests and desires, senior project plans, and aspirations after college.

**Writing and Literature: List of Courses and Practicum Requirements**

The College has offered the following courses in Writing & Literature over the past few years. Many of the lower-division courses are offered on a yearly basis while most of the intermediate and upper-division courses are on 2-3 year cycles to ensure variety in offerings. This list will provide the student with an overview. Courses are periodically added and removed. Consult with the Arts & Letters Program Coordinator or a Writing & Literature faculty member for the most recent curriculum plan.

Students may enroll in a course with different levels of preparation. Many classes are listed as lower division and upper division. Students work with instructors during registration and drop/add periods to determine which division level is most appropriate.

All creative writing and literature classes have a standard prerequisite of Writing Certification, Part 1. Check course descriptions for additional prerequisites.

**Writing Courses**

- Writing Workshop (LD: Satisfies Writing Certification I) Fiction
- Introduction to Fiction Writing (LD)
- Sudden Fiction: The Art of the Very Short Story (LD/UD)
- Writing as Performance (LD/UD)
- Forms of Fiction: Fiction Writers Workshop (UD)
- The Short Story Cycle (UD)
- Advanced Fiction Workshop: Sierra Anchas (UD)
- Literary Journal Practicum (UD)
- Writers in the Community (UD)

**Poetry**

- Poetry Workshop (LD/UD)
- Writing as Performance (LD/UD)
- Vintage Verse (LD/UD) (WE)
- Advanced Poetry Workshop (UD)
- Literary Journal Practicum: Poetry (UD)
- Writers in the Community (UD)

**Scriptwriting**

- Playwriting (LD/UD)
- Screenwriting (LD/UD)
- Scriptwriting (LD/UD)
- Writing as Performance (LD/UD)

**Nonfiction**

- Newspaper Journalism Practicum (LD/UD) (WE)
- Magazine Journalism (LD/UD) (WE)
- Sense of Place: Alaska (LD/UD)
- Sense of Place: Kino Bay, Mexico (LD/UD)
• Creative Nonfiction (LD/UD)
• Writing as Performance (LD/UD)
• The Memoir (UD)
• Nature’s Voice: Reading and Writing about Natural History (UD)
• Travel Writing: Journey as Metaphor (LD/UD)
• Literary Journal Practicum (UD)
• Writers in the Community (UD)

Literature Courses

American Literature
• American Novel (LD/UD) (WE)
• American West in Film and Literature (LD/UD) (WE)
• Literature of the American Dream (LD/UD) (WE)
• Othering of American Literature (LD/UD) (WE)
• Southwestern Literature (LD/UD) (WE)
• The Ancient People: Literature & Prehistory in the Southwest (LD/UD) (WE)

World Literature
• Literature as Experience (LD/UD) (WE)
• World Novel (LD/UD) (WE)
• Voices from Latin American: Literature in Translation (LD/UD) (WE)
• Holy Books (LD/UD) (WE)
• Vintage Verse (LD/UD) (WE)
• Dramatic Literature (LD/UD) (WE)
• Shakespeare (UD) (WE)

Cross-Disciplinary Literature
• Philosophies of the Interpretive Naturalists (LD) (WE)
• Film and Literature (LD/UD) (WE)
• Family Systems in Film and Literature (LD/UD) (WE)
• Women’s Literature (LD/UD) (WE)
• Vertical Margins: Literature of Mountaineering and Exploration (LD/UD) (WE)
• The Memoir (UD: Creative Writing Emphasis)
• The Short Story Cycle (UD: Creative Writing Emphasis)

The Practicum Requirement
Two practicum courses are required for a competence in Writing & Literature. Practicum possibilities in Writing & Literature include courses or projects in which the student can demonstrate interconnection and application of learning and the personalization of learning. Practica provide students with the opportunity for hands-on professional or semiprofessional training in the competence or breadth area, internships, or community service outreach.

NOTE: Students may take a practicum course more than once.

Practicum Possibilities in Writing & Literature Practicum Courses
• Newspaper Journalism Practicum (LD/UD) (WE)
• Literary Journal Practicum (UD)
• Literary Journal Practicum: Poetry (UD)
• Writers in the Community (UD)

Other Practicum Possibilities
• Teaching Assistantship (TA) in a writing or literature course (with permission of instructor and TA Application)
• Internship (e.g., for a literary magazine, for a writer, or for a film company)
• Community service project (workshops on writing in the schools or for retirement homes, performances for children, teaching volunteer community classes, organizing school or community reading series)

Minimum Requirement Guidelines: Creative Writing Competence
Creative Writing is the strongest competence area. A variety of courses in each genre (poetry, fiction, non-fiction, and scriptwriting) are offered throughout the year. Courses are taught by published writers and
experienced teachers in each genre. The numbers below indicate minimum standard guidelines. Students are encouraged to exceed minimum standards.

NOTE: practicum courses may be taken more than once. Only one introductory-level (freshman) composition may count toward competence.

Creative Writing Competence: 16 Course Minimum
- Courses in 3 different genre areas (poetry, fiction, nonfiction, scriptwriting)
- 4 literature courses (only 1 combo writing/lit course may count toward four)
- 2 writing and literature practicum courses
- 8 courses should be Upper Division (including Senior Project)
- Senior Project (often a manuscript of new and revised creative writing)

Creative Writing Competence: 12 Course Minimum
- Courses in 3 different genre areas (poetry, fiction, nonfiction, scriptwriting)
- 3 literature Courses (only 1 combo writing/lit course may count toward four)
- 2 writing and Literature Practicum Courses
- 6 courses should be Upper Division (including Senior Project)
- Senior Project (often a manuscript of new and revised creative writing)

Minimum Requirement Guidelines: Writing & Literature Competence
This competence track demands a more equal balance of coursework in creative writing and the study of literature. When appropriate, students are encouraged to supplement their course work with independent studies, writing and literature internships, and/or course work at other colleges. The numbers below indicate minimum standard guidelines. Students are urged to exceed minimum standards.

NOTE: Practicum courses may be taken more than once. Only one introductory-level (freshman) composition may count toward competence.

Writing & Literature Competence: 16 Course Minimum
- Courses in 2 different genre areas (poetry, fiction, nonfiction, scriptwriting)
- 7 literature courses
- Courses in at least 2 literature areas (American, world, cross-disciplinary)
- 2 writing and literature practicum courses
- 8 courses should be Upper Division (including Senior Project)
- Senior Project (often a collection of both original creative work and literary analysis)

Writing & Literature Competence: 12 Course Minimum
- Courses in 2 different genre areas (poetry, fiction, nonfiction, scriptwriting)
- 5 literature courses
- Courses in at least 2 literature areas (American, world, cross-disciplinary)
- 2 practicum courses
- 6 courses should be Upper Division (including Senior Project)
- Senior Project (often a collection of both original creative work and literary analysis)

Minimum Requirement Guidelines: Literature Competence
This graduation track is for those students who wish to pursue a literature degree with less emphasis on their own creative work – often for students intending to pursue graduate studies in literature or teaching English. When appropriate, students are encouraged to supplement their course work with independent studies, internships, and/or course work at other colleges. The numbers below indicate minimum standard guidelines. Students are encouraged to exceed minimum standards.

NOTE: Students pursuing a Literature Competence are encouraged to have 1-2 years of course work in a foreign language. One introductory-level (freshman) composition may count toward competence.

Literature Competence: 16 Course Minimum
- 2 creative writing courses
- Courses in all three literature areas (American, world, cross-disciplinary)
- 10 literature courses
- 1 practicum course
- 8 courses should be Upper Division (including Senior Project)
- Senior Project (most often an in-depth literary thesis)
Literature Competence: 12 Course Minimum
- 2 creative writing courses
- Courses in all three literature areas (American, world, cross-discipline)
- 8 literature courses
- 1 practicum course
- 6 courses should be Upper Division (including Senior Project)
- Senior Project (most often an in-depth literary thesis)

Minimum Requirement Guidelines: Creative Writing Breadth
A variety of courses in each genre (poetry, fiction, nonfiction, and scriptwriting) are offered throughout the year. Courses are taught by published writers and experienced teachers in the genre. The numbers indicate minimum standard guidelines. Students are encouraged to exceed minimum standards. In breadth areas, students are encouraged to take at least two upper-division courses. Because the purpose of the breadth is to provide a thorough grounding in the content area, students may take additional Lower Division courses to compensate for a lower number of upper-division courses.
NOTE: Practicum courses may be taken more than once. Only one introductory-level composition may count toward breadth.

Creative Writing Breadth: 8 Course Minimum
- Courses in 2 different genre areas (poetry, fiction, nonfiction, scriptwriting)
- 2 literature courses (no combo writing/literature courses may count)
- 1-2 practicum courses
- 2 Upper Division courses

Creative Writing Breadth: 6 Course Minimum
- Courses in 2 different genre areas (poetry, fiction, nonfiction, scriptwriting)
- 1 Literature Course (no combo writing/literature courses may count)
- 1 practicum course
- 2 Upper Division courses recommended

Minimum Requirement Guidelines: Writing and Literature Breadth
This breadth demands a more equal balance of coursework in creative writing and in the study of literature. The numbers indicate minimum standard guidelines. Students are encouraged to exceed minimum standards. In breadth areas, students are encouraged to take at least two upper-division courses. Because the purpose of the breadth is to provide a thorough grounding in the content area, students may take additional lower-division courses to compensate for a lower number of upper-division courses.
NOTE: Only one introductory-level (freshman) composition can count toward breadth.

Writing & Literature Breadth: 8 Course Minimum
- Courses in 2 different genre areas (poetry, fiction, nonfiction, scriptwriting)
- 3 literature courses (only 1 combo writing/literature course may count)
- 1 practicum course
- 2 Upper Division courses

Writing & Literature Breadth: 6 Course Minimum
- Courses in 2 different genre areas (poetry, fiction, nonfiction, scriptwriting)
- 3 literature courses (only 1 combination writing/literature course)
- 1 practicum course
- 2 Upper Division courses recommended

Minimum Requirement Guidelines: Literature Breadth
This breadth is for students interested primarily in the study of literature rather than the practice of creative writing. The numbers indicate minimum standard guidelines. Students are encouraged to exceed minimum standards. In breadth areas, students are encouraged to take at least two Upper Division courses. Because the purpose of the breadth is to provide a thorough grounding in the content area, students may take additional lower-division courses to compensate for a lower number of upper-division courses.
NOTE: Only one introductory-level composition may count toward breadth.
Literature Breadth: 8 Course Minimum
- 2 creative writing courses or combination writing/literature courses
- 5 literature courses (only 2 combination writing/literature courses)
- Courses in at least 2 literature areas (American, world, cross-disciplinary)
- 1 practicum course
- 2 Upper Division courses

Literature Breadth: 6 Course Minimum
- 1 creative writing course or combination writing/literature course
- 4 literature courses (only 2 combination writing/literature courses)
- Courses in at least 2 literature areas (American, world, cross-disciplinary)
- 2 Upper Division courses recommended

Interdisciplinary Arts & Letters
Introduction
Rationale
Many students emphasize the liberal arts mission by pursuing a broad-based competence or breadth in the Arts & Letters area rather than a more narrowly defined field of study. The Arts & Letters Program encourages this approach. Students make connections across disciplines, to deepen their appreciation of all the arts, and to learn the theory and techniques of more than one discipline.

Overview
A full curriculum in four primary areas is offered: Writing & Literature, Visual Arts, Performing Arts, and Spanish Language and Literature. Students pursuing an Interdisciplinary Arts & Letters competence are expected to complete significant work in at least three of these areas; students pursuing an Interdisciplinary Arts & Letters breadth are expected to complete significant work in at least two of the areas of the program. In addition to taking introductory, intermediate, and advanced courses in different areas, students are encouraged to design independent studies (e.g., The Written Dance, Photo-Journalism, etc.) or take courses (e.g., Shakespeare, Writing as Performance, Bookmaking, Voices in Translation: Latin American Literature, Interdisciplinary Performance, Sense of Place: Kino Bay) which intentionally synthesize disciplines. Senior projects should demonstrate a genuine interdisciplinary approach.

Students who desire both breadth and depth, an Arts & Letters competence with an emphasis in a particular area is encourage. A student’s competence may be Arts & Letters with an emphasis in creative writing. In this cases, the student is expected to have significant course work in three areas, and meet minimum requirements for a breadth in the area of emphasis. The Senior Project may focus on the emphasis area.

Competence and Breadth Tracks
Students are encouraged to design and develop alternative degree plans with the counsel of the Individual Graduation Committees (IGCs). Two primary competence tracks and one breadth track for an interdisciplinary Arts & Letters degree include:
- Arts & Letters competence
- Arts & Letters competence with emphasis area
- Arts & Letters breadth

This advising document contains guidelines for each track within the parameters of different graduation formats (16 or 12 course competences and 8 or 6 course breadths). In close consultation with the IGC, each student prepares the best plan, given his/her current academic interests and desires, senior project plans, and aspirations after college.

Courses, Independent Studies, Senior Projects, Practicum Requirement
All courses in the Arts & Letters Program count toward this competence or breadth area. Consult each curricular area advising document for lists of courses, independent studies, practicum requirements, senior projects, and other guidelines.

Minimum Requirement Guidelines: Arts & Letters Competence
Students are encouraged to take courses in many disciplines within the Arts & Letters Program. Consult the course listings in each area’s advising document. The numbers below indicate minimum standard guidelines. Students are encouraged to exceed minimum standards.
NOTE: Some Practicum courses may be taken more than once. Only one introductory level (freshman) composition may count toward competence.

**Arts & Letters Competence: 16 Course Minimum**
- Courses in at least three different areas of Arts & Letters (performing arts, Spanish or other language/literature, visual arts, writing & literature)
- 2 practicum courses (see practicum requirements for different areas)
- 1 interdisciplinary Arts & Letters courses/Independent Studies (Examples: Writing as Performance, Bookmaking, Photographer as Social Artist, Sense of Place: Alaska, Shakespeare, Interdisciplinary Performance, Voices from Latin America: Literature in Translation, Newspaper Journalism Practicum)
- 8 courses should be UD-level (including Senior Project)
- Senior Project (combining at least two focus areas)

**Arts & Letters Competence: 12 Course Minimum**
- Courses in at least three different areas of Arts & Letters (Performing Arts, Spanish or other Language/Literature, Visual Arts, Writing & Literature)
- 1 practicum requirement (see practicum requirements for different areas)
- 1 interdisciplinary Arts & Letters courses/Independent Studies (Writing as Performance, Bookmaking, Alternative Processes, Sense of Place: Kino Bay, Shakespeare, Interdisciplinary Performance, Poetry-Visual Arts Collage, Voices from Latin America: Literature in Translation, Newspaper Journalism Practicum)
- 6 courses should be Upper Division (including Senior Project)
- Senior Project (combining at least two focus areas)

**Minimum Requirement Guidelines: Arts & Letters Competence with Emphasis Area**
Students are encouraged to take courses in many disciplines within the Arts & Letters Program. This competence area allows students to have an emphasis area. Consult the course listings and the minimum-degree requirements in each area's advising document. The numbers below indicate minimum standard guidelines. Students are encouraged to exceed minimum standards.

NOTE: Practicum courses may be taken more than once. Only one introductory-level (freshman) composition may count toward competence.

**Arts & Letters with Emphasis Area: 16 Course Minimum**
- Emphasis area must meet 8-course breadth requirements of the discipline
- 5 courses in two areas of Art & Letters other than emphasis area (performing arts, Spanish or other language/literature, visual arts, writing & literature)
- 1 practicum requirement (see practicum requirements for different areas; typically the practicum will be done in the emphasis area)
- 1 interdisciplinary Arts & Letters courses/Independent Studies (Writing as Performance, Bookmaking, Photographer as Social Artist, Sense of Place: Alaska, Shakespeare, Interdisciplinary Performance, Voices from Latin America: Literature in Translation, Newspaper Journalism Practicum)
- 8 courses in competence should be Upper Division (including Senior Project)
- Senior Project (either combining focus areas or in emphasis area) Arts & Letters with emphasis area: 12 course minimum
- Emphasis area must meet 6-course breadth requirements of the discipline
- 4 courses in two areas of Art & Letters other than emphasis area (performing arts, Spanish or other language/literature, visual arts, writing & literature)
- 1 practicum requirement (see practicum requirements for different areas; typically the practicum will be done in the emphasis area)
- 1 interdisciplinary Arts & Letters courses/Independent Studies (Writing as Performance, Bookmaking, Photographer as Social Artist, Sense of Place: Alaska, Shakespeare, Voices from Latin America: Literature in Translation, Interdisciplinary Performance, Newspaper Journalism Practicum)
- 6 courses should be Upper Division (including Senior Project)
- Senior Project (either combining focus areas or in emphasis area)

**Minimum Requirement Guidelines: Arts & Letters Breadth**
Students should take courses in many disciplines within the Arts & Letters Program. Consult the course
listings in each area’s advising document. The numbers below indicate minimum standard guidelines. Students are encouraged to exceed minimum standards. An emphasis area is not recommended for an Arts & Letters breadth because the goal of this breadth is to have work in several areas, and the breadth does not allow an adequate number of courses for extensive depth and cross discipline breadth.

NOTE: Only one introductory-level (freshman) composition course may count toward breadth.

**Arts & Letters Breadth: 8 Course Minimum**
- Courses in at least two different areas of Arts & Letters (performing arts, Spanish or other language/literature, visual arts, writing & literature)
- 1 practicum requirement recommended (see practicum requirements for different areas)
- 1 interdisciplinary Arts & Letters course recommended (Examples: Writing as Performance, Bookmaking, Alternative Processes, Sense of Place: Kino Bay, Shakespeare, Interdisciplinary Performance, Newspaper Journalism Practicum, Voices from Latin America: Literature in Translation: Latin American Literature)
- 2 Upper Division courses

**Arts & Letters Breadth: 6 Course Minimum**
- Courses in two different areas of Arts & Letters (performing arts, Spanish or other language/literature, visual arts, writing & literature)
- 1 practicum requirement recommended (see practicum requirements for different areas)
- 1 interdisciplinary Arts & Letters course recommended (Examples: Writing as Performance, Bookmaking, Alternative Processes, Sense of Place: Kino Bay, Shakespeare, Interdisciplinary Performance, Poetry-Visual Arts Collage, Voices from Latin America: Literature in Translation, Newspaper Journalism Practicum)
- 2 Upper Division courses recommended

**Cultural and Regional Studies**

**Cultural and Regional Studies Introduction**

**Rationale and Overview**

The Cultural and Regional Studies (CRS) competence area of the Integrative Studies Program is an innovative approach to the college’s liberal arts and environmental mission. In this area of study, students are given the opportunity to understand the varied cultural responses to the human condition and its environmental surroundings.

This curriculum is designed to enable students to think critically across a number of disciplines including anthropology, communication, economics, history, politics and sociology. Students will pursue a combination of local and field-based courses and explore the interwoven forces of globalism and localism in a variety of cultural settings. This graduation area is complemented and enhanced by the rich variety of extra-curricular activities at the College such as its Amnesty International Club, the Aztlan Center for Environmental Justice, the Student Environmental Network and the Gay and Lesbian Alliance.

The Cultural and Regional Studies graduation area is concerned with the explanation of the relations between and among the cultural practices of everyday life, economics, the material world, the State, and historical forces and contexts. Recognizing that “people make history in conditions that may not be of their own making,” CRS seeks to identify all dimensions of power relations as they relate to different contexts including those moments when people are manipulated and deceived as well as those times when they are active, struggling and even resisting. Whenever possible, the truly international nature of contemporary life, without ignoring the differences that are the result of speaking from and to different contexts is represented.

**Goals and Objectives**

1. **Areas of Knowledge:** Cultural and Regional Studies (CRS) at the College is composed of four areas of knowledge: Political Economy, Gender Studies, Border Studies, and Regional Studies.
   - A Political Economy is the study of the relationships between political institutions and values, economic institutions and practices, and the natural environment that supports them all. The approach to political economy raises questions and hopes about change on a global scale. Through the methods of ecological economics and political ecology, students will acquire a deeper understanding of the concept of “development.”
B Gender Studies is concerned with the study of questions of power organized around differences of gender. This area focuses on gender representations in the mass media, on the mapping of gender hierarchy on to the nature/culture distinction, and on the social construction of gender roles in private and public life.

C Border Studies is a new and flourishing scholarly field that takes as its object of analysis the layering and clashing of cultural practices and images. The College’s location in southwestern United States is a unique opportunity to consider “borders” as fundamental to analysis of the contemporary world. This decisive idea pushes analysis into the fresh and often uncharted conceptual territory of exile, migrations, diasporas, ecotourism, post-colonialism, multi-culturalism, subcultures and xenophobia.

D Regional Studies is concerned with the authenticity of bioregional and cultural location. Regionalism is a critical perspective providing new resources for identity and energies for re-imagining the nature of the nation-state. Regional Studies differs from the other three areas of knowledge in that its object of study is bound by the particularities of place: namely, history, language, cultural expressions, and physical environment. The College has a long and continuing tradition of providing study opportunities both within the United States and abroad.

II Skills/methods: Students in Cultural and Regional Studies must develop critical thinking skills and empathetic understanding across racial, gender, class, regional, international and non-human structures and practices. They will learn to interpret human behavior and culture, criticize written texts, synthesize ideas from various academic and real-life situations, and develop their own conclusions regarding social change in tandem with learning the research and writing skills appropriate to their areas of knowledge. In some cases, proficiency in a language other than English is recommended.

III Ethical issues: In giving to the word ethics its strongest meaning – a questioning concerning the distinctive character or spirit of a people, group, or culture – Cultural and Regional Studies encourages an ethos of concern as well as a lively critical consciousness.

IV Experiential Learning: The Cultural and Regional Studies curriculum provides ample opportunities for integrating theory and practice. Teaching and learning techniques will vary according to the character and requirements of each course and will include a variety of active learning situations between and among students, students and other teachers and mentors, on field trips, and through travel courses in the United States and abroad.

Competence and Breadth Graduation areas
Students are encouraged to design and develop alternative degree plans with the counsel of their Individual Graduation Committees (IGC). Primary competence and breadth graduation areas are offered and described above This advising document contains guidelines for the graduation area within the parameters of different graduation formats (16- or 12-course competencies and 8- or 6- course breadths). In close consultation with the IGC, each student prepares the best plan, given his/her current academic interests and desires, senior project plans, and aspirations after college.

Cultural and Regional Studies List of Courses
The following courses in Cultural and Regional Studies (CRS) over the past few years. Many of the lower-division courses are offered on a yearly basis while most of the intermediate and upper-division courses are on 2-3 year cycles to ensure variety in offerings. This list will provide the student with an overview. Note that several courses serve more than one knowledge area. Courses are periodically added and removed. Consult with the Integrative Studies Program Coordinator or a Cultural and Regional Studies faculty member for the most recent curriculum plan. Upper division Cultural and Regional Studies courses will usually require previous successful completion of at least one lower division course. The student must also understand that as a multidisciplinary area of study, the Cultural and Regional Studies competence area relies strongly on courses not staffed within its own administrative structure. Some of these courses are listed as part of this list, so students get an idea of courses around the curriculum that they may use for their degree plans according to their specific interests. Yet, the list is by no means complete and is not mean to substitute the advice of the IGC.

Courses Appropriate for the Political Economy Area of Knowledge

(LD)
American Government: The Political Game
Changing World Order: The Global Puzzle
Social Problems: Research Methods and Theories.
Eastern European Societies and Politics in Transition
Ecological Economics, Principles of
Environmental Law
Environmental Politics: Domestic and Global Dimensions (WI)
Globalized Sustainable Development: A Paradox? (A Case Study of Costa Rica)
History of Conflict in the Southwest
Human Rights Seminar
Image and Power in Mass Culture
Law, Society and the Environment
Psychology for Social Change*
Social Movements
Social Problems: Research Methods and Theories
Socialism, Democracy and Conservation (Cuba, Nicaragua, Costa Rica) Parts 1, 2, 3 (12 credits)
Summer Studies in Costa Rica: The Human Dimension of the “Green Republic”

(UD)
Changing World Order: The Global Puzzle
Eastern European Societies and Politics in Transition
Ecological Economics, Principles of
Global Development Issues and Energy Economics (WI)
Globalized Sustainable Development: A Paradox? (A Case Study of Costa Rica)
History of Conflict in the Southwest
Human Rights Seminar
Law and Social Change
Law, Society and the Environment
Psychology for Social Change*
Social Problems: Research Methods and Theories
Socialism, Democracy and Conservation (Cuba, Nicaragua, Costa Rica) Parts 1, 2, 3 (12 credits)
Special Topics: Political Personalities and Mass Psychology
Summer Studies in Costa Rica: The Human Dimension of the “Green Republic”
Twentieth Century Revolutions in Latin America (changing to Revolution: The Latin American Experience)

Courses Appropriate for the Gender Studies Area of Knowledge

(LD)
Contemporary Cultures of Latin America and Iberia
Contemporary Society, Art and Politics in Eastern Europe
Women in American History
Women’s Religious Lives
Men’s Studies *
Prejudice and Intolerance
Psychology of Women *
Social Problems: Research Methods and Theories
Special Topics: Ethics and Feminism
Courses Appropriate for the Gender Studies Area of Knowledge (LD continued)
Latin American History through Film
Human Rights Seminar
Image and Power in Mass Culture

(UD)
Social Problems: Research Methods and Theories
Special Topics: Ethics and Feminism
Central America: History, Culture and Current Issues
Contemporary Society, Art and Politics in Eastern Europe
Latin American History through Film
Human Rights Seminar
Women’s Studies: cross-cultural Perspectives*
Courses Appropriate for the Border Studies Area of Knowledge

(CD)

- Central America and the Caribbean 1840s to the 1960s
- Central America: History, Culture and Current Issues
- Contemporary Cultures of Latin America and Iberia
- Contemporary Society, Art and Politics in Eastern Europe
- Eastern European Societies and Politics in Transition
- Intercultural Communication
- Latin American History through Film
- Latin American History-Discovery to Independence (will be merged into a single course in Latin American History)
- Law, Society and the Environment
- Natural History and Ecology of the Southwest Phase I
- Natural History and Ecology of the Southwest Phase II
- Spanish Beginning I
- Spanish Beginning II
- Spanish Intensive
- Spanish Intermediate I
- Spanish Intermediate II
- The Past Present and Future of the Maasai (N)

Courses Appropriate for the Regional Studies Area of Knowledge

(CD)

- American West in Film and Literature (WI)
- Central America and the Caribbean 1840s to the 1960s
- Central America: History, Culture and Current Issues
- Contemporary Cultures of Latin America and Iberia
- Contemporary Society, Art and Politics in Eastern Europe
- Eastern European Societies and Politics in Transition
- History of Conflict in the Southwest
- Intercultural Communication
- Latin American History through Film
- Latin American History-Independence to Present (will be merged into one single course of Latin American History)
- Law, Society and the Environment
- Spanish: Conversación y Gramática Avanzada
- Twentieth Century Social Revolution in Latin America (changing to Revolution: The Latin American Experience)
Spanish Intensive
Spanish Intermediate I
Spanish Intermediate II
Special Topics: A Survey of Latin America Through the Arts
Summer Studies in Costa Rica: Ecotourism, the “Green Gold” of Costa Rica
Courses Appropriate for the Regional Studies Area of Knowledge (LD continued)
Summer Studies in Costa Rica: The Human Dimension of the “Green Republic”
Summer Studies in Peru: Conservation Systems and Culture (N)
The Past, Present and Future of the Maasai (N)
US-Mexico Interface: The Border-An Introduction to Latin America
Voices from Latin America: Literature in*
Courses Appropriate for the Regional Studies Area of Knowledge (UD)
American West in Film and Literature* (WI)
Central America: History, Culture and Current Issues
Contemporary Society, Art and Politics in Eastern Europe
Eastern European Societies and Politics in Transition
Environmental History of Latin America (N)
History of Conflict in the Southwest
Intercultural Communication*
Latin American History through Film
Latin American History-Independence to Present (will be merged into one single course of Latin American History)
Law, Society and the Environment
Socialism, Democracy and Conservation (Cuba, Nicaragua, Costa Rica) Part 1, 2, 3 (12 credits)
Spanish: Conversación y Gramática Avanzada
Summer Studies in Costa Rica: The Human Dimension of the “Green Republic”
Summer Studies in Peru: Conservation Systems and Culture
Twentieth Century Social Revolution in Latin America (Changing to: Revolution: The Latin American Experience.
Voices from Latin America: Literature in*

Minimum Requirement Guidelines: Cultural and Regional Studies Competence (Any area of Knowledge)
The following guidelines should be understood as minimum standards. When appropriate, students are encouraged to supplement their course work at the College with independent studies and/or course work at other colleges. Students are encouraged to exceed minimum standards when possible.

Cultural and Regional Studies Competence: 16 Course Minimum
- A minimum of 8 courses, or independent studies in one of the four designated areas of knowledge.
- Of the eight chosen, a minimum of four courses should be upper division
- Remainder of courses in competence (8 minimum) may be drawn from any of the other 3 designated areas of knowledge or other relevant areas of the curriculum as agreed by the IGC.
- A minimum of 8 courses in the competence should be upper division (including senior project)
- Senior project

Cultural and Regional Studies Competence: 12 Course Minimum
- A minimum of 6 courses, or independent studies in one of the four designated areas of knowledge.
- Of the six chosen, a minimum of three courses should be upper division
- Remainder of courses in competence (6 minimum) may be drawn from any other 3 designated areas of knowledge or other relevant areas of the curriculum as agreed by the IGC.
- A minimum 6 courses in the competence should be upper division (including senior project)
- Senior project
Minimum Requirement Guidelines: Cultural and Regional Studies Breadth (Any Area of Knowledge)
The following guidelines should be understood as minimum standards. When appropriate, students are
couraged to supplement their course work at the College with independent studies and/or course work
at other colleges. Students are encouraged to exceed minimum standards when possible.

Cultural and Regional Studies Breadth: 8 Course Minimum
- Minimum of 4 courses or independent studies in one the designated areas of knowledge.
- Remainder of courses (4 minimum) may be drawn from any of the other 3 designated areas of
  knowledge or other relevant areas of the curriculum as agreed by the IGC.
- Minimum of 2-3 upper division courses recommended

Cultural and Regional Studies Breadth: 6 Course Minimum
- Minimum of 3 courses or independent studies in one the designated areas of knowledge.
- Remainder of courses (3 minimum) may be drawn from any of the other 3 designated areas of
  knowledge or other relevant areas of the curriculum as agreed by the IGC.
- Minimum of 2 upper division courses recommended

Religion and Philosophy Introduction
Rationale
The Religion and Philosophy track of the Integrative Studies program corresponds directly with the lib-
eral arts mission. In both areas of study, students experience and endeavor to understand the universal
human process of understanding themselves and their world. Through religious studies courses, students
have the opportunity to explore a wide variety of religious experience, thought, institutions, texts, and
ethics. These courses are designed to enrich and encourage students’ efforts to relate to the sacred or spir-
itual aspects of their world. The philosophy courses introduce students to the great issues that have
intrigued people through time and offer them opportunities to develop their own personal philosophies.
All of the courses are aimed at helping students critically think about and evaluate key issues and commu-
nicate their ideas orally and in writing. The religion and philosophy track seeks to integrate the human
experience on both a intellectual and spiritual level, integrating not only religions and philosophies, but
also religion and philosophy within the humanities and the sciences.

Overview
A curriculum that covers a broad range of spiritual and intellectual contemplation is offered. Courses such
as World Religions, Mysticism, Women’s Spirituality, and Studies in Buddhism help students examine reli-
gion from several cultural viewpoints. In courses such as Religious Ethics and the Environment, Inter-
religious Dialogue, Religion and Science, and New Religious Paradigms students learn how religions are
growing and changing to meet contemporary needs. Students can also explore important historical issues
in philosophy in courses such as Themes and Questions in Philosophy, History of Western Ideas, Eastern
Philosophies, and the History and Philosophy of Science. Classes such as Modern Isms and Ideologies,
Death and Dying, Prejudice and Intolerance, and The Individual and the State give students the oppor-
tunity to examine past and present life issues and reflect on those concerns to begin to create and act upon
their own philosophies toward life. Students are also encouraged and expected to take related interdisci-
plinary courses such as Philosophies of Interpretive Naturalists, Human Rights Seminar, Ecopsychology
and Wilderness Rights of Passage, and Environmental Ethics.

There is a commitment to the active exploration of people’s ethical, spiritual, and philosophical world.
Therefore, most of the classes have field components which include visits to museums and community
religious institutions, participation in lectures and conferences, and meetings with meditation teachers,
philosophers, and religious practitioners. Students are also encouraged, through class projects, to become
more aware of themselves and their local and global community. On campus, the classes engage the stu-
dents in a variety of ways through audiovisual materials, guest speakers, debates, and energetic class dis-
cussions. Weekly “lunch-box” forums where students can informally stop by and discuss current world
problems and topics are provided. Students are also invited to submit columns to the College’s student-
run newspaper, The Word, in an effort to further engage the community in thought and discussion.

Goals & Objectives
Areas of Knowledge: Students in the classes are introduced to general knowledge and familiarity with
influential religious and philosophical concepts, figures, texts, and patterns of historical development,
East and West. They come away with a general understanding of important themes in the world’s religions
and philosophies. Students seeking intermediate level knowledge of this field gain a greater understanding of one representative tradition of thought and practice from the East and one from the West. They also gain a deeper understanding of 2-3 themes in philosophy and/or religion. Students seeking advanced-level knowledge of this field emerge with an in-depth understanding of one system of thought and practice and one theme in religion and/or philosophy.

**Skills/Methods:** Students in the Religion and Philosophy track hone critical thinking and empathic understanding skills as well as develop research and writing proficiency appropriate to these fields. They also learn to interpret primary texts, synthesize ideas and extrapolate conclusions, apply religious and philosophical concepts and practices to personal, real-life situations, and use participant-observer techniques for field research.

**Ethical Issues:** The Religion and Philosophy track teaches and encourages people to approach studying our own and others’ deepest-held beliefs and practices in a responsible manner. Students learn to formulate, express, and apply personal values in sensitive cross-cultural issues and situations. Additionally, students understand environmental issues connected with philosophical and spiritual interpretations of the nature of the world.

**Experiential Learning:** The Religion and Philosophy curriculum invites students to actively participate mentally and physically in the world around them. Students meet and interact with meditation teachers, religious practitioners, and lecturers who demonstrate various forms of thought and practice. Courses use guest speakers, active-learning techniques such as debates and film reviews, and field trips to enrich the students’ learning experience and help them begin to see the world as an interconnected whole. Specific exercises included in these courses encourage students to develop their own philosophical views, religious ideas, and spiritual approaches to life. Students have the option to pursue field research projects that take them out into the community. Some local resources include the Hindu religious community in Skull Valley, various area Christian churches, Prescott’s Jewish synagogue, the local Bahai group, and the Thai Buddhist temple in Phoenix.

**Competence and Breadth Tracks**
While students are encouraged to design and develop alternative degree plans with the counsel of their Individual Graduation Committees (IGC), a primary competence and breadth graduation track in the Religion and Philosophy area is offered. This advising document contains guidelines for the track within the parameters of the College’s different graduation formats (16 or 12 course competencies and 8 or 6 course breadths). In close consultation with the IGC, each student prepares the best plan, given his/her current academic interests and desires, senior project plans, and aspirations after college.

**Religion and Philosophy List of Courses**
The College has offered the following courses in Religion and Philosophy over the past few years. Many of the lower-division courses are offered on a yearly basis while most of the intermediate and upper-division courses are on 2-3 year cycles to ensure variety in offerings. This list will provide the student with an overview. Courses are periodically added and removed. Consult with the Arts & Letters Program Coordinator or a Religion and Philosophy faculty member for the most recent curriculum plan. All upper division courses will require previous successful completion of at least one lower division course.

Relevant Interdisciplinary Courses
- Aikido
- Earth Ethics
- Ecopsychology I, II
- Environmental Ethics
- Human Rights Seminar
- Introduction to Peace Studies
- Philosophies of Interpretive Naturalists
- Spiritual Roots of Community
- Taoist Health and Basic Tai Chi I, II
- Transpersonal Psychology
- Wilderness Rites of Passage
- Yoga Psychology

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Religious Studies Courses

(LD)
- American Indian Spirituality
- Holy Books: Survey of Religious Literature
- Introductory level – World Religions: Christianity, Islam, Taoism, Buddhism in East Asia
- Introductory level – World Religions: Native North America, Judaism, Hinduism, Buddhism in South and SE Asia
- Religious Ethics and the Environment
- Religious Roots of Nonviolence
- The Christian Tradition: An Interpretation of Love
- The Spiritual Path
- Women’s Spirituality

(UD)
- Eastern Philosophies (N)*
- Holy Books: Survey of Religious Literature
- Interreligious Dialogue*
- Mysticism
- New Religious Paradigms*
- Religion and Science
- Studies in Buddhism
- Taoism and Chinese Philosophy
- The Spiritual Imagination: Interpretation and Methods in Religion*

Philosophy courses

(LD)
- Introductory level – History of Western Ideas
- Introductory level – Themes and Questions in Philosophy
- Philosophy and Religion: The Search for Meaning
- Philosophy: Making Ethical Decisions
- Philosophy: Modes of Thinking
- Prejudice and Intolerance
- The Individual and the State (N)

(UD)
- Aesthetics (N)
- Death and Dying*
- History and Philosophy of Science
- Modern Isms and Ideologies (N)*
- Philosophy of History*
- Philosophy: Modes of Philosophical and Scientific Thinking
- Special Topics: Experiential Philosophy
- The Philosophical Enterprise: Interpretations and Methods in Philosophy (N)*
- Religion and Philosophy

Minimum Requirement Guidelines: Religion and Philosophy Competence

The following guidelines should be understood as minimum standards. When appropriate, students are encouraged to supplement their course work at the College with independent studies and/or course work at other colleges. The numbers below indicate minimum standard guidelines. Students are encouraged to exceed minimum standards.

Religion and Philosophy Competence: 16 Course Minimum
- Completion of 2 Foundation Courses (One Religion, One Philosophy)
- Completion of 1 Advanced Course in Area of Interest (Religion or Philosophy)
- Completion of 5 More Religion or Philosophy courses
- Rest of the Minimum Requirements Can Either be Philosophy or Religion or Relevant Interdisciplinary Courses
- Minimum of 8 of the Courses Should be Upper Division (includes Senior Project)

Senior Project

Religion and Philosophy Competence: 12 Course Minimum
- Completion of 2 Foundation Courses (One Religion, One Philosophy)
Completion of 4 More Religion or Philosophy
Rest of the Minimum Requirements Can Either be Philosophy or Religion or Relevant Interdisciplinary Courses
Minimum of 6 Courses Should Be Upper Division (including senior project)
Senior Project
Religion and Philosophy

Minimum Requirement Guidelines: Religion and Philosophy Breadth
The following guidelines are the minimum standards. When appropriate, students are encouraged to supplement their course work with independent studies and/or course work at other colleges. The numbers below indicate minimum standard guidelines. Students are encouraged to exceed minimum standards. In breadth areas, students are strongly encouraged to take at least two upper-division courses; however, because the purpose of the breadth is to provide a thorough grounding in the content area, students may take additional lower-division courses to compensate for a lower number of upper-division work.

Religion and Philosophy Breadth: 8 Course Minimum
Completion of 2 Foundation Courses (One Religion, One Philosophy)
Completion of 4 More Courses in Religion and/or Philosophy
Completion of 2 Courses in Religion and/or Philosophy or Related Interdisciplinary Area
2 Upper Division Courses Recommended
Religion and Philosophy Breadth: 6 Course Minimum
Completion of 2 Foundation Courses (One Religion, One Philosophy)
Completion of 2 More Courses in Religion and/or Philosophy
Completion of 2 Courses in Religion and/or Philosophy or Related Interdisciplinary Area
1-2 Upper Division Courses Recommended

Peace Studies Introduction
(Area of competence shared with the Human Development curricular area)

Mission
The mission of the Peace Studies curriculum is to further the educational mission of the College by fostering an academic environment in which students acquire the knowledge, skills, and experiences necessary for analyzing and resolving social conflict and for promoting peace in a variety of social contexts. The primary purpose of the Peace Studies curriculum is to educate students in ways of thinking, feeling, and action that enable them to minimize destructive human behavior and to promote the principles of freedom, justice, respect, cooperation, love, and personal and global harmony.

Rationale
The mission of Prescott College is to educate individuals who will make a difference in the world agents of positive change and creative problem-solvers. Social conflict, from the interpersonal to international, and its destructive outcomes are pervasive in modern life. Therefore, an essential feature of the educational mission is to educate students to exercise the knowledge, skills, and attitudes necessary for analyzing and resolving social conflict and for creating peace. The importance of systematically including peace related subjects in the college curriculum cannot be overstated. We inhabit a world that requires us to learn to live peacefully with others. Peace can be defined as “a universal, voluntary, social condition of harmony among people and the environment, maintained in such a way that wars cannot occur.” This definition connotes an absence of war, and the absence of preparation for war and even the expectation of war and destructive human conflicts.

In a democratic society, colleges have a certain responsibility to prepare students to exercise informed judgments about human and ecological survival and sustainability. In fact, this may be the most important function of a liberal education today. The topics and skills may be complicated and are often reserved for graduate studies, but there is no reason to exclude them from undergraduate study.

Academic preparation in this field requires that faculty members also read, talk to colleagues, learn along with students, and utilize the original discipline in which they were trained to provide a basic framework for addressing the pertinent issues, thus enhancing the Peace Studies curriculum. It becomes the self-directed students’ responsibility, with the counsel of their Individual Graduation Committees, to integrate their learning in this vital, interdisciplinary field.
Overview: The Scope of the Peace Studies Curriculum

This is an interdisciplinary field and involves all programs of study in the On-Campus Bachelor of Arts Program. While its “home” is in the Integrative Studies program, Human Development and Cultural and Regional Studies curricular areas, it also includes Arts and Letters, Environmental Studies, and Adventure Education. Students are challenged to grapple with the entire range of human conflict and peace; these include personal, interpersonal, family, organizational, communal, national, international, environmental, and global challenges.

Areas of Competence, Learning Goals, Objectives and Activities

Scholars and practitioners demonstrate competence in Peace Studies when they are able to employ the knowledge, skills, and attitudes that are necessary for success in this interdisciplinary field. At the College, four broad areas of competence may be used as a framework for planning to attain this overall competence in the field. These areas of competence are translated into more specific learning goals, objectives and activities by students and faculty as they negotiate course syllabi and course contract forms.

The first two may best be described as core competences and form the foundation for overall competence in Peace Studies: Foundations of Peace Studies and War and Peace. Typically, students complete a set of specific required and recommended courses to achieve these core competences.

- Foundations of Peace Studies.
- War and Peace
- Social and Environmental Justice
- Conflict Resolution and Leadership Skills

Competence and Breadth Curriculum Tracks

While students are encouraged to design and develop alternative degree plans with the counsel of their Individual Graduation Committees (I.G.C.) and the Integrative Studies (I.S.) faculty. Specific guidelines for competence and breadth curriculum tracks in Peace Studies are available. Students have the opportunity to follow a set of course requirements and recommendations that are pre-structured, based upon the research in the field and the practical wisdom of the faculty. These requirements and recommendations consider both the relatively broad scope and the interdisciplinary nature of Peace Studies.

These curriculum tracks are noteworthy for their relative degree of formal guidance; about half of the coursework required or recommended for competence tracks, and the curriculum for breadth tracks are predetermined. (By comparison, a competence in Human Development includes one required course and, at the other end of the spectrum, a competence in Wilderness Leadership consists almost entirely of required courses.) I.G.C.’s hold students responsible to demonstrate their proficiency in the core competence requirements plus any other areas of competence that are relevant to their individualized degree plans.

In addition to the planning required for attaining proficiency in the field, and for choosing the most relevant courses, students should also carefully choose the title of their competence and/or breadth related to Peace Studies. While the primary title, Peace Studies was chosen by the faculty to embrace this vast, interdisciplinary field, at the College, students should carefully consider alternatives or subtitles in consultation with their I.G.C.’s (see page 12).

These choices should be considered from at least three perspectives in connection with the I.G.C.: First, does this degree plan and its title ring true to the learner, personally, academically, and professionally? How may the title chosen be received by prospective employers and colleagues in related fields? If one chooses to go on to graduate studies, will the prerequisite coursework required be completed?

In this Advising Document students find guidelines for curriculum tracks that follow the parameters of the College’s particular graduation formats: 16 or 12 courses in competence, and 8 or 6 courses in a breadth. In close consultation with their I.G.C.’s and with the I.S. program faculty, students prepare the best plan given their current interests, senior project plans, and professional aspirations after completing their undergraduate studies.

Peace Studies List of Courses

The College offers the following courses in Peace Studies on a regular basis. Many of the lower division courses are offered on a yearly basis while most of the intermediate and upper-division courses are offered every two or three years to ensure variety in the curriculum. This list provides an overview. Courses are
periodically added and removed. Consult with the coordinator of the Integrative Studies program or a knowledgeable faculty member for the most recent curriculum information. Check course descriptions for prerequisites. Students in Peace Studies naturally find themselves working with those who are pursuing other competence areas and who are often enrolled in the same courses. This diversity provides a distinct advantage: students in Peace Studies must learn some of the language of other fields and make connections with people in other disciplines, just as in the gritty real world of practice. Relatively few courses are designed exclusively for students in this particular curriculum track.

**Foundations of Peace Studies**

- Introduction to Peace Studies (LD)
- Family Systems Theory (LD/UD)
- Contemporary Social Movements (LD/UD) EM
- World Religions I (LD)
- Populations, Resources, and Solutions (LD)
- Introduction to Ethics (LD) EM
- Human Rights Seminar (UD)
- Anthropology, Contemporary Issues (LD)
- War and Peace
- Peace Makers (LD/UD) N
- War and Peace in Literature and Film (LD/UD)
- Educating for Peace (LD/UD) N
- Religion, War, and Peace (UD) EM
- Changing World Order (LD/UD)
- History and/or Philosophy course (LD/UD)
- Social and Environmental Justice
- Photographer as Social Artist (UD)
- Poverty, Racism, and Violence: Sociological Perspectives (LD/UD)
- Spiritual Roots of Community (LD/UD)
- Ecology Basic Concepts (LD)
- Conservation Biology (UD)
- Environmental Ethics (UD)
- Religious Ethics and the Environment (UD)
- Prejudice and Intolerance (LD/UD)
- Women’s Studies: Cross Cultural Perspectives (UD)
- Ethics, Politics, and Animals (LD/UD)
- Environmental Law (LD)
- Environmental Politics: Domestic and Global Dimensions (WE)s (LD)
- Law and Social Change (UD)
- Changing World Order (LC/UD)
- Twentieth Century Revolutions in Latin America (will change to Revolution: The Latin American Experience) (UD)
- Psychology for Social Change (UD)
- Recreation Management (LD)
- Other courses negotiated with the I.G.C. and the I.S. program (LD/UD)
- Conflict Resolution and Leadership Skills
- Mediation and Conflict Resolution (LD/UD)
- Models of Leadership (LD) N
- Interpersonal Communication (LD)
- Public Speaking (LD)
- Peer Counseling Practicum (UD)
- Leadership Practicum (UD) N
- Gender Responsible Leadership (UD)
- Small Group Dynamics (LD)
- Aikido, The Way of Harmony (LD)
- Community Service Practicum (UD)
- Mediation Practicum (UD) N
- Intercultural Communication (LD)
- Social Change and Stability: The Role of Religion (UD)
- Other courses negotiated with the I.G.C. and the I.S. program (LD/UD)
Peace Studies Independent Studies and Senior Project Requirements

Students are encouraged to take an active role in the design and implementation of their learning in Peace Studies. At least one practicum course or one independent study is required for a competence in Peace Studies. In a practicum or independent study student demonstrates the interconnections, applications, and personalization of their learning. Independent studies are courses of study designed largely by the student, in cooperation with one or more faculty members. An independent study should be an intense academic undertaking involving the student deeply in a subject matter related to Peace Studies. It is designed as carefully as a regular course and involves responsible participation from the student and the instructor. This type of study is limited only by the imagination and expertise of the participants. Independent studies can be individual, involving the student in an in-depth personal undertaking, or group, involving several students in a seminar, a research project, or a community service effort.

Practicum opportunities provide students with hands-on professional or para-professional training in Peace Studies. A practicum course may involve independent study, teaching experience, clinical practice, apprenticeship, or community service and outreach.

Peace Studies Senior Projects

The senior project is the culmination of bachelor of arts degree candidates’ undergraduate education at the College. Through the senior project contract, candidates plan for their demonstration of competence in Peace Studies. The senior project contract is designed by students with the help of their I.G.C.’s. The I.G.C. is the official body that supervises its completion and approves it. Students and their I.G.C.’s may seek outside consultation as necessary. The Integrative Studies program coordinator approves the description of the senior project as a course of study. The senior project might incorporate one or some combination of the following: an independent research project designed to address a particular hypothesis, issue, or question; a major essay or research paper that demonstrates one’s grasp of the essential knowledge base in Peace Studies and one’s original thinking about it; a play, movie, novel, photographic essay, collection of poems, stories, etc., in which relevant competence are brought to bear on Peace Studies; expert certification acknowledging that a B.A. level of skill has been demonstrated in an internship or job; and/or any other means of demonstration of competence proposed by the candidate, reviewed, and approved by the I.G.C.

The Senior Project should entail a major piece of work. It should represent the kind of work that would be expected if one were employed after graduation in a field related to Peace Studies.

Education Program

Mission

The College seeks to make the world a better place by providing an environment in which students may develop the wisdom and values for becoming conscientious teachers. It seeks to model the experiential methods and cultural and environmental sensitivities that will in turn enable students to flourish in a variety of educational settings. The College anticipates graduates who have the skills, knowledge, and confidence for establishing and maintaining compassionate and just learning communities.

Overview

The Education Program prepares students to teach in a variety of traditional and non-traditional settings. Whether one’s goal is to become certified to teach in a public school or whether the student aspires to teach in a less traditional setting such as an environmental education camp or an alternative school will dictate what courses one chooses to take. The most common competence tracks within the Education Program are outlined in greater detail below. These include:

Elementary Education Certification
Secondary Education Certification
Environmental Education
Social Justice Education
Education (without certification)

In any education degree plan, students should demonstrate knowledge and/or experience in:

The history and philosophy of education
Learning theory and educational psychology
Education for diverse populations
Both guided and independent study and practice in curriculum design, teaching and assessment
**RDP Elementary or Secondary Certification**

**First Take:**
Foundations of Education (LD)

**Then take these courses:**
- Introduction to Special Education (LD)
- Learning Theories (UD)
  (Prerequisites: Foundations of Education)
- Curriculum Theory and Application (UD)
  (Prerequisites: Learning Theories)
- Authentic Assessment (UD)
  (Prerequisites: Learning Theories)
- Multicultural Education and Social Justice (UD) or Rethinking our Classrooms: Race, Power and Identity in Education (UD)
  (Prerequisites: Foundations of Education or Experiential Education Philosophy and Methods or Fundamentals of Environmental Education)

**Elementary Education**
You will need to take the 24 credit (block and quarter) methods for elementary educators’ courses.

**Secondary Education**
You will need to take 6 courses in your content area. Potential content areas include:
- Art
- Biology
- Drama
- Earth Science
- Economics
- English
- Geography
- Health
- History
- Journalism
- Mathematics
- Middle Grades
- Physical Education
- Political Science
- Social Studies
- Spanish

**Your last block and quarter!**
- Creating and Managing Learning Communities (Take this UD course the block prior to Student Teaching)
- Student Teaching – this is the Senior Project for Education students and is equivalent to 2 courses (UD)

**Additional Requirements:**
- Arizona Constitution - State Department exam, or equivalent course
- U.S. Constitution - State Department exam, or equivalent course
- AEPA Professional Knowledge Examination
- AEPA Content Knowledge Examination
- Structured English Immersion course (90 hours)

**Education Competence (without Certification)**

**First Take:**
Foundations of Education (LD)

**Then take these courses:**
(The sequence will depend largely on prerequisites and course availability.)
- Introduction to Special Education (LD)
- Learning Theories (UD)
  (Prerequisites: Foundations of Education)
- Curriculum Theory and Application (UD)
  (Prerequisites: Learning Theories)
- Authentic Assessment (UD)
  (Prerequisites: Learning Theories)
- Multicultural Education and Social Justice (UD) or Rethinking Our Classrooms: Race, Power and Identity in Education
  (Prerequisites: Foundations of Education or Experiential Education Philosophy and Methods or Environmental Education: Theory)

- Reading in the Content Area and Secondary Content Area Methods
Choose elective courses from this list to fulfill your competence:

- Experiential Education Philosophy and Methods (LD/UD)
- Experiential Education Practicum (UD)
- Expeditionary Learning: Investigating Models (LD/UD)
- Fundamentals of Environmental Education (LD)
- Environmental Education Methods (UD)
- Environmental Education Practicum (UD)
- Adventure Education I, II, III (12 LD, 6 UD)
- Life Span Development I & II (LD)
- Art Education (UD)
- Ethical Issues for Experiential Educators (UD)
- Interpersonal Communication (LD)
- Ethical Issues for Experiential Educators (UD)

**Senior Project**

Generally includes a substantial teaching component.

**Content Mastery**

If you are pursuing a competence in Education without pursuing Certification, your breadth should represent the content area that you expect to teach.

**Environmental Education Competence**

**Start Here**

- Fundamentals of Environmental Education (LD) and
- Basic Concepts of Ecology (LD) or
- Ecology and Natural History of the Southwest (LD) (12 Credits)

**Then Take**

- Learning Theories (UD)
- Curriculum Theory and Application (UD) (Learning Theories is a prerequisite)
- Authentic Assessment

**Take Two of These:**

- Environmental Education Methods (UD) (Fundamentals of Environmental Education is a prerequisite) or
- Environmental Education Methods for Adventure Educators (UD) (Fundamentals of Environmental Education, Basic Concepts of Ecology and Curriculum Theory & Application or Small Group Dynamics are prerequisites) or
- Environmental Education Practicum (UD) (Fundamentals of Environmental Education is a prerequisite)

**Take One of These:**

- Introduction to Special Education (LD)
- Multicultural Education & Social Justice (UD) (Foundations of Education or Experiential Education Philosophy and Methods or Fundamentals of Environmental Education is a prerequisite)
- Rethinking Our Classrooms: Race, Power & Identity (LD) (Foundations of Education or Experiential Education Philosophy and Methods or Fundamentals of Environmental Education is a prerequisite is a prerequisite)

**In addition**

You need to take one course from each of the following content areas. These courses can be sequenced as you see fit.

- One Earth Science Course
- One Environmental Policy Course
- One Life Science Course
- One History, Philosophy or Ethics course

**Senior Project**

Generally includes a substantial teaching component.
Course Sequencing

Students should proceed from foundational coursework to practicum experiences in order to gain the most benefit from applying their knowledge. Teaching experience followed by careful reflection is an essential element in quality teacher education and professional practice. Students are encouraged to engage in teaching activities throughout their educational preparation. Teaching internships, volunteer or paid positions in camps and schools, volunteering in adult literacy programs, and tutoring are all viable means towards gaining experience in teaching. It is not necessary that students seek credit for these experiences as independent studies in order for them to be considered as valid for inclusion in the degree plan.

Elementary and Secondary Arizona State Teacher Certification

If a student wants to become a public school teacher, pursuing either elementary or secondary certification is probably the right choice for the student. The College's certification track meets the requirements for teachers in the State of Arizona. If one wants to know whether certification in Arizona will be good preparation for teaching in another state, one will need to determine whether that state has an interstate contract with Arizona. Look at www.nasdtec.org/report.tpl or contact the Department of Education in the State where one
anticipates teaching. One may expect to fulfill the course requirements outlined on the next page to become certified. Students intending to teach at the secondary level must declare a breadth in a content area, such as Science, English, or Social Studies. Students intending to teach at the elementary level should pursue a broadly based liberal education including solid preparation in math, language arts, science, and social studies.

**Breadth in Education**

A breadth in education is intended for students who wish to:

- prepare for acceptance to a master’s in education or teaching certificate program (these students should consult the specific programs or state certification agencies for more information)
- prepare for teaching in alternative educational settings, private schools, or non-formal educational activities
- better understand their own educational processes Breadths in education may not include emphasis areas. However, students may wish to consider their competences as compatible with the education breadth. For example, students who wish to educate others for peace, health or other subjects should pursue coursework in the content area and orient their teaching experiences towards teaching those topics.

**Breadth Requirements:**

8 courses with 2 – 3 courses at the upper division level (Courses in italics are highly recommended)

**Environmental Studies Program**

The Environmental Studies Program is dedicated to education in natural systems and processes of the earth and the role of humans who both depend on and influence these systems and processes. One Competence, “Environmental Studies” is offered. Although it is not required, the student may choose an emphasis area within the ES Competence. If a general Environmental Studies or student-designed competence is chosen, follow the guidelines of one of the emphasis areas so that the same level of rigor applies. The most common emphasis areas in ES are:

- Agroecology
- Conservation Biology
- Earth Science
- Ecological Design
- Environmental Education
- Environmental Policy
- Human Ecology
- Marine Studies
- Natural History and Ecology

For students whose Competence is in another part of the curriculum, it is possible to get a Breadth in Environmental Studies. That Breadth will include at least 8 courses, 3 of which are Upper Division.

Students are encouraged to bridge Environmental Studies with other program areas. In some cases, formalized bridges have already been developed, while in others it is up to the student and her/his IGC to develop a coherent and meaningful program. An example of a more formalized bridge is the one that exists between the Environmental Studies and Adventure Education programs.

**Ecological Literacy**

Ecological literacy is an essential part of the foundation on which any Environmental Studies Competence should be built. Ecological literacy is the understanding of interrelatedness of all life – human and non-human – in the context of evolution, ecology, and thermodynamics, as well as in the context of historical, political, and cultural perspectives.

By its very nature, ecological literacy demands expansive, synthetic inquiry rather than narrow specialization – a searching for connections and wholes, rather than isolated parts. Ecology weaves together the earth sciences and the life sciences and provides vocabulary and many of the concepts that are addressed or need addressing in studies of human society and human nature. It is important to emphasize that taking courses is only one way of developing literacy – the student is expected to continue developing an ecological literacy through many activities both inside and outside of the classroom throughout one’s time at the College. Direct experience with nature, informed by reading and interaction with others, can also enhance ecological literacy.
To develop ecological literacy, the student must take an appropriate course in ecology. For some ES emphasis areas, the 12-credit Natural History and Ecology of the Southwest course (or equivalent, such as Natural History and Ecology of the Sierra Nevada) is recommended. For other emphasis areas, either the 12-credit course or Ecology, Basic Concepts may be taken. Students consult with their IGC to ascertain which course best fits their study plan.

Balancing experience – Distribution courses. Nature recognizes no hard boundaries between systems or neatly packaged academic disciplines. Nevertheless, the educational explorations can be divided into four areas:

- Life Sciences
- Earth Sciences
- Personal Values
- Social Systems

When seeking a Competence in Environmental Studies, the student is encouraged to design a program that includes all four areas and examines the interactions among them. As a starting point for pursuing a balanced Environmental Studies competence, take at least one course from each of the following four areas (referred to as distribution courses). The courses listed below are examples only; others may suffice if approved by the IGC. Note that the distribution courses may also fulfill a focus area requirement (for example, in the Earth Sciences emphasis area, one of the required six Earth Science Core Courses will cover the Earth Sciences distribution requirement).

The following guidelines are for a 16-course competence. Though other formats may suffice for study plans in other programs, the ES Program believes that fewer than 16 courses in an ES competence would not confer “competence.” Keep in mind that not all of the 16 courses will necessarily be listed with an ES prefix. Appropriate interdisciplinary courses are valued; a good liberal arts foundation to the competence is expected and requires the distribution courses listed above. The quality of the competence or breadth is even more important than quantity (i.e., counting courses); see How to Graduate from the College for how an IGC may make recommendations for exceptions to (quantitative) standards.

Depth of experience is required. That depth is partly achieved by successfully completing 8 or more Upper Division Courses in the 16-course competence. See these links for more details on Depth of Experience and on the expectations on Acquisition and Integration of Necessary Research, Analytical, and Communication Skills.

In summary, to obtain a Competence in Environmental Studies, the IGC must be satisfied that the student has a coherent, balanced program with sufficient depth and breadth to prepares the student for professional work in that field. Fulfill the following minimum requirements:

1. Complete at least one course in each of the four distribution areas
2. Take one ecology course, either the 6-credit Ecology, Basic Concepts course or one of the 12-credit Natural History and Ecology courses (see specific emphasis areas for recommendations).
3. Complete 16 courses in the competence area, with a minimum of 8 Upper Division courses, including a Senior Project.
4. Complete the College-wide Writing Certification requirements.
5. Complete the College-wide Mathematics Certification.
6. Demonstrate, through course work and experience, a foundation in the philosophies, theories, methods, and history of the area of study.
7. Demonstrate skills in oral communication.
8. Demonstrate skills in computer use and in acquiring and evaluating resources/reference materials.
9. Demonstrate cultural sensitivity through experience or by taking courses with multi-cultural perspectives.

Agroecology Emphasis
Agroecology has emerged as a cross-disciplinary field over the last twenty years. It bridges the study of agriculture with ecology. While Agroecology is based in the natural sciences, it is a field that lends itself to cross-disciplinary studies, especially with subjects in Integrative Studies such as Ecological Economics and Environmental Politics. Students interested in Agroecology have the opportunity to enroll in the Agroecology Summer Semester, which is based at the College’s Jenner Farms. The curriculum of the summer semester is designed around 1) making conventional agriculture more resource-efficient and sustainable, and 2) challenging the assumptions underlying conventional and even small-scale
agriculture in designing systems that fundamentally mimic the natural systems of a particular region. (16-course minimum; 8 UD minimum)

- 4 distribution courses and ecology course required for ES competence.
- Ecology requirement – 12-credit Natural History and Ecology of the Southwest is recommended.
- Permaculture for Drylands and/or Principles of Small-scale Agriculture or demonstration of hands-on experience in horticulture or agriculture.
- The 4-course (UD) program: Summer Studies in Agroecology (Agroecosystems of the Arid SW, Agroecology, Southwestern Plants for Natural Systems Agriculture, and Field Methods for Agroecology).
- A balance of other courses from Biological, Earth Science, and Human Studies focus areas.
- Senior Project.

Agroecology Core Courses
- Agroecosystems of the Arid Southwest (UD)*
- Biological Principles (LD)
- Earth Science, Intro. (LD)
- Food Preservation and Seed Conservation (LD)
- Natural History and Ecology of the Southwest phases I, II (12 credits) (LD)
- Organic Evolution (UD)
- Permaculture for Drylands, Introduction to (LD)
- Botany (LD)
- Plant Propagation Methods (UD)
- Small-scale Agriculture, Principles of (LD)
- Soil Science, Introduction to (LD)
- Summer Studies in Agroecology: Agroecology (UD)*
- Summer Studies in Agroecology: Field Methods for Agroecology (UD)*
- Summer Studies in Agroecology: Southwestern Plants for Natural Systems Agriculture (UD)*

*Courses that are included in the intensive Agroecology Summer Semester

Biological Focus
- Plant Systematics (UD) Botany (LD)
- Animal Biology (LD)
- Conservation Biology (UD)
- Environmental Restoration (LD/UD)
- Ethnobiology (LD/UD)
- Field Methods for Plant Ecology (UD)
- Form and Pattern in Nature (LD)
- Wetland Ecology and Management (UD)

Earth Science Focus
- Earth System Science and Policy (UD)
- Environmental Chemistry (LD)
- Environmental Geology, Topics in (LD)
- Field Methods in Geology (UD)
- Geologic Evolution of the Southwest (LD)
- Geomorphology, Topics in (UD)
- Weather and Climate (LD)

Human Studies Focus
- Ecological Design, Introduction to (LD)
- Ecological Design, Cultural Perspectives (LD/UD)
- Ecological Economics, Principles of (LD/UD)
- Ecology of Human Evolution (UD)
- Ecopsychology, Introduction to (LD)
- Ecopsychology, Advanced (UD)
- Energy and the Environment (LD)
- Environmental Ethics (UD)
- Environmental Politics (LD)
- Human Ecology, Introduction to (LD)
Conservation Biology Emphasis

Conservation Biology is an interdisciplinary field that has developed rapidly to respond to a global crisis confronting biological diversity. Practitioners of Conservation Biology attempt to guide society toward the preservation of organisms, landscapes, ecological processes, and natural systems, and toward sustainable management of environmental and evolutionary resources. Firmly grounded in the natural sciences, this emphasis area also draws upon ethics, history, economics, political science, and other human studies. Students in this field will become competent to conduct relevant research, make balanced value judgments, and take effective action on behalf of the environment.

(16-course minimum; 8 UD minimum)

- 4 distribution courses and Natural History and Ecology of the Southwest (12 credits).
- Biological Principles and at least one other course from Biological Science Foundations.
- At least 2 courses from the Earth Science Foundations.
- At least 1 Place-based Field Studies course.
- At least 3 courses from Social and Historical Perspectives.
- Conservation Biology and a minimum of 4 other courses from Principles and Practices of Conservation.
- Senior Project.

Biological Science Foundation

- Plant Systematics (UD)
- Animal Biology (LD)
- Behavior and Conservation of Mammals (UD)
- Biological Principles (LD)
- Coastal Ecology of the Gulf of California (UD)
- Field Ornithology, Introduction to (LD)
- Flowering Plants, Introduction to (LD)
- Human Ecology, Introduction to (LD)
- Marine Biology I, II, III (18) (LD/UD)
- Organic Evolution (UD)
- Ornithology, Introduction to (LD)
- Botany (LD)

Earth Science Foundation

- Earth Science, Introduction to (LD)
- Earth Systems Science and Policy (UD)
- Environmental Chemistry (LD)
- Environmental Geology, Topics in (LD)
- Geologic Evolution of the Southwest (LD)
- Geomorphology, Topics in (UD)
- Soil Science, Introduction to (LD)
- Weather and Climate (LD)

Place-based Field Studies

- Coastal Ecology of the Gulf of California (UD)
- Environmental Perspectives and Whitewater Rafting (LD/UD)
- Field Biology Studies: Colorado Plateau (UD)
- Marine Biology I, II, III (18) (LD/UD)
- Marine Conservation: Global and Regional Perspectives I, II, III (18) (UD)
Natural History and Cultural Ecology of Kino Bay, Mexico (LD)
Sea Kayaking and Marine Landscapes (LD)
Summer Studies in Alaska: Natural History (LD)
Summer Studies in Alaska: Contemporary Issues (UD)
Tropical Biology: Natural History of Costa Rica (UD)

Social and Historical Perspectives
Anthropology, Contemporary Issues in (LD)
Ecological Economics, Principles of (LD/UD)
Ecopsychology, Introduction to (LD)
Environmental Ethics (UD)
Environmental Law (LD)
Environmental Politics (UD)
Human Ecology, Advanced Topics (UD)
Human Ecology, Introduction to (LD)
Ideologies of Nature (UD)
Issues of Global Food Production (LD)
Nature and Psyche (UD)
Nature’s Voice: Reading and Writing about Natural History (LD)
Philosophies of the Interpretive Naturalists (LD/UD)

Principles and Practices of Conservation Biology
Behavior and Conservation of Mammals (UD)
Conservation Biology (UD)
Earth System Science and Policy (UD)
Energy and the Environment (LD)
Environmental Problem Solving (UD)
Restoration Ecology (LD/UD)
Field Biology Studies: Colorado Plateau (UD)
Field Methods for Plant Ecology (UD)
Geographic Information Science (LD)
Geographic Information Science, Advanced (UD)
Marine Conservation: Global and Regional Perspectives I, II, III (18) (UD)
Park and Wilderness Management (UD)
Statistics for Research (UD)
Summer Studies in ES: Agroecology (UD)
Summer Studies in ES: Southwest Natural Systems Agriculture (UD)
Wetland Ecology and Management (UD)
Wildlife Management: Applied Conservation Biology (UD)

Earth Science Emphasis
Earth Science focuses on study of the physical aspects of the natural environment. Students explore the geologic processes that shape the earth, the atmospheric and oceanic processes that govern global and local climate, and the hydrologic processes that cycle water around the globe. Earth Science examines environmental processes on a range of time scales, from the fractions of a second required for rapid chemical transformations to the billions of years over which the solid earth has evolved. By learning about the history of the earth’s development, students gain a valuable new context that helps them understand the behavior of the earth as a system. In the study of that system, the interactions between the physical world and the biosphere, including the effects the physical environment has on human society and the impacts human society has wrought upon the physical world is emphasized.

(16-course minimum; 8 UD minimum)
• 4 distribution courses and ecology course required for the ES competence.
• At least 6 Earth Science Core courses distributed across the spectrum of the represented scientific disciplines.
• At least 1 Science Foundation course.
• At least 2 Applications courses.
• At least 1 Supporting course.
• Senior Project.
Earth Science Core Courses
- Earth Science, Introduction to (LD)
- Earth Systems Science and Policy (UD)
- Environmental Chemistry (LD)
- Environmental Geology, Topics in (LD)
- Geographic Information Science (LD)
- Geographic Information Science, Advanced (UD)
- Geologic Evolution of the Southwest (LD)
- Geomorphology, Topics in (UD)
- Soil Science, Intro to (LD)
- Weather and Climate (LD)

Other Science Foundation Courses
- Biological Principles (LD)
- Calculus: Theory and Practice (LD)
- Organic Evolution (UD)
- Physics, Foundations of (LD)
- Statistics for Research (UD)

Applications Courses
- Energy and the Environment (LD)
- Restoration Ecology (LD/UD)
- Water in the West (LD)

Supporting Courses
- Environmental Perspectives and Whitewater Rafting (LD/UD)
- Form and Pattern in Nature (LD)
- Marine Conservation: Global and Regional Perspectives I, II, III (18) (UD)
- Rock Climbing and Geology (LD)
- Sea Kayaking and Marine Landscapes (LD)
- Wetland Ecology and Management (UD)

Ecological Design Emphasis
Ecological Design addresses how humans can best live within the ecological constraints of specific regions and minimize the impact on other species. Ecological Design encompasses multiple scales of consideration in space and time. Students may focus on resource efficiency in relation to a particular house, or in relation to the layout of an entire city on the landscape. One's scope of consideration may range from the current economic tradeoffs of various building materials, to the long term fate and environmental compatibility of materials once they are no longer useful. This emphasis area may include one year of courses at Yavapai College in Prescott and the option of studying for a semester with the ECOSA Institute. Unless students already have some of the requisite skills and background (architectural graphics), they will need a minimum of 3-3.5 years to complete the work for this emphasis, even if they transfer 2 years of college credit from other institutions.

(16-course minimum; 8 UD minimum)
- 4 distribution courses required for ES competence.
- For the ecology requirement, Natural History and Ecology of the Southwest or Ecology, Basic Concepts and Human Ecology is/are recommended.
- One year of Construction Building Trade Courses at Yavapai Community College (or equivalent).
- At least 3 Ecological Design Core courses and/or option of Semester Intensive with ECOSA Institute.
- At least 2 Applied Ecology Courses.
- 1 Internship in a Design Project.
- Senior Project

Environmental Education Emphasis
Environmental education encourages the discovery and understanding of the earth’s natural systems and the human role in those systems. Environmental educators must strive to see, feel, and teach about the interrelationships among all living things. They must have a solid comprehension of ecological concepts and an understanding of environmental history and the ecological effects that humans have had on the earth. An exploration of the literature and philosophy concerning the human-nature relationship is impor-
tant. Environmental educators should acquire political and economic background in order to teach about relationships among the local communities, technological society, and the global environment. They should be able to teach and exemplify responsible, informed involvement in political and corporate decision making. A foundation in education with an understanding of learning theories, curriculum theory and application, and experiential education will provide them with the necessary knowledge and skills to develop their teaching and demonstrate their competence. It is important to remember that environmental education covers a broad spectrum of disciplines requiring students to develop well-defined programs to meet their interests. Environmental educators must remember that before people are confronted with the realities of environmental problems, they must be given opportunities to experience the joy and beauty of the natural world. Responsible stewardship occurs when people appreciate the complex and diverse life that inhabits the earth.

(16 course minimum; 8 UD minimum)
- 4 distribution courses and ecology course required for ES competence.
- Curriculum Theory and Application or Learning Theories.
- Foundations of Education or Experiential Education: Philosophy and Methods.
- A balance of other courses, agreed upon by the student and her/his IGC, from the categories listed below: Senior Project.

Other Environmental Education Core Courses (all highly recommended for this emphasis area)
- Environmental Education Methods for Adventure Educators (UD)
- Environmental Education: Practicum (UD)
- Experiential Education Practicum (LD/UD)
- Biological Foundation Courses for Environmental Education
  - Summer Studies in Agroecology (4 courses) (UD)
  - Animal Biology (LD)
  - Biological Principles (LD)
  - Conservation Biology (UD)
  - Human Ecology, Introduction to (LD)
  - Marine Biology I, II, III (12) (LD/UD)
  - Natural History and Cultural Ecology of Kino Bay (LD)
  - Organic Evolution (UD)
  - Ornithology, Introduction to (LD)
  - Botany (LD)
  - Restoration Ecology (LD/UD)
  - Wetland Ecology and Management (UD)
  - Wildlife Management: Applied Conservation Biology (UD)

Earth and Physical Science Foundation Courses for Environmental Education
- Geologic Evolution of the Southwest (LD)
- Energy and the Environment (LD)

Social Science Foundation Courses for Environmental Education
- Ecological Economics, Principles of (LD/UD)
- Environmental Ethics (UD)
- Environmental Politics (UD)
- Form and Pattern in Nature (LD)
- Ideologies of Nature (UD)
- Land Stewards (LD)
- Law; Society and Environment (LD/UD)
- Nature and Psyche (UD)
- Philosophies of Interpretive Naturalists (LD/UD)

Other Foundation Courses for Environmental Education
- Environmental Perspectives and Whitewater Rafting (LD)
- Park and Wilderness Management (UD)
- Wilderness Explorations and Landscape Studies (3 courses) (LD/UD)
Environmental Policy Emphasis
The field of Environmental Policy challenges students to create a broad, integrated understanding of the earth’s environment, the problems it faces, and the responses of the social systems to these challenges. This understanding is then used as the basis for action. The disciplines of law, economics, and the social and natural sciences all play key roles in this field. Since direct involvement in the process is pivotal to creating a meaningful understanding of these complex systems, students working in this emphasis area are expected to do significant hands-on work in the field. There are many internship opportunities in Environmental Policy that can serve as the basis for independent studies or senior projects.

(16-course minimum; 8 UD minimum)

- 4 distribution courses and ecology course required for ES competence

At least 3 Natural Science Foundation courses.
At least 2 courses in Natural Science Applications.
At least 3 courses in Social Systems (see examples under distribution courses).
At least 2 courses in Personal Values (see examples under distribution courses).
At least 5 courses in Applied Environmental Policy. Two or more of these courses, including the Senior Project, should be Independent Studies working individually or with existing organizations in the creation of environmental policy.
At least one of the courses in the degree plan must have a strong public-speaking component.

Natural Science Foundations
Animal Biology (LD)
Biological Principles (LD)
Earth Science, Introduction to (LD)
Field Ornithology, Introduction to (LD)
Flowering Plants, Introduction to (LD)
Geologic Evolution of the Southwest (LD)
Human Ecology, Introduction to (LD)
Marine Biology I, II, III (LD/UD)
Organic Evolution (UD)
Ornithology, Introduction to (LD)
Botany (LD)
Soil Science, Introduction to (LD)
Weather and Climate (LD)

Natural Science Applications
Summer Studies in Agroecology (4 courses) (UD)
Behavior and Conservation of Mammals (UD)
Coastal Ecology of the Gulf of California (UD)
Conservation Biology (UD)
Earth System Science and Policy (UD)
Environmental Geology, Topics in (LD)
Environmental Perspectives and Whitewater Rafting (LD/UD)
Restoration Ecology (LD/UD)
Ethnobiology (LD/UD)
Field Biology Studies: Colorado Plateau (UD)
Field Methods for Plant Ecology (UD)
Geographic Information Science (LD)
Geographic Information Science, Advanced (UD)
Geomorphology, Topics in (UD)
Issues of Global Food Production (LD)
Marine Conservation II: Gulf of California Case Studies (UD)
Natural History and Cultural Ecology of Kino Bay, Mexico (LD)
Sea Kayaking and Marine Landscapes (LD)
Statistics for Research (UD)
Tropical Biology: Natural History of Costa Rica (UD)
Wetland Ecology and Management (UD)
Human Ecology Emphasis

Human Ecology has its theoretical foundation in the field of Ecological Anthropology, which studies human adaptation to the natural and social world through the processes of evolution, physiology, individual behavior, and culture. It grapples with understanding the human role within ecosystems in the past, the present, and the future. Theories in human ecology inform applied disciplines such as conservation biology, policy and management, agroecology, ecological design, and ecological economics. Human ecology also provides opportunities for students to explore the multitude of ways in which humans interact with their surroundings through disciplines such as ethnobiology, human health and wellness, and ecopsychology. Human ecology challenges people to evaluate the values and actions as they strive to create a more sustainable future.

(16-course minimum; 8 UD minimum)

- 4 distribution courses and ecology course required for ES competence (for the Social Systems distribution course, a basic Anthropology course is recommended).
- Human Ecology or Ethnobiology.
- At least 1 course in Social Science Field Methods.
- At least 1 course in Natural Science Field Methods.
- At least 1 course in Analytical Methods.
- 4-5 Topical courses, agreed upon by the student and her/his IGC, in which a student may focus on one area of human ecology or explore a broad spectrum of topics.
- Senior Project.

Core Courses (grouped in related categories)

**Human Ecology**
- Anthropology, Contemporary Issues in (LD)
- Plants and Humans (LD)
- Ethnobiology (UD)
- Human Ecology, Introduction to (LD)

**Analytical Methods**
- Geographic Information Science (LD)
- Geographic Information Science, Advanced (UD)
- Statistics for Research (UD)
- Natural Science Field Methods
- Field Methods in Geology (UD)
- Field Methods in Plant Ecology (UD)
- Marine Biology: Field Methods for Marine Ecology (LD/UD)

**Social Science Field Methods**
- Ethnographic Field Methods (UD)

**Theory and Application**
- Conservation Biology (UD)
- Ecology of Human Evolution (UD)
- Restoration Ecology (LD/UD)
Topical Courses (grouped in related categories)

Agriculture
- Summer Studies in Agroecology (4-course summer semester) (UD)
- Small-scale Agriculture, Principles of (LD)
- Cultural and Natural History Area Studies
- Coastal Ecology of the Gulf of California (LD/UD)
- Summer Studies in Alaska: Contemporary Issues (UD)
- Environmental Perspectives and Whitewater Rafting (LD/UD)
- Natural History and Cultural Ecology of Kino Bay (LD)
- Summer Studies in Alaska: Natural History (LD)
- Sea Kayaking and Marine Landscapes (LD)
- Wilderness Explorations and Landscape Studies (3 courses) (LD/UD)

Designing with the Natural Environment
- Ecological Design, Introduction to (LD)
- Ecological Design, Cultural Perspectives (LD/UD)
- Permaculture for Drylands, Introduction to (LD)

Environmental Services
- Earth System Science and Policy (UD)
- Energy and the Environment (LD)
- Environmental Chemistry (LD)
- Environmental Geology, Topics in (LD)
- Environmental Problem Solving (UD)

Philosophy and Spirituality
- Philosophies of Interpretive Naturalists (LD)
- Global Issues
- Changing World Order (LD/UD)
- Global Development Issues and Energy Economics (UD)
- Issues of Global Food Production (LD)

Land Stewardship
- Behavior and Conservation of Large Mammals (UD)
- Energy and the Environment (LD)
- Land Stewards (LD)
- Marine Conservation: Global and Regional Perspectives I, II, III (18) (UD)
- Park and Wilderness Management (UD)
- Wetland Ecology and Management (UD)
- Wildlife Management: Applied Conservation Biology (UD)

Psychology
- Ecopsychology, Introduction to (LD)
- Ecopsychology, Advanced (UD)
- Nature and Psyche (UD)
- Psychology for Social Change (UD)
- Women's Wisdom and Nature (LD/UD)

Social Perspectives on Environmental Issues
- Ecological Economics, Principles of (LD/UD)
- Environmental Law (LD)
- Environmental Politics: Domestic and Global Dimensions (LD)

Marine Studies Emphasis
Marine Studies has a strong focus on ecology of the marine environment (physical and biological oceanography) and on the relationships between humans and the marine environment. Students graduating with a competence in Marine Studies should have a foundation in life sciences, physical sciences, human ecology, conservation and resource management, as well as a broad scope of supporting courses in literature, politics, eco-
nomics, and humanities. Direct field experience enhances understanding and respect for the power and vast-
ness of the world's ocean. Many Marine Studies courses take place at the College's Kino Bay Center for
Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico, on the coast of the Gulf of California. The
Kino Bay Center sits amid the diverse Sonoran Desert on the coast of the Midriff Island region of the Gulf
of California, an area rich in marine habitats, seabirds, marine mammals, fish, mangrove estuaries, and other
coastal flora and fauna. With the relationships with the local Mexican fishing community and the Seri Indian
village, the College able to explore a variety of marine environments, study human interactions with the sea,
and participate in cooperative marine conservation research projects.

(16-course minimum; 8 UD minimum)
- 4 distribution courses and ecology course required for ES competence.
- At least 5 Marine Studies Core courses.
- At least 2 Science Foundation courses.
- At least 2 Conservation Foundation courses.
- At least 2 additional courses (examples below) that support this emphasis area.
- 1 Independent Study.
- Senior project.

Core Courses:
- Coastal Ecology of the Gulf of California (UD)
- Marine Biology I, II, III (18) (LD/UD)
- Marine Conservation I, II, III (18) (LD/UD)
- Natural History and Cultural Ecology of Kino Bay (LD)
- Sea Kayaking and Marine Landscapes (LD)
- Wilderness Explorations and Landscape Studies: Dos Californias I, II, III (12) (LD/UD)

To aid planning, follow the sequence of courses for an emphasis in Marine Studies:
First year: Natural History and Cultural Ecology of Kino Bay; the ecology requirement
Second Year: Marine Biology, foundation or supporting courses
Third Year: Marine Conservation, Coastal Ecology of the Gulf of California
Fourth Year: Independent Studies and/or Senior Project

Science Foundation Courses:
- Animal Behavior (UD)
- Animal Biology (LD)
- Biological Principles (LD)
- Earth Science, Introduction to (LD)
- Environmental Geology (LD)
- Field Methods in Geology (UD)
- Geographic Information Science (LD)
- Geographic Information Science, Advanced (UD)
- Geologic Evolution of the Southwest (LD)
- Organic Evolution (UD)
- Botany (LD)
- Soil Science, Introduction to (LD)
- Statistics for Research (LD)
- Tropical Biology: Natural History of Costa Rica (UD)
- Weather and Climate (LD)

Conservation Foundation Courses:
- Changing World Order (LD/UD)
- Conservation Biology (UD)
- Earth Systems Science and Policy (UD)
- Ecological Economics, Principles of (LD/UD)
- Environmental Ethics (UD)
- Philosophies of the Interpretive Naturalists (LD/UD)
- Wetland Ecology and Management (UD)
- Wildlife Management: Applied Conservation Biology (UD)

Other Supporting Courses:
Natural History and Ecology Emphasis
Natural History and Ecology is an approach to learning how nature works, how organisms and their biotic and abiotic environments interrelate. Grounded in evolutionary principles, the field involves studying individuals and populations and how they are assembled into communities and ecosystems. Some students within this emphasis area will become naturalists who observe and interpret particular organisms and landscapes. Others may become field ecologists who build upon natural history by using the scientific method for examining questions generated by ecological theory. Ecological understanding informs and guides applied fields such as agroecology and conservation biology.

Biological Sciences
- Plant Systematics (UD)
- Animal Behavior (UD)
- Animal Biology (LD)
- Behavior and Conservation of Mammals (UD)
- Biological Principles (LD)
- Coastal Ecology of the Gulf of California (LD/UD)
- Ecology of Human Evolution (UD)
- Human Ecology, Intro to (LD)
- Marine Biology I, II (12) (LD/UD)
- Organic Evolution (UD)
- Ornithology, Introduction to (LD)
- Botany (LD)
- Soil Science, Introduction to (LD)
- Tropical Biology: Natural History of Costa Rica (UD)
- Wetland Ecology & Management (UD)
- Field Ornithology (LD)

Earth Sciences
- Earth Science, Introduction to (LD)
- Earth Systems Science and Policy (UD)
- Environmental Geology (LD)
- Geological Evolution of the Southwest (LD)
- Geomorphology, Topics in (UD)
- Soil Science, Introduction to (LD)
- Weather & Climate (LD)

Place-based Courses
- Agroecosystems of the Arid Southwest (UD)
- Coastal Ecology of the Gulf of California (LD/UD)
- Environmental Perspectives and Whitewater Rafting (LD/UD)
- Summer Studies in Alaska: Contemporary Issues (UD)
- Summer Studies in Alaska: Natural History (LD)
- Summer Studies in Alaska: Sense of Place (UD)
- Sea Kayaking and Marine Landscapes (LD)
- Wilderness Explorations and Landscape Studies (3 courses) (LD/UD)

Education and Interpretation
- Conservation in America (LD)
- Ecopsychology, Advanced (UD)
Ecopsychology, Introduction to (LD)
Environmental Ethics (UD)
Environmental Education: Methods (UD)
Environmental Education: Theory (LD)
Form & Pattern in Nature (LD)
Interpreting Nature Through Art & Photography (LD)
History & Philosophy of Science (LD)
Nature & Psyche (UD)
Nature’s Voice (UD)
Philosophies of Interpretive Naturalists (LD/UD)

Analytical Methods
Environmental Problem Solving (UD)
Ethnographic Field Methods (UD)
Field Biology Studies: Colorado Plateau (UD)
Summer Studies in Agroecology: Field Methods for Agroecology (UD)
Field Methods in Geology (UD)
Field Methods for Plant Ecology (UD)
Geographic Information Science (LD)
Geographic Information Science, Advanced (UD)
Geology, Field Methods in (UD)
Marine Biology III (6) (LD/UD)
Statistics for Research (UD)

Applied Ecology
Summer Studies in Agroecology: Agroecology (UD)
Conservation Biology (UD)
Ecological Economics, Principles of (LD/UD)
Energy and the Environment (LD)
Environmental Law (UD)
Environmental Politics (UD)
Environmental Problem Solving (LD)
Issues of Global Food Production (LD)
Restoration Ecology (LD)
Ethnobiology (UD)
Land Stewards (LD)
Marine Conservation: Global and Regional Perspectives I, II, III (12) (UD)
Park & Wilderness Management (UD)
Plants and Humans (LD)
Plant Propagation Methods (UD)
Population, Resources, & Solutions (LD)
Water in the West (LD)
Wetland Ecology & Management (UD)
Wildlife Management: Applied Conservation Biology (UD)

Independent Studies: Students plan independent studies in cooperation with one or more faculty mentors or qualified mentors. Independent studies should be designed as carefully as regular courses are and must involve responsible participation from the student and the mentor. They may be developed in conjunction with an internship or practicum, but the student must insure that the work-related experience is an in-depth academic undertaking. This will require evidence of critical thinking and application beyond merely being involved in the internship or practicum. An independent study can involve an individual student in an intense personal endeavor or it can be done by a group of students in a research project or seminar setting.

Senior Projects: The senior project is one of the most important ways to demonstrate competence in Environmental Studies. The senior project might incorporate one or more of the following: a major research paper that demonstrates a grasp of essential knowledge in the competence and original thinking about it; an independent research project designed to address a particular issue, hypothesis, or question in the competence area; expert certification of B.A.-level skill demonstrated in an internship or job; and/or any other means of demonstrating competence proposed by the candidate and reviewed by the IGC. The
senior project should be the culmination of the major thrust of the student’s competence. A student will design the senior project contract with help from her/his IGC, which approves it and supervises its completion. The Environmental Studies Program Coordinator must also approve the senior project contract.

Depth of Experience: Each Environmental Studies student must have some facility with a broad range of topics and disciplines. The faculty recognizes the importance of detailed and sophisticated inquiry, therefore, the student is expected to take a minimum of eight upper division courses in their field.

As part of gaining depth in the study area, the student is expected to gain experience with the theory, philosophy, history, and methods of their competence. Including courses that emphasize each of these in the degree plan is expected. A thorough knowledge of any discipline requires exposure to the underlying ideas and values that guide the field, important theories that have promoted it and that will propel it forward, and the approaches and methods applied by its practitioners. The student is expected to gain an understanding of how the values, theories and methods of the field have developed over time. Having an historical perspective is essential to interpret current environmental issues and chart possible future courses of action.

While the ES faculty present the content of particular courses to include combinations of theory, history, philosophy and methods, it is the student's responsibility to build these perspectives into the competence or breadth. Self-direction in attaining these perspectives is particularly crucial for a student who initiates an ES emphasis.

Acquisition and Integration of Necessary Research, Analytical, and Communication Skills: The faculty addresses the importance of balancing course work across different disciplines. It is also important to balance the ways in which the student approaches a given discipline. Knowing the world through theory and practice, through qualitative and quantitative work, is basic to a Prescott College liberal arts education. But new insights do not occur in a vacuum – they develop through library research, group discussions, journal entries, computer searches, walks in the woods, and other means. Once the student arrives at new ways of knowing the world, it is important to have these share these skills and insights.

Oral Communication Skills: Many ES courses emphasize formal and informal oral communication skills, and it is important for students to take advantage of these opportunities as well as other venues to develop their speaking skills. Although the student is to be self-directed in developing oral communication skills, every student pursuing a competence in Environmental Studies is required to give at least one public oral presentation. The student and IGC will decide what oral presentation venue is the most appropriate for achieving the student's goals. Some suggestions of ways to fulfill this requirement are to take a course in public speaking (e.g., Advocacy, Persuasion and Debate); present a paper at a national or regional conference; participate in a College course, seminar series or colloquium that emphasizes oral presentations; or make a presentation to a community group.

Skills in identification and evaluation of resources: In order to perform useful research on any topic of interest, the student must be able to find relevant resources on the topic and then be able to evaluate the utility of those resources. The student must display competence in resource evaluation in order to complete your Writing Certification II paper and the Senior Project. Many Environmental Studies courses, especially those at the Upper Division level, provide practice in this area, and the student is expected to take several courses that emphasize research work prior to undertaking their Writing Certification II paper.

Computer skills: It is imperative that people entering the job market in nearly every vocational discipline be computer literate. During their college careers, most ES students will employ computers as tools to write their papers, communicate with others, learn concepts using multimedia presentations, and understand how natural systems operate through analysis of computer models. In order to successfully harness the computer as a powerful educational tool and to prepare for the realities of the twenty-first century, students should be computer literate as soon as possible after arriving at the College.

Bridging Environmental Studies with other Program Areas
Students are invited to consider formulating competences that bridge Environmental Studies with other realms of study. In some cases, formalized bridges have already been developed, while in others it is up to the student and her/his IGC to develop a coherent and meaningful program. An example of a more formalized bridge is the one that exists between the Environmental Studies and Adventure Education programs.
Adventure Education and Environmental Studies: Environmental Studies involves the discovery and understanding of the earth’s natural systems and the human role in those systems. Adventure Education utilizes skills instruction, expedition-style travel, and facilitation of group dynamics to increase participants’ interpersonal and social skills and to improve self-concept. With recreational and educational use of the natural environment gaining in popularity, current trends in both of these fields recognize the importance of an AE/ES integration, in that it strengthens the comprehensiveness of environmental studies field programs and adventure-based programs. The Environmental Studies and Adventure Education Programs recognize the developing interface between these two fields and encourage students to explore ways they can effectively integrate them into their academic program.

**Environmental Studies Breadth Guidelines**

A Breadth in “Environmental Studies” includes at least 8 courses that reflect a broad array of the many fields represented in the ES Program. There will be no Environmental Studies breadths that have emphasis areas. The Breadth must include 4 distribution courses (one course from each area: life sciences, personal values, earth sciences and social systems); one ecology course; other E.S. courses agreed upon by the IGC, bringing the breadth total to a minimum of 8, at least 3 of which are Upper Division.

NOTE: The How to Graduate guidelines state the following: “The breadth area(s) may support the competence area(s). In no case, however, should the competence and breadth areas be so closely related as to contradict the concept of a liberal arts education.” For example, a competence in Environmental Studies with an Emphasis in Marine Studies would not be adequately complemented by a Breadth in Conservation Biology or Natural History and Ecology. There simply might be too much overlap in content area, which would limit the true liberal arts strengths that are encouraged. However, under rare circumstances, it may be possible, if the competence and breadth areas were well designed and if the liberal arts concerns were well addressed, to have two distinctive areas from the Environmental Studies Program as Competence and Breadth. For example, a student conceivably could have a Competence in ES with an Emphasis in Ecological Design and a Breadth in Agroecology or could have a combination emphasizing, say, Human Ecology and Botany. In any such combination, the student would not want to double-count the distribution courses.

**Psychology and Human Development Program**

The Psychology and Human Development Program is exciting. The faculty believes in human potential, social justice and service. The courses offered are dynamic and participatory allowing students to create stimulating, enriching and relevant academic programs. Students are encouraged to develop self-awareness and a respect for both human and non-human worlds. This requires the integration of the cognitive, emotional, behavioral, social, and spiritual aspects of the human personality and an understanding of systems perspectives. This kind of integration often requires a shift in attention beyond modern Western views of human nature. Unique opportunities to learn through independent study and supervised field experiences are offered at the advanced level.

Those with major interests in fields other than human development use courses from the program to gain knowledge and skills in leadership, facilitation of individual and group processes, conflict resolution and service to specialized populations. Study frequently enhances learning in areas such as Adventure Education, Environmental Studies, Cultural and Regional Studies and Arts and Letters – or any area in which knowledge of human nature and relationship skills may be relevant.

Excellent academic and skills training for the human development professional are offered. Graduates of the programs become educators, instructors for therapeutic adventure education programs and mental health professionals. In addition to the competence areas listed below the creative self-directed student is encouraged, with the help of faculty advisors, to create their own unique competences. Students select from cutting edge foundational courses that enable them to do advanced work in a number of competence areas.

**Human Development Competence: 16-Course Minimum**

The human development competence area provides students with an opportunity to select from a wide variety of courses that provide perspectives on human potential. The students’ freedom to choose mentors and courses according to his or her interests reflects the College’s educational philosophy, which stresses mentored, self-directed experiential education, within an interdisciplinary curriculum.

Students are required to successfully complete the following:

- Introduction to a New Psychology, or equivalent course.
- At least one developmental psychology course: Lifespan Development I or II or Adolescent
Development.
- One communication course: Interpersonal Communication, or Counseling Skills.
- Twelve additional human development courses, independent studies, courses selected from a related discipline, or relevant interdisciplinary courses.
- A minimum of eight courses in the competence should be upper-division courses.
- Senior Project

Human Development Competence 12-Course Minimum
Students are required to successfully complete the following:
- Introduction to a New Psychology, or equivalent course.
- At least one developmental psychology course: Lifespan Development I or II or Adolescent Development.
- One communication course: Interpersonal Communication, or Counseling Skills.
- Eight additional human development courses, independent studies, courses selected from a related discipline, or relevant interdisciplinary courses.
- A minimum of six courses in the competence should be upper-division courses.
- Senior Project

Areas of Emphasis in Human Development
Some students in human development find compelling reasons to describe an area of emphasis as a subtitle for their competence, i.e., “Human Development with an Emphasis in Expressive Arts” or “Human Development with an Emphasis in Holistic Health.” Choosing an area of emphasis provides an opportunity for students to create a personally relevant program of study. Areas of emphasis and their associated courses are carefully negotiated between the student and the Individual Graduation Committee (IGC), which must include an appropriate faculty member from the Human Development program. Studies in the emphasis area usually comprise at least 25% of the course work of the students' competence.

Holistic Health, Area of Emphasis
The study and practice of holistic health integrates mind, body, and spirit. This integrative area of study embraces prevention, education, and wellness principles and requires students to refine critical thinking skills. While this holistic perspective has often been distinguished from conventional Western medicine, the pioneer scholars and practitioners in this field now regard holistic health practices as complementary strategies to more mainstream methods of healing. Students must meet the minimum requirements for a Competence in Human Development and must complete ten foundational holistic health courses. Highly recommended courses are:
- Holistic Health and Wellness
- Life Centering: Mindfulness, Meditation, and Stress Management
- Holistic Bodywork
- Plants and Humans
- Basic Biological Principles, Human
- Basic Ecology
- Human Nutrition
- Anatomy
- Practicum

Massage, Area of Emphasis
The College partners with the Arizona School of Integral Studies (ASIS) to offer a 24 credit certification course in massage. Students spend an entire enrollment period (block and semester) completing the following courses at ASIS in Prescott:
- Conjunctive Studies in Body Work
- Western Bodywork Modalities: Theory and Practice
- Eastern Bodywork Modalities: Theory and Practice
- Bodywork Practicum

Equine Assisted Mental Health, Area of Emphasis
EAMH works with horses as partners in educational and therapeutic settings. This field is expanding exponentially as the uniqueness of animal assisted therapies integrates a nonhuman component that is filled with potential. The study of equine assisted mental health is a personally, socially, and ecologically responsible process. An academic environment is fostered in which students are encouraged to develop
self-awareness and a psychologically sophisticated sense of responsibility within both human and non-human worlds. This requires the integration of cognitive, emotional, behavioral, social, and spiritual aspects of the human personality and an understanding of systems perspectives. This kind of integration often requires a shift in attention beyond modern Western views of humans, horses, and nature.

Equine assisted therapies emerged first as means for physical rehabilitation in the mid-twentieth century. Since then, horses have been integrated into many dimensions of human services, including the mental health services. Behavioral, emotional, and cognitive patterns are reevaluated and restructured though the client’s effort, the horse’s connection to the client and co-therapist, and the mental health professional’s facilitation.

Emphasis is placed on the systems in relational patterns, and the facilitation of therapeutic experiences. Ethics of the therapeutic relationship, horsemanship, and stewardship flow throughout this course of study.

Students must meet the minimum requirements for a Competence in Human Development and complete foundational Equine Assisted Mental Health courses.

Highly recommended courses are:
- Group Process for Adventure Educators; Winter Block Equine Experience
- Animal Assisted Therapy
- Relational Horsemanship
- Foundations of Equine Assisted Mental Health
- People, Animals, and Nature PAN 18cr and 12cr

Students supplement these core courses with related Independent Studies and related experiences to round out their area of competence.

Human Development Breadth 8-Course Minimum
Students are required to successfully complete the following:
- Introduction to a New Psychology, or equivalent course.
- At least one developmental psychology course: Lifespan Development I or II or Adolescent Development.
- One communication course: Interpersonal Communication, or Counseling Skills.
- Five additional human development courses, independent studies, courses selected from a related discipline, or relevant interdisciplinary courses.
- A minimum of three courses in the competence should be upper-division courses.

Human Development Breadth 6-Course Minimum
Students are required to successfully complete the following:
- Introduction to a New Psychology, or equivalent course.
- At least one developmental psychology course: Lifespan Development I or II or Adolescent Development.
- One communication course: Interpersonal Communication, or Counseling Skills.
- Three additional human development courses, independent studies, courses selected from a related discipline, or relevant interdisciplinary courses.
- A minimum of two courses in the competence should be upper-division courses.

Psychology Competence: 16-Course Minimum
Conventional Western approaches to psychology generally define the field of psychology as the scientific study of mental processes and behavior. From this point of view there is a large body of literature that serves to translate between the inner realm of the mind and the external conditions of the world. However, the term “psychology” is derived from the original Greek “psyche”, which primarily signified the soul. “Logos”, also derived from Greek, referred to the act of collecting or gathering together. From an historical perspective, psychology is an inquiry into the nature of the soul. This perspective suggests that psychological inquiry be reflective, concerned with ultimate motivations, and that it attends to the question of meaning. In the interest of developing a form of psychology that is both meaningful and responsible in the context of the 21st century, the Human Development and Psychology Program begins with an appreciation of the deep historical roots of the inquiry into human nature. Faculty facilitates students’ exploration of the emerging connections between psychology, systems theory, and ecology. While students are establishing their own psychological independence, they are encouraged to understand and appreciate emerging theories about psychological
interdependence. The psyche is profoundly shaped by family, cultural, and social conditions; so students are encouraged to complete courses in gender, cultural and religious studies.

Psychology courses offer opportunities to study both traditional and emerging dimensions of the field. Some courses present both foundational studies based in the conventional research literature as well as interpretations of human nature inspired by ecological and spiritual perspectives. Other courses provide opportunities to apply conventional psychology to the challenges of social and environmental justice work. Some students choose to pursue an area of emphasis within the scope of their competence in psychology.

Areas of emphasis and their associated courses are carefully negotiated between the student and the Individual Graduation Committee (IGC), which must include an appropriate faculty member from the Human Development program. Studies in the emphasis area usually comprise at least 25% of the course work of the students’ competence.

Students are required to successfully complete the following:

- Introduction to a New Psychology or an equivalent course.
- At least one developmental psychology course: Lifespan Development I or II; or Adolescent Development.
- One communication course: Interpersonal Communication; and/or Counseling Skills.
- One course that carefully considers the Western scientific tradition of social science, either Social Research Methods or Statistics for Research.
- Two additional foundational psychology courses.
- Nine additional psychology courses, independent studies, courses selected from a related discipline, or from relevant interdisciplinary courses.
- A minimum of eight courses in the competence should be upper-division courses.
- Senior Project

Psychology Competence 12-Course Minimum

Students are required to successfully complete the following:

- Introduction to a New Psychology or equivalent course
- Lifespan Development I, II, or Adolescent Development
- Interpersonal Communication, or Counseling Skills
- Social Research Methods or Statistics for Research
- Two additional foundational psychology courses
- Five additional psychology courses, independent studies, or relevant interdisciplinary courses
- A minimum of six courses in the competence should be upper-division courses
- Senior Project

Psychology Breadth 8-Course Minimum

Students are required to successfully complete the following:

- Introduction to a New Psychology or equivalent course
- Lifespan Development I, II, or Adolescent Development
- Interpersonal Communication, or Counseling Skills
- Social Research Methods or Statistics for Research
- Two additional foundational psychology courses
- Two additional psychology courses, independent studies, or relevant interdisciplinary courses
- A minimum of three courses in the breadth should be upper-division courses
- Senior Project

Psychology Breadth 6-Course Minimum

Students are required to successfully complete the following:

- Introduction to a New Psychology or equivalent course
- Lifespan Development I, II, or Adolescent Development
- Interpersonal Communication, or Counseling Skills
- Social Research Methods or Statistics for Research
- Two additional foundational psychology courses
- A minimum of two courses in the breadth should be upper-division courses

Counseling Psychology Competence 16-Course Minimum

Students who study counseling psychology learn and apply a cluster of professional knowledge, skills, and atti-
tudes that are essential to building skillful helping relationships. Many go on to graduate studies programs, medical schools, and other advanced training. Students in this field become lifelong learners in response to the changing world they encounter. Their educational activities balance self-fulfillment and service to others.

The counseling psychology program intertwines theory and practice through small group learning and the integration of practica and internships into the curriculum. Some advanced courses involve student-practitioners in local clinical, educational, and recreational settings working with actual clients. An extended practicum at one of these organizations is required in this area of study. Many counseling psychology graduates move directly into entry-level positions in agencies before going on to complete advanced studies.

Counseling psychology students develop a professional orientation to the field as they explore standards of practice and codes of ethics. Counselor licensure or certifications help insure a practitioner’s competency. Students are encouraged to carefully plan for these and other kinds of professional growth opportunities.

Students are required to successfully complete all of the following foundational courses:

- Introduction to New Psychology
- Counseling Skills
- Counseling Theories
- Lifespan Development I: Early Childhood through Adolescence or Lifespan Development II: Early through Late Adulthood
- Personality Theories
- Psychopathology
- Family Systems Theory or Family Systems in Film and Literature
- Social Research Methods or Statistics for Research
- Addiction and Recovery
- Legal, Ethical and Professional Issues in Counseling
- Community Service Practicum
- A minimum of eight courses should be upper-division courses
- Senior Project

**Therapeutic Use of Adventure Education Competence 16-Course Minimum**

Over the past twenty years an integration of Human Development and Adventure Education has been used increasingly to develop adventure-based, therapeutic wilderness programs. This course of study combines essential knowledge and skills used in therapeutic group work with the technical skills needed for safe, effective wilderness adventure education. Graduates with this competence will be able to design and teach educational experiences in the wilderness that are therapeutic; they will not be qualified as a therapist, which would take graduate level work to achieve. Both the Human Development Program and the Adventure Education Program acknowledge the need for exacting and rigorous training in this interface and addresses it by offering a variety of interdisciplinary courses.

Students are required to complete all of the following foundational courses:

- Interpersonal Communication
- P. Adventure Education I, II, III (18 credits) OR Wilderness Exploration and Landscape Studies (18 credits 2LD, 1UD)
- Lifespan Development I, or, Lifespan Development II, or, Adolescent Development
- Counseling Theories
- Basic Ecology
- One course in Ecopsychology
- Wilderness Emergency Care (Does not have to be taken at PC)
- Experiential Education: Philosophy and Methods
- Group Process for Wilderness Leaders
- Ropes Course Facilitation
- Therapeutic Use of Adventure Education
- Internship with a relevant program
- Personal and Professional Development Seminar
- A minimum of eight courses should be upper-division courses.
- Senior Project

Other recommended courses in Therapeutic Use of Adventure Education include but are not limited to:

- Psychopathology
• Ropes Course Facilitation
• Counseling Skills
• Community Service Practicum
• Any course on Ethics
• Learning Theories
• Nature and Psyche
• Psychology of Women
• Models of Leadership: Leadership Through Differentiation
• AE skills courses

Additional coursework that provides support for this competence area include many of the courses offered in the Human Development and the Adventure Education Program. This is an interdisciplinary competence and requires 16 courses. A 12 course competence or a breadth in this area of study will not be approved.

Ecopsychology Competence 16-Course Minimum
A student of ecopsychology strives to integrate ecological principles and psychological wisdom into a unified field of study. A competence in Ecopsychology must include courses from both the Human Development and Psychology, and Environmental Studies Programs. Depending on the specific interest of the student, course work in either psychology or environmental studies may be emphasized. In either case, the student must develop a substantial foundation in each of these disciplines. It is only with solid foundational studies that the student may develop a significant appreciation of humans as psychological beings acting within ecological systems.

Students are required to successfully complete the following:
• Four foundational courses
• Four related psychology courses
• Four related environmental studies courses, including at least one with an emphasis on ethics
• At least two courses in history, philosophy, and/or religion
• A minimum of eight upper-division courses.
• Senior Project

Ecopsychology Competence 12-Course Minimum
Students are required to successfully complete the following:
• Four foundational courses
• Two related psychology courses
• Two related environmental studies courses, including at least one with an emphasis on ethics
• At least two courses in history, philosophy, and/or religion
• A minimum of six upper-division courses.
• Senior Project

Ecopsychology Competence: 8-Course Minimum
Students are required to successfully complete the following:
• Four foundational courses
• Two related psychology courses
• Two related environmental studies courses, including at least one with an emphasis on ethics
• A minimum of three upper-division courses.

Foundational Courses in Ecopsychology
New Psychology: An Introduction (LD)
Basic Concepts of Ecology (LD)
Natural History and Ecology of the Southwest (12 credits) (LD)
Ecopsychology: Paradigms and Perspectives (LD/UD)
Ecopsychology: Choices for a Sustainable World (LD/UD)

Related Psychology Courses include but are not limited to:
Ethnobiology
Plants and Humans
Philosophies of Interpretive Naturalists
Psychology for Social Change (LD/UD)
Lifespan Development I
Lifespan Development II
Transpersonal Psychology
Psychopathology
Women's Wilderness and Nature (LD)
Nature and Psyche (UD)
Therapeutic Use of Adventure Education
Group Process for Adventure Education

Related Environmental Studies Courses include but are not limited to:
Form and Pattern in Nature (LD)
Ecology of Human Evolution (UD)
Ecological Design (LD)
Ecological Economics, Principles of (UD)
Environmental Ethics (UD)
Environmental Politics (LD)
Human Ecology, Introduction to (LD)
Human Ecology, Advanced Topics (UD)
Issues of Global Food Production (LD)
Land Stewards (LD)
Nature and Psyche (UD)
Population, Resources, and Solutions (LD)

Courses in History, Philosophy, and Religion include but are not limited to:
History and Philosophy of Science
Modes of Thinking
Philosophy: Making Ethical Decisions
Women's Religious Lives
World Religions I
World Religions II
New Cosmology and Creation Spirituality
Philosophy: Themes and Questions
Religion and Science
Studies in Buddhism

Women's Studies
The field of Women's Studies explores gendered existence; what it means to be feminine and masculine and how this interacts with other aspects of self identity, such as race, ethnicity, class, and sexuality. Women's Studies focuses on those whom a society defines as “woman,” on the meaning of that identity in different times and places, and how women experience their lives and construct their own identities. This field also explores the sometimes unequal relationships between different groups of women, and how and where they find common ground. It integrates women's questions and perspectives into the theoretical frameworks through which the study of psychology, education, arts, literature, philosophy and religion, leadership development, history, and political science is approached. Women's studies places women at the center of inquiry and recognizes and celebrates women's achievements.

Women's Studies strives to integrate feminist principles and gender equality into an interdisciplinary field of study. A competence in Women's Studies must include courses from Human Development, Nature & Aesthetics, and Cultural & Regional Studies. Depending on the specific interest of the student, course work in any of the above areas may be emphasized. Students in Women's Studies have a wide range of courses from which to choose. The overall intent is to offer an alternative perspective to the traditional, androcentric forms of inquiry, which place women as outsiders in society, to one which views women's experiences as central to understanding human society and behavior. A student who chooses a competence or breadth in Women's Studies must complete a series of courses which introduce the student to core concepts in the field including the impact of systems of oppression, feminist theories, power and privilege, social/cultural hierarchy, patriarchy, and the social construction of gender. Students strengthen their critical thinking skills as they learn to challenge previously unquestioned epistemology and hegemonic principles. Students will learn to identify the ethical implications of excluding gender from the arts, humanities, psychology, religion, culture and history.

Women's Studies Competence 16-Course Minimum
Students are required to successfully complete the following:
• The F Word: Feminism, Women, and Social Change.
• A minimum of eight courses from the Gender & Sexuality domain
• A minimum of six courses from the Women & Social Consciousness domain
• Senior Project

Women’s Studies Competence 12-Course Minimum
Students are required to successfully complete the following:
• The F Word: Feminism, Women, and Social Change
• A minimum of six courses from the Gender & Sexuality domain
• A minimum of four courses from the Women & Social Consciousness domain
• Senior Project

Women’s Studies Breadth 8-Course Minimum
Students are required to successfully complete the following:
• The F Word: Feminism, Women, and Social Change
• A minimum of five courses from the Gender & Sexuality domain
• A minimum of two additional courses from either the Gender & Sexuality domain or the Women & Social Consciousness domain

Women’s Studies Breadth 6-Course Minimum
Students are required to successfully complete the following:
• The F Word: Feminism, Women, and Social Change
• A minimum of three courses from the Gender & Sexuality domain
• A minimum of two additional courses from either the Gender & Sexuality domain or the Women & Social Consciousness domain

Women’s Studies Course List:
Gender & Sexuality: Women’s Topics in Wilderness Leadership LD/UD
Women’s Wisdom & Nature LD/UD
Sexuality and Sexual Outlaws LD/UD
Feminist Psychology LD/UD
Art on the Periphery LD/UD
Women’s Literature LD/UD
History of Gender & Sexuality LD/UD
Gender, Sexuality & Religion LD/UD
Men & Masculinity LD
Independent Study UD
Women & Social Consciousness: Multicultural Education UD
The Color Line LD/UD
Globalization, Religion & Social Change UD
World Religions LD
Ethical Issues for Experiential Educators UD
Memoir UD
Painting and the Human Form LD/UD
Figure Drawing LD/UD
Rethinking Our Classrooms: Race, Gender & Identity LD/UD
Image & Power in Mass Culture LD/UD
Masailand I, II, III (Kenya Project) UD
American Paradox LD/UD

** Attention On-Campus Bachelor of Arts Students **
Students safety and well being as members of the campus community is important. A community of trust among employees and students is promoted. Although it is not forbidden to engage in a consensual relationship with an employee, the student should be well-informed before deciding to do so. If at any point in the relationship the student feels uncomfortable, the student should speak with one of the individuals listed in the College-wide policy. [See Common Section for the policy and procedures.] Employees in a consensual relationship with students must report that relationship to their supervisor (faculty must report to the On-Campus Bachelor of Arts Dean). This action is required in order to promote an academic environment that fosters an equitable educational experience and objective evaluation of students.
Program Course Descriptions

Aboriginal Living Skills
This course will introduce the student to the skills necessary to live comfortably in the outdoors without relying on modern technology. Through research, knowledge sharing, and hands on experiences, students will become proficient at skills such as friction fire, short and long-term shelter construction, gathering and processing of wild edibles and animal processing, creating cordage from natural fibers, primitive pottery and basketry, snares and hunting tools, and primitive cooking.

While studying both global and local primitive cultures, the historical roots of these skills as well as their relevance in the modern age are examined. Class time will be spent primarily in the Prescott region with several overnight wilderness trips to allow students to focus and apply their developing skills.

Acting Workshop: Comedy
Students will study and perform different types of comedy in this workshop. The history and theories of comedy will be explored through the perspectives of writers, performers, and scholars, and then students will begin their hands-on work with scenes and monologues from classic and contemporary plays. The class will then create an ensemble to experiment with and perform group improvisational comedy and individual stand-up routines. To allow the students to experience the effects of audience reaction and participation, at least one public performance will be scheduled near the end of the term.

Acting Workshop: Improvisation & Scene Study
This workshop explores the importance of interaction in the theater and how actors bring their own experiences and skills into performance to create a unique collaboration for themselves and for an audience. The class will study monologues, scenes, and improvisational techniques, focusing on individual characterization and relationship dynamics. This workshop should help reduce performance anxiety while developing the confidence and creativity students need not only in acting, but also in many other life situations.

Addiction and Recovery
This course utilizes lecture and experiential exercises to explore the dynamics of alcohol, drug, and other addictive processes. Students explore how addiction may impact their own lives, their families, and modern cultures. Foundation themes in this field are covered, including the dominant medical-disease model, physiological processes, family dynamics, psychological perspectives, assessment, interventions, relapse, and recovery. Addiction is also considered in relation to similar processes involved in other kinds of obsessive and compulsive suffering. Spiritual perspectives on the challenges of addiction and recovery are considered in the context of individuals' lives. A variety of emerging alternative treatment modalities are also critiqued. Community and global implications are evaluated.

Adolescent Psychology
This course is designed for advanced undergraduate students seeking a broad comprehensive view of adolescent development including issues of autonomy, ego identity, socialization, and sexuality. Its focus will be on the application of theory in applied areas such as classrooms, hospitals, treatment facilities, recreation, and wilderness programs.

Advanced Workshop in Fiction and Nonfiction
This advanced course provides students with the experience of the writer's retreat. During the two weeks in residence at Arcosanti, about 40 miles southeast of Prescott, students will live and work in small, individual studios. Days are spent reading and writing in solitude; late afternoons are spent in class, discussing readings; evenings are spent in informal workshops, during which students read aloud from works in progress. Each student elects to work primarily in fiction or nonfiction, and prepares presentations in that genre, but must be flexible to work in both genres during class time. Presentations include the following: selecting and leading discussion on one published story/essay/memoir; teaching one lesson on some aspect of craft, relevant to the genre of choice; and leading the class in a writing exercise, related to the craft lesson. Students keep a writer's journal documenting ideas, observations, growth, reactions to the readings, and the effect of the Arcosanti environment on their work. Students will produce 30 pages of fiction or nonfiction, at least 20 of which will be workshoped in the final week of the course. In the last week, students return to Prescott so that those who have opted to leave technology behind (strongly encouraged) may have several days to type, revise and photocopy before the workshop process. Each student will be expected to submit one polished piece from the class for publication.
Adventure Education I: Expeditionary & Technical Skills
This course will introduce students to fundamental expedition skills and models through presentations, discussions, and practice. Topics will include minimum impact camping techniques, map and compass, equipment use and management, group living and decision-making processes, public land access issues, and recreational considerations in a variety of environments. Fundamental theories and current issues in expedition leadership will be investigated. In rigorous field settings, students will cultivate proficiency in outdoor technical skills congruent with the environment in which they are traveling; rock, snow, water.

Adventure Education II: Teaching Methods for Adventure Educators
Theoretical rationale for current practices will be examined through research, discussion, and student presentations in the backcountry. Topics will include lesson planning, ethically responsible group management, risk management, as well as facilitation skills such as framing, delivery, and debriefing. While expeditioning, students will also be asked to explore their own style of teaching, leading, and living in wilderness environments. Students will use this course to develop a diverse range of experiential teaching methods in preparation for the practical phase of the course.

Adventure Education III: Teaching Practicum for Adventure Educators
This course will provide students a practical introduction to the leadership of adventure education activities. Students will implement outdoor programs for their peers and groups from the community. The focus will be on teaching basic backcountry living and traveling skills, top rope climbing technique, and water-based expeditioning. Students will receive regular feedback and mentorship regarding their development as educators.

African-Inspired Dance
In this course students will learn about West African inspired, nature-based dance. Areas of focus will include conditioning, technique, choreography, improvisation, energy and breath awareness, ritual, dance composition and the dancer/drummer partnership. Physical conditioning will emphasize grounding, centering, rhythm, strength, flexibility, and endurance. The focus will be on the use of dance to strengthen and express relationships with one another, ancestors, earth and cosmos, community, and the cycles of life. The importance of respect and humility, as westerners inspired by an elder culture, will be addressed. Students will learn about the natural integration of dance with drummings, song, costuming, and story-telling. Drumming and musical accompaniment will be both live and recorded. The course will culminate in a community sharing.

Agroecosystems of the Arid Southwest
Water availability is the most prominent ecological factor limiting agricultural production in the Southwest; however, temperature, nutrient availability, salinity, and pests also exert considerable influence. In this field-oriented course the student will initially explore the ecological constraints that limit productivity of natural plant and animal communities in diverse ecosystems, ranging from the submontane to desert. We will then examine how people in prehistorical, historical, and modern times have designed farming systems to contend with these ecological limitations. The types of questions this class will focus on are: How sustainable are current agricultural practices? Why have some practices been discontinued? What are the off-farm ecological impacts of modern agronomic techniques? Is there a carrying capacity in the Southwest and if so, is the current human population above or below it? How does the complexity and scale of irrigation systems affect the social structure of communities?

Aikido: The Way of Harmony
This course is an introduction to the Japanese art of Aikido, “the way of harmony of the spirit.” The course includes three elements: the history and philosophy of Aikido; the physical discipline, mental discipline, and practice of Aikido; and the application of the principles of Aikido in daily life.

Alpine Ecology
Alpine ecosystems are some of the least studied regions on earth due largely to their remoteness. This course examines the ecology of the alpine including extremes of heat, cold, wind, and the availability of moisture. The complex associations of plants and animals will also be discussed. Students will gain a basic understanding of regional geology and the influence of glaciation on hydrology and vegetation in high mountain environments. The course also examines cultural associations with alpine environments including the increasing impact which humans are having on these remote regions. As a necessary aspect of its academic mission, this course requires extensive wilderness travel.
Alpine Mountaineering
This is an intermediate/advanced course for students with solid backgrounds in rock climbing and general back country skills. The concentration is on acquiring basic alpine mountaineering skills and perfecting them to a level suitable for use in conducting adventure experiences in an alpine setting. This field-oriented course takes place in a suitable alpine region and emphasizes ascents of mountains with a broad range of characteristics. Topics covered include: expedition planning and logistics; safety and hazard evaluation; communication and leadership; self-rescue and emergency procedures; snow and ice climbing technique; glacier travel and crevasse rescue; avalanche awareness; route finding; applied rock climbing; practical weather forecasting, accident prevention, and modern trends in mountaineering.

Alternative Processes in Photography
This hands-on workshop will give students a direct experience with the practical techniques of historical and contemporary image-making methods. Aesthetic emphasis will be placed on the attitudes behind, and the importance of the visual/material syntax in an historical order. Students will make enlarged negatives and explore the image potential through a range of printing processes including cyanotype, salted paper prints, kallitype, and emulsion transfer.

American Government: The Political Game
This course is an introduction to American political thought and practice. We will pay attention to the peculiar relationship between political language and political reality: Which issues are elevated to the status of social problems, who gets labeled a political leader or constructed as a political enemy? What is the current state of the American electoral process? What constitutes an ethical, pragmatic foreign policy? What is the proper relationship between church and state? What is citizenship, anyway? All of these issues receive a special political charge in an election year, but when all of the pomp and circumstance subside into the less spectacular politics of everyday life and public service, who gets what, why, and how? Special attention will be paid to questions concerning race, gender, and class. Let the games begin!

American Paradox: Studies History of a Varied People
This course examines the central theme of separatism and unity within the in the United States. It poses the question of whether or not it is possible or even desirable to create and live in a unified nation. In order to grapple with this question, we will study a series of paradoxes through which the country’s identity was formed: how can a country founded on the principle of freedom have built its economy, in part, through slavery? How can a nation that represents to the world economic prosperity continue to maintain such a large underclass? The course will develop chronologically so it will give you a good general overview of the major events of U.S. history.

American West in Film & Literature
This class will explore the American West as it has been depicted in films, stories, essays, dramas, and poetry. Topics will include the contrast between the reality and myths about the frontier, the importance of place in the literary imagination, and the concerns and themes of contemporary Western films and literature. Specifically, we will analyze the myths fostered by such films as “High Noon” and “Shane.” We will look at how more contemporary films like “McCabe and Mrs. Miller,” “Little Big Man,” and “Dances with Wolves” have provided new interpretations of the old West. We will also examine films such as “The Last Picture Show,” “Paris, Texas,” and “Raising Arizona” that are concerned with the modern West. Literature readings will include selections from authors such as Edward Abbey, Willa Cather, Gretel Erhlich, Louise Erdrich, Larry McMurtry, and Sam Shepard.

Animal Behavior
This course focuses on the role of an animal’s behavior within the context of its environment. Consideration is given to such general themes as instinct and learning, development, and organization of behavior from an evolutionary perspective. Specific topics include animal mating systems, social behavior, care of young, feeding behavior, communication, and migration. Although examples are chosen from many kinds of animals, an emphasis is placed on vertebrates. An independent field component provides the opportunity for students to observe animals behaving in their natural surroundings.

Animal Biology
This course offers a survey of the major groups of invertebrate and vertebrate animals. Topics include classification, anatomy, physiology, behavior and ecology within an evolutionary context. The course consists of readings, lectures and discussions, laboratory exercises, projects, and field trips.
Animal-assisted Therapy
This course provides a philosophical and psychological context for the evolving field of Animal-Assisted Therapy. Students explore the ways in which developing relationships with other sentient non-human animals can promote various levels of healing and bring people back to themselves in new and powerful ways. This course covers the broad range of therapeutic roles animals play, from comfort companions and physical therapy adjuncts to relational mirrors and co-facilitators of evolving human potential. Ethical issues related to the rights and responsibilities of human and non-human participants in these programs, as well as criteria for assessing appropriate participants are covered. The concept of Biophilia provides a background for reviewing current research related to physiological state changes, established treatment programs, and cross-species communication.

Anthropology, Contemporary Issues in
Contemporary society faces problems every day that require culturally sensitive solutions – environmental damage and protection, out-of-control population growth, a dizzy proliferation of lifestyle choices, gender controversies, ethnic conflict and other threats to cultural survival around the world. This course introduces students to anthropology, a discipline that focuses on culture by defining it, describing it, attempting to explain it, and placing it in a theoretical framework to address the problems of the modern world. Students will observe and analyze the dimensions of modern-day problems – in their community and around the world – and explore culturally appropriate solutions using the concepts, skills, and values of cultural anthropology.

Applied Algebra
The goal of this course is to equip students with the basic algebra skills necessary to understand and address common topics in their lives and prepare them for further studies for which mathematics is essential. The successful student will learn how to manipulate and apply linear, quadratic and logarithmic functions; exponential growth and decay; systems of equations; and plane trigonometry. Through cooperative learning and experiential exercises, students will gain comfort in algebraic reasoning, develop critical thinking skills, and see relevant connections so that math has practical, not just theoretical, value. Numeracy is as important in a good liberal arts education as is literacy (you can count on it).

Applied Ecological Economics
The southwestern region is full of contrasts. It provides some of the most impressive scenic beauty in the Untied States. It has one of the highest percentages of preserved wild lands relative to its size in the nation. Yet, it also has some of the most degrading economic activities in the union. Such reality provides a special opportunity for the application of ecological economics. This course will explore these applications with the format of a seminar-“think-tank”. We will study and discuss areas where these applications might benefit the sustainability of the region. Proposals for service research will be drafted for the stakeholders in the issues discussed. This way, long term research-service projects will be established. Such research will seek to have tangible products that promote the principles of ecological-economic sustainability. An effective student-instructor cooperation will constitute the driving force of this program. The course will require several field trips as essential components of ecological economic methodologies.

Art Education
This course covers preparation for art instruction through curriculum development, study of instructional strategies and peer teaching. The student will examine historical development of the philosophical approaches to the teaching of art. Students will examine and practice techniques and procedures for instruction in art in a variety of educational settings. Students will become familiar with the content areas of aesthetics, art history, art criticism, studio art production and their relationship to instruction of art in schools. Students will become familiar with the content of published texts in art, in addition to a wide variety of alternative methods and approaches to the instruction of art. Emphasis will be placed on experiential learning and individualized instruction and participation in Prescott College’s Children’s Art Workshop.

Art on the Periphery
This art history/critical theory course exposes the power structures behind conventional notions of art history, and explores significant groups of artists that have been underrepresented in art history's canons. This course identifies the master narratives that are responsible for the shape of Western art history, and looks at how social and political climates have dictated the perception of art. Major achievements of underrepresented artists will be covered, and how the past experience of underrepresented artists has influenced their art today. This course is writing intensive and will include research and response papers, field trips to museums and galleries, visits with artists and/or art historians, and collaborative projects.
Authentic Assessment
This course examines the characteristics and types of measurement and assessments utilized in the education of students. Knowledge of concepts and procedures involved in student evaluation, the development and selection of assessment instruments, the analysis and interpretation of results, and the utilization and reporting of results will be explored. Cultural and environmental impacts on assessment will be considered. Applications to the classroom setting will be emphasized.

Avalanche Forecasting
This advanced course focuses on avalanche forecasting for backcountry skiers or snowboarders. While spending three weeks in a suitable mountain environment, students will learn about “snow” in all of its aspects. Students will also gather and interpret information that allows them to make informed decisions about avalanche formation. The topics include mountain meteorology, mountain snowpack, snow formation and metamorphism, avalanche phenomena, stability testing and evaluation, safety and rescue, critical route finding, and group management. American Avalanche Association level 2 curriculum will be used as a foundation for certification. However, field activities will go far beyond in practical application of theory. The course will emphasize all aspects of operational and site specific forecasting methodology relevant to professional and recreational applications in snow science and avalanche hazard evaluation.

Backcountry Skiing & Avalanche Training
This course is designed to equip aspiring backcountry skiers with the skills and information needed to safely travel through and understand the winter environment. The course starts on gentle rolling terrain where diagonal stride is introduced and practiced. A steady progression to more complex terrain necessitates technique for ascending and descending with Telemark touring on moderate mountainous terrain as the eventual goal. Concurrent with instruction on skiing technique is an introduction to “winter” as an environmental condition in which snow cover and sub-freezing temperatures are defining elements and primary consideration in terms of comfort and safety. Formal avalanche training (AAA level 1 curriculum and certification) will be a fundamental part of the course. Students will learn about the contribution of terrain, weather, snowpack and the human factor to avalanche hazards. They will also learn to evaluate potential risks and effectively initiate self-rescue. The teaching format involves both experiential and presentation based instruction. Outings are mostly day trips into the mountains from rustic cabin or yurt styled accommodations. One short snow camping experience is planned where students will learn to construct their own snow shelters. An array of other topics will be covered, including temperature regulation; winter survival; history of skiing; equipment design, care and repair; winter natural history; snow camping; cold stress and ailments; nutritional requirements; and practical weather forecasting.

Backcountry Skiing & Winter Ecology
This introductory course is designed for students wishing to integrate safe travel in winter environments with formal study of winter ecology. The skiing skills progression begins with diagonal stride techniques on gentle, rolling terrain and graduates to Telemark touring on moderate, mountainous terrain. Concurrent with instruction on skiing technique is an introduction to winter as an environmental condition in which snow cover and sub-freezing temperatures are defining elements. Winter ecology topics will include characteristics of winter and the nivean environment, snow dynamics, winter storms and weather, winter natural history, and plant, animal, and human adaptations for survival. Avalanche awareness and hazard evaluation instruction will follow AAA level 1 curriculum and certification guidelines. The teaching format involves both experiential and presentation-based instruction. Students will select a suitable topic pertaining to winter ecology, which they will research and present to their classmates. Outings are mainly day trips into the mountains from a rural outdoor education center or from remote yurt-styled accommodations. One overnight camping experience is planned where students will learn to construct snow shelters.

Behavior and Conservation of Mammals
This course focuses on the following themes, supported by lectures, readings, and discussions: behavior and ecology of mammals; field methods in behavioral ecology; and captive breeding as a conservation strategy. Each student will conduct literature research on 2-3 species, write summary papers, and give oral presentations describing behavior and ecology, population status in the wild, and conservation focus. This material will form part of the traveling library for the field portion of the course, which entails a three-day visit to several zoological parks in Arizona, where students will observe mammals and collect data on behavior, especially on social interactions. Students will compare their findings with published informa-
tion on the species in question, as well as meet with staff specialists to learn about the various conservation initiatives that are being undertaken for selected species.

**Biological Principles**
This course is an introduction to the basic concepts in biology, with an emphasis on chemistry, cell structure and function, reproduction, metabolism, DNA and genetics, and evolution. The course is designed for students who anticipate a concentration in biological or environmental studies and serves as a good prerequisite for courses in ecology, plant biology, or animal biology. Classes consist of lectures, discussions, and lab exercises. Ethical implications of current biological events are discussed.

**Bodywork Practicum**
This course will provide the student with opportunities to enhance and practically apply what they have learned in their bodywork courses. The student will participate in an academic and practical orientation to the ASIS program, as well as an overall program review at the close of the program. Didactic and experiential study in professional communication and ethics, business practices and bodywork law will be completed. As well, several forums will be provided for the student to practice their bodywork skills, including a student massage clinic and various community massage events. The student will document their learning and experiences in massage journals throughout the ASIS program. Successful completion of this course (along with the corequisite courses) will prepare the student to take the National Certification Board for Therapeutic Massage and Bodywork Examination and practice as a Certified Massage Therapist.

**Book Arts**
Students will become familiar with the materials and the methods of basic bookbinding techniques. Students will make pamphlet, one section, multi-section, accordion and hardbound books for journals or sketches. While this course is a studio/production course and we will be making a number of books, it is also a course about ideas and book content, not just technique. We will examine artist’s books that incorporate collage, painting, photography, mixed-media and writing. Through the exploration of alternative structures, sequential relationships and physical properties of a book, students will create works that include imagery and text, as well as sculptural objects which involve the book as metaphor. This course will focus on incorporating digital technologies for limited editions. This is an interdisciplinary course designed for writers, painters, photographers, and sculptors.

**Botany**
Plants and other photosynthetic organisms form the basis of primary production on land and in the oceans. Non-photosynthetic organisms with some plant-like cellular structures, Fungi, have also traditionally been studied by botanists. The science of botany delves into the fundamental biology, myriad adaptations, and diversity of life within the three Kingdoms Plantae, Fungi and Protista (photosynthetic Divisions only). Topics covered include evolutionary history (from aquatic systems to terrestrial ones), life history strategies, plant anatomy, physiology (photosynthesis, photorespiration, internal transport, hormones), secondary plant chemistry, and pollination.

**Calculus: Theory & Practice**
This course is an introduction to the basic concepts, techniques, and applications of calculus. Applications will focus on the use of calculus techniques in developing, interpreting, and investigating functions that model natural phenomena and dynamical systems. Topics include limits and infinity, derivatives and rates of change, and computing areas via integration. Graphing calculators will be used extensively in the course to explore and reinforce mathematical concepts.

**Canoeing: Introduction to Expeditionary Paddling**
This course is designed as an introduction to the skills and techniques of expeditionary canoeing as practiced on flatwater and Class I/II rivers. In addition to paddling skills, the class will explore the history and origins of canoe construction and travel, hydrology and reading moving water, expedition planning, water safety and river rescue, and a variety of relevant outdoor skills. Effective communication and teamwork between partners within the context of the larger group will be emphasized. The course will include class time to develop theoretical foundations, day trips, and expeditionary paddling. Exact locations are dependent upon water levels.

**Central America: History and Current Issues**
Central America has been, and continues to be, the focus of tensions in the Western Hemisphere and a
major focus of U.S. foreign policy. This course will be an in-depth study of the roots of current political and economic problems shared by the nations of the region. Initially the course will deal with the heritage derived from the indigenous people and European immigrants, as well as the development of the present nations out of the Spanish colonial experience. With this background, the course will focus on events since World War II. Topics to be investigated include: hunger and land tenure, education and health, survival of indigenous people, revolution, the U.S. influence and intervention, foreign debt and international relations. We will also look at possible solutions to economic and other problems in the region.

Ceramics
This course introduces students to the fundamentals of pottery-making. Through hands-on work they will discover the various uses of clay, as well as glazing techniques and kiln-firings. The students will explore the hand-building techniques of pinch, coil and slab construction. Emphasis will be placed on good design and the development of technical skills. Students taking this course for upper division will further hone their ceramics skills, with special attention to improved craftsmanship and advanced design. Upper division students will be expected to take on a leadership role in the class.

Changing World Order: The Political Economy of Globalization
This course offers perspectives on various aspects of globalization, historical and contemporary. We will study the rise of the nation-state system and consider current sub-national and transnational challenges to it. Mapping a changing world order that is simultaneously more globalized and localized than ever before, we will examine the dynamic movements of capital, culture and technology as well as the multitude of (actual and possible) political responses to these “global flows.” We will consider the meanings of such terms as uneven development, cultural imperialism, post-colonialism, postmodernism, sustainability, displacement, diaspora and tourism, to name a few. At the culmination of the course, students should be able to critically assess worldwide political, cultural, and economic phenomena through an understanding of key concepts and various theoretical frameworks.

Chemistry, Foundations of
This course provides an introduction to chemical sciences, focusing on inorganic chemistry. Topics include the nature of matter and energy, atomic structure, chemical bonds, chemical reactions, nuclear chemistry, and radioactivity. Organic chemistry and biochemistry will be introduced. The course will serve as a useful basis for students who will continue to study chemistry and to those interested in biological systems, environmental chemistry, soil science, geology, geochemistry and many other areas within environmental studies. Classes consist of lectures, discussions, and lab exercises. Environmental applications such as the energy requirements of the chemical economy, toxic chemicals and pollutants are used extensively to illustrate concepts in the course.

Chicano Studies
This course provides an opportunity to understand and work with the experiences, values, cultural representations, and socio-economic issues of the Chicano/Latino community in Arizona and the United States. Drawing on the legacy of the Chicano/a movements of the 1960's and 1970's, we will examine the intersections of race, class, gender, and sexuality and apply them to real issues of the reality of the Southwestern United States. By the end of the course, students will also have a comprehensive understanding of the current issues that affect and transform this socio-political group in the United States.

Choreography and Performance
This course takes the student through the entire process of creating and producing choreographic work for performance. Through working with ideas, physical impulses, and curiosities, students will learn to generate movement material that supports their particular creative vision. Practice with improvisational and compositional structures will provide methods for forming, organizing, and editing movement. Students will gain experience in learning and repeating choreographed movement aimed at developing skills in presence, phrasing, and dynamic versatility. Production elements such as selection of performance location, technical considerations, time and budget planning, promotion, and costuming will be integrated in the coursework.

Choreography in the Community
This course brings students together with diverse populations of the Prescott community in a sharing of oral histories, which are transformed into dance, theatre, and storytelling. The first portion of the course will focus on the development of choreographic, storytelling, and teaching skills, and the second portion will involve implementing and adapting these skills for the specific population chosen. Populations such
as elders, children, children with parents, athletes, people with disabilities, and youth-at-risk are possible community participants. Issues and themes relevant to the particular group will be identified and used as art-making inspiration. We will challenge the societal assumptions about who can be a dancer or artist and promote the belief that everyone has a dance and a story to share. The course will culminate in a community sharing in which community and course members perform together.

**Coastal Ecology of the Gulf of California**
The Gulf of California is a biological treasure of global significance. In this intensive field course, we take an in-depth look at the ecology and biota of this diverse region. Prime study subjects are marine and coastal birds, especially their behavior and feeding ecology. Also covered are intertidal and estuarine ecology with a focus on rocky, sandy, and mudflat habitats; ecology of the Sonoran Desert; and natural history of marine mammals. Specific organisms are studied as examples for understanding the complex ecological interactions of the Gulf Coast. Students are required to undertake an independent field project.

**Color Line in U.S. History, The**
This course explores the origin of one of the most perplexing questions facing Americans today, which is “why, over 135 years since the end of legal slavery of African Americans in this country, do we still live in a society divided by ‘race’?” In this class, we will trace the history of race in the U.S. We will learn about the first encounters between European, African and Indian people on this continent, the slave system that developed, and the belief that people are ‘racially’ different from each other that evolved through the decades and centuries that followed. We will look very specifically at the ways that segregation continues today, in neighborhoods, schools and jobs, and explore how we can challenge the inequality in daily lives. The course will focus on ways that the colorline divides the community in Prescott, and will provide you with an opportunity to explore your own racialized history, and that of your family.

**Community & Counseling**
This course introduces students to the concept of service as a vehicle for Practicum personal growth and social change through deep self-inquiry and compassionate action. Each student will intern with a local human service agency or private service provider. Students spend approximately 100 hours of supervised counseling activities. A minimum of 40 hours is spent in a direct service environment. Other activities include weekly group case consultation and in-service workshops. Students research and present psycho-educational material relevant to their placement. Students directly apply skills of effective helping, self-directedness, and sustained commitment to self, peers and community. This course promotes that service is always a strengthening action and is at the heart of true community.

**Community Mediation & Principled Negotiation**
Community mediation reflects a growing trend toward non-litigious resolution of conflict. Across the country, communities are realizeing that mediation is a positive and practical means of intervening successfully in community-based disputes, neighborhood conflicts, business-customer disagreements, domestic strife, etc. In mediation, parties come together, in a neutral setting, with a trained mediator, to resolve disputes. This course will train students in the basics of mediation. A six-stage model of mediation is presented along with extensive opportunities to develop and integrate mediation skills. In addition, students will also learn and apply the skills of principled negotiation. At the end of the course students will have an academic and experiential background in basic mediation skills and principled negotiation and receive a Level I certification.

**Conjunctive Studies in Bodywork**
This course will explore the foundational, science-based knowledge required of any bodyworker. Course topics will include anatomy, physiology, kinesiology and palpation skills, as well as first aid, CPR and HIV training. The information in this course will be fundamental for the students’ further study and practice in bodywork (see corequisite courses). Successful completion of this course (along with the corequisite courses) will prepare the student to take the National Certification Board for Therapeutic Massage and Bodywork Examination and practice as a Certified Massage Therapist.

**Conservation Biology**
This course focuses on the nature and importance of biological diversity, modern threats to its integrity, and the emergence of conservation biology as a crisis-oriented, applied, scientific discipline. Biological, political, and managerial considerations are given to a broad range of topics, including: biodiversity, island biogeography, extinction, minimum viable population size, endangered species, design of nature reserves, and ecosystem management. Students gain a broad overview of conservation biology, as well as focus on a specific topic.
of their choice through completion of a personal project. Extensive readings of original literature are required.

**Conservation in America: History and Politics**

This course offers a look at the past, present, and future role of public lands [including parks, refuges, wilderness, wildlife, etc.] in American society. We will examine the cultural roots of different group’s attitudes toward nature, and trace their historical development. Included are the birth of the American conservation movement; creation and evolution of federal land management agencies; a variety of approaches to management, origins, and roles of citizen activist groups; and important legislation, such as the Endangered Species Act, Wilderness Act, and more. The politics and processes of power and decision-making that determine the fate of natural landscapes will be emphasized.

**Contemporary Cultures of Latin America and Iberia**

This course will provide students with basic knowledge about the social and cultural characteristics of “Ibero-America,” understood as the diversity and richness of Spanish- and Portuguese-speaking peoples in both sides of the Atlantic. The course will combine visual (film) and written (social science and literary works) media in order to engage students in a complex and de-stereotyped approach to Latin American cultural realities. Problems of social hierarchies and power, gender, ethnic and racial differences, urban and rural inequalities, religious and cultural ties will be presented and discussed.

**Contemporary Dance Forms: Modern Dance**

This course focuses on developing technical and performance skills in dance. The goal is to provide the student with a technical foundation which will strengthen and enhance expressive capacities. This course will be taught with a double focus on building skills in modern dance technique and in learning repertory that challenges students to increase their dynamic range. The course draws on techniques of modern dance, with physical training based on the principles of “tension and relaxation” and “fall and recovery.” Awareness and control of energy flow in the body and its relation to performance presence will be explored. Attention will also be given to tracing the roots of modern dance movement from the beginning of the 20th century and finding contemporary applications to the formative philosophies of modern dance pioneers.

**Contemporary Dance Training**

This course is designed to give the dance student a broad base of physical training through a synthesis of movement styles and techniques. Aspects of modern dance, yoga, partnering, ensemble work, and contact improvisation will be blended into a dynamic dance practice. Concentration on performance skills, movement memory, and cultivation of the energetics of the body will help the student develop a heightened awareness of the present moment and its inherent performance possibilities. The course will also provide a framework for research into historical and contemporary performance theory and trends. Viewing and writing about live dance performance will be an integral part of the course.

**Contemporary Perspectives in Photography**

This course is concerned with making photographs and not taking pictures. Students will become confident with their visual style and be challenged to enlarge their critical vocabulary. We will become better acquainted with the masters, movements, and social attitudes embraced in photo history and develop a critical awareness and concern for current issues within the medium. Contemporary concerns of censorship, legalities, career opportunities, and materials will be covered through presentations and student research. Technically, students will refine their use of the zone system and explore advanced B/W darkroom techniques including chemistry, various papers, and alternative toners or digital techniques.

**Contemporary Society, Art and Politics in Eastern Europe**

Travels will take students to Romania with stays in the Transylvania city of Sibiu and the capital city of Bucharest. We will visit museums, attend gallery art shows, the theatre, go on architectural tours and meet with artists and curators. We will also be visiting sites of ecological concern and meeting with academic and political figures. This class will travel under the theoretical auspices of what we will call a “third culture.” This means self reflexivity as travelers crossing borders and meeting those who inhabit them. We see this as distinguishable from the concept of “multi culturalism” because of the emphasis on the culture of travel and the cultures of Eastern Europeans who themselves occupy political and cultural places “in between.”

Students will read extensively and are expected to keep meticulous journals in a creative way incorporating their personal writing, photography, sketching and/or collage designs. Encouraged through discussion, reading, activities and the personal journal, students will contribute to a collective project that will address “third cultural” issues inspired by their experiences. This project may take the form of an exhibi-
Counseling Skills
This course is an introduction to basic counseling skills. It provides training in the conditions, based on research, theory, and practice, that facilitate effective counseling: empathy, respect, relational immediacy, authenticity, counselor use of self, reframing, and confrontation. This course is founded on a unity of theory, research, and practice. Theory, research, or practice alone cannot adequately prepare a student to engage in effective counseling. Together, theory, research, and practice can provide a rich tapestry for the integration of counseling skills in helping relationships. To this end, this course combines theoretical constructs and research findings related to counselor-client interactions with structured experiential activities. Sessions of students interacting in a counselor-client training mode provide the basic format to assist students in learning effective and appropriate communication and counseling skills.

Counseling Theories
This course is designed to acquaint the student with the major theories of counseling approaches. These approaches may include: psychoanalytic, Jungian, Adlerian, Family Systems, existential, person centered, gestalt, behavioral, cognitive, and feminist therapy. Basic concepts and therapy techniques from these approaches are presented. This course also examines ethical issues in counseling, the nature of the therapist's relationship to self and client, and factors which are essential to a successful therapeutic relationship. Self-reflection on the part of the student regarding his/her own attitudes, values, and goals is essential.

Creating and Managing Learning Communities
This course explores the theories and practices for an effectively managed classroom. Different theories and a variety of practices related to effective classroom management will be studied. Students will observe various approaches to classroom management in order to formulate their own classroom management style and practices. Students will learn to create optimal learning environments designed to meet the needs of diverse students considering both cultural and learning differences.

Creating Community: A Holistic Approach
In this course we will look at the values, benefits, and challenges of creating community, particularly as it relates to sustainable living. Although the focus will be on intentional eco-conscious community, we will also address creating community in diverse situations. Course content will include dynamics of community formation, facing obstacles and barriers, communication, decision-making and governance, group process, leadership development, phases of community life, creative expression, and ceremony/ritual. We will study select communities as models for our learning process. Our approach will be holistic, integrating physical, mental, and spiritual elements. Our interrelationship with the Earth and natural resources will serve as an essential part of our studies and practice. We will also establish contacts and identify resources and support systems that will assist the continuation of our work. Students will be encouraged to develop their personal visions, areas of interest, and self-directed projects relevant to the course.

Creative Nonfiction
Creative nonfiction combines research and field work with personal voice and strong storytelling skills. In this course, we will cover the necessary skills for the genre: identifying and selecting a topic, conducting field work and supplementary research, establishing a voice, a structure, a style, and a narrative strategy, and finally doing close and careful revision. Ongoing discussion and analysis of published models will provide a solid background as students progress from writing short nonfiction to producing at least one feature-length article. Assignments and in-class exercises will guide students through this progression. All student work will be workshoped by instructor and peers, and there will be an emphasis on post-workshop revision.

Critical Concepts in Contemporary Art
This art history/critical theory course will identify recent developments in Visual Art, following the lineage of art movements from Modernism to the present with an emphasis on Postmodernism and “Post-art.” Students will examine influential works by contemporary artists and study the relationship of culture and politics to various art movements. Discussions will focus on issues surrounding painting, sculpture, photography, new genres, and performance art. This course is writing intensive and will include research and response papers, field trips to museums and galleries, visits with artists and/or art critics, and collaborative projects.

Cross-cultural Collaboration: Telling Another’s Story
Listening to and retelling the stories of strangers is an integral part of many jobs. Often labeled “interview-
ing”, it carries the responsibility of giving a voice to strangers. Doing it well requires a wide range of skills that have been perfected through ethnographic work around the world. This course integrates ethnographic skills, values, and ethics with the art and science of storytelling to demonstrate one way to maintain the essential nature of oral traditions. Today, ethnographic research is not something that is “done” to people. Instead, it is collaboration between consultants and investigators to record and document events, behaviors, values, and traditions within and across cultural boundaries. Storytelling is one vehicle that carries the peoples’ voices to the rest of the world. Collaborative ethnography creates that vehicle through mutual respect. Students will experience a variety of ways to create cross-cultural collaborations. This course is appropriate for anyone who anticipates interviewing another person with a note pad, a tape recorder, or a video camera.

**Curriculum Theory & Application**
This course explores curriculum at a theoretical level. Students examine curriculum theory, issues of curriculum making, current trends in curriculum design, and the role of state and national standards. Curriculum philosophy, aims, and processes are included to enable the student to develop a definition of curriculum within the context of standards, district guidelines, school expectations, and classroom culture. This course will also address how multicultural and environmental factors inform curriculum theory. This course will also focus on the practical aspect of curriculum as it prepares the student to interpret and present standards based curricula in the classroom. This course examines relevant applications for interdisciplinary curriculum, strategies for successful curricular implementation, effective use of technology to support curriculum, and accommodations for special situations and individual differences. The student will explore curriculum applications that can expand out of the classroom into the natural learning environment. The student will ensure that the curriculum embraces appropriate multiple cultural perspectives.

**Dance & Improvisation, Introduction to**
This course offers a foundation in contemporary, alternative dance studies. Coursework includes practice in basic technical skills involving alignment, strength, and flexibility. Although the emphasis is on exploring various approaches to improvisation, diverse modern and cross-cultural dance forms may be sampled. Movement explorations that encourage personal awareness, expression, and sensitivity to group interaction are a major focus. This course is recommended for students who want to expand their physical and expressive capacities.

**Dance & Transformation**
In this course our focus will be on developing intermediate skills and tools in dance improvisation, with an emphasis on personal and collective transformation, healing arts, and ritual. We will look at the transformational role dance has played in various cultures and throughout history. A body-centered and contemplative approach will help facilitate the authenticity and integrity of our movement and performance. We will learn ways of being more fully present and alert in bringing form to our impulses and inspirations. The works of various contemporary artists in the field will help inform our process. Physical conditioning, sensory and energy awareness, and voice practices will support our dance. Exercises may include masks, costumes, and props. Students will also choose special projects that reflect their personal goals and intentions. The course will culminate with a ritual dance offering.

**Dance Improvisation, Intermediate**
This course will address the ongoing skill building, training, and practice necessary in improvisational dance. Areas of study can include kinesthetic awareness, organic process, ensemble thinking, composition, imagery and metaphor, voice-work, creation of scores, breath and energy awareness, ritual, and the witness-performer relationship. There will be practice in developing inner concentration and presence, while attending to outward connections and the whole of art-making. Consistent physical conditioning will be required. Exploring diverse contemporary forms-such as contemplative dance, authentic movement, nature and dance, and contact improvisation- will enrich students’ skill base. The course will emphasize the inevitable ways improvisation encourages essential life skills of spontaneity, trust, intuition, playfulness, and creativity. Solo, duet and ensemble performances will be informal and used primarily to gain experience in being witnessed.

**Dance Workshop: Mixed Media**
This course involves dance as the primary discipline in collaboration with one or more other art forms. Course work is designed to highlight the cross-overs and connections between the arts, leading to a broader range of artistic expression. Experimentation with different ways of seeing, forming and composing will be explored. By synthesizing the arts, students will gain a deeper understanding of the basic techniques of each discipline as well as having the opportunity to allow the flow of creativity to manifest in many forms: movement, color, music, voice, and artistic environment.
Designing and Printing on Textiles
This design class explores the various ways that designs can be printed on textiles. Throughout history, textile art has been incorporated into the life of a culture, from simple decorative elements of everyday usage to elaborate, ritualistic robes and regalia. The textile artist is free to borrow from past styles and to invent innovative media combinations. Experimentation in three main printmaking techniques will be accomplished. They are linoleum block, silk screen (serigraphy), and batik. Examples of Western fabric arts and designs and techniques from the global art community will be examined. Visits to museums, galleries, and textile artists' studios will be included.

Digital Imaging I
This course provides students with the opportunity to expand visual vocabulary and expressive outlets by using the computer with photographic images. Basic computer techniques in a photo-manipulation program will be studied (Adobe Photoshop CS3.) The following areas will be covered: image input, image manipulation, image output, historical and philosophical approaches and contemporary forms of use. Students will study individual, commercial and production applications, from image manipulation for personal expression to commercial applications within society and the global arena of the Internet. The student will develop a body of digital images and explore a variety of avenues for presentation, such as standard two dimensional images, electronic documents, or in the virtual gallery of the world wide web.

Digital Imaging II
This course will continue to build on basic skills learned in Digital Imaging I. More advanced techniques such as working with layer styles, transformations, compositing, mastering levels & tones, cloning, selections, masks, touching up, sharpening, and preparing for printing on medium and large-scale inkjet printers will be covered. Contemporary artists using digital imaging will be presented as well as investigations into the influence of digital imaging in art, advertising, and entertainment as it relates to visual literacy. The focus will be advancing your creative work using this versatile and flexible new technology.

Digital Storytelling and Short Documentary
Each person owns stories that arise from living a full life. Sharing these experiences connects people at the visceral level and helps create healthy communities. In this course, students learn storytelling by telling their own stories and collecting stories from members of the local community. Students practice interview techniques that document the lives and times of the storytellers. Students combine stories with images and music through digital technology to bring these stories to a larger audience. Students will learn to use digital camcorders, Photoshop and digital video editing programs.

Directing Workshop
Directing is “the art of synthesizing script, design, and performance into a unique and splendid theatrical event” (Robert Cohen). Although the director has become a central figure in the theatre only in the last century, this creative artist now has responsibility for everything that happens during the production of a play. One of the most important tasks of the director is actor-coaching. In this course, students will take on both roles, director and actor, to examine the interaction of these artists in the creation of live theatre. Students will learn acting and directing skills, direct and perform scenes, and experiment with collaborative scenes in which the responsibilities of acting and directing are equally shared. At the end of the term, the class may present a public performance of student-directed, student-acted scenes.

Documentary Photography: Theory & Practice
This course is designed for the intermediate and advanced student who is interested in exploring theory, history, and application of photography from an objective documentary perspective. Students will define the field by synthesizing a study of the history of their medium with their own personal vision which reflects a critical connection between social and environmental perspectives. Various assignments will be used to focus the learning on designing documentary projects where the student has a chance to explore the different styles and creative approaches to making photographic images that reflect both a strong ability of objective documentation as well as making a strong aesthetic statement.

Drawing, Introduction to
This course introduces students to the basic elements of drawing as a means of visual expression. Students will examine line, value, shape, space, and perspective through a series of drawing exercises involving a variety of media. Students will discover their own creativity, access “right brain” activity, and learn to “see
critically.” Students will build a portfolio of drawings, have classroom discussions and critiques of their own and master artworks, and visit artist studios and museums.

**Dreamwork**

This course is both experiential and academic. Students will be expected to do appropriate readings and research as well as keep an extensive dream log and learning portfolio working with their own dreams and symbolic language on a daily basis. Part of our class meetings will be devoted to the facilitation of a dream group in which the participants do work with a dream of their choice. The remainder of our time will be devoted to films and discussions of the readings.

**Earth Science, Introduction to**

This is an introductory geology course in which we explore the fundamental components of the inorganic Earth and their interactions with each other and with the biosphere (e.g. exchanges of energy and materials). Topics we will cover include rock and mineral identification, processes of landscape formation, atmospheric circulation, and surface and groundwater hydrology. The goal of these studies is to augment students’ understanding of natural landscapes and to provide them with a foundation of geologic knowledge that they can apply to advanced courses in environmental studies.

**Earth System Science and Policy**

The biosphere, ocean, atmosphere and lithosphere (soil, sediments and rocks) on Earth collectively function as a system: providing an integrated understanding of this system is the goal of this course. Topics will include the cycling of energy and material within the Earth system and the history of environmental change over a wide range of time scales. Within this context, we will explore current perturbations to the Earth system being caused by human activities, possible futures of the Earth system and why it is difficult to make reliable predictions of the future state of such a complex system. Field observations will provide direct experience with Earth system processes and computer visualizations will provide a complementary method for developing a deeper understanding of complex Earth system behavior.

**East Meets West: Politics and Societies of a New Europe**

This course is an introduction to the politics and societies of post-Communist Central and Eastern Europe. Students will examine the political institutions, philosophical arguments, cultural expressions, and social processes of this “other Europe.” Questions concerning the construction of civil society, the mass media, relationships to the European Union and Western European societies and cultures, the pitfalls of nationalism, post-Communist architecture and film, the state of the natural environment, the relationship between public and private sectors, the meanings of ethnicity, gender, class, the politics of everyday life, and the symbolic politics of this region all will be carefully considered.

**Eastern Bodywork Modalities: Theory & Practice**

This is a survey course in eastern bodywork modalities. The student will study both the theory and practice of various eastern approaches to bodywork, including Shiatsu, Polarity and Reflexology. Learning will be didactic and experiential in nature. Successful completion of this course (along with the corequisite courses) will prepare the student to take the National Certification Board for Therapeutic Massage and Bodywork Examination and practice as a Certified Massage Therapist.

**ECHO-Leadership and Sailing Expedition**

In this course, students living aboard a 50 foot monohull yacht and 42 foot catamaran will learn to sail while cruising the waters of the British Virgin and Leeward Islands in the Caribbean. Five faculty sailing instructors and mentors will provide students with a comprehensive curriculum of sail training and skill development in leadership. The entire 24 to 27 day course will be conducted while living onboard in close quarters, requiring all students to take on the responsibilities of meals, basic yacht maintenance, and cleaning while adapting to a cooperative group environment. Two-days of Wilderness First Aid training begins your course, and a three-day PADI Open Water certification course is an option at the end. There will also be significant sail training time aboard modified J-24s, a perfect boat for honing your skills.

On our cruising yachts there will be two students per single gender cabin, each with a double bed and bathroom. You will be exposed to the elements of the sea, various weather conditions, heat, overnight sails, and at times limited supplies – all outdoor situations that you must be comfortable with. Students should be in good physical condition and able to lift fifty pounds. Students must possess self initiative, belief in teamwork, and the desire to take on challenges. The British Virgin Islands are a foreign territory, and the Leeward Islands of St Maarten and St Barths are foreign countries. All areas that we visit
demand respect of cultural norms and ways of the islanders. They have tremendous pride in their her-
itage and expect guests to be appreciative.

Ecological Design, Introduction to
If we are to preserve habitat, maintain clean water and air and preserve species, we must address the
underlying causes of their degradation. Human population growth is one of the primary causes of envi-
ronmental degradation. This course addresses the issue of the human habitat and is designed to provide
the student with an overview of basic ecological design principles and practices. Emphasis will be placed
on the design of human environments that minimize our ecological footprint and are sustainable. We will
investigate what it means to be “sustainable” and what we can do as individuals and as a society to lessen
our environmental impacts. Emphasis is placed on issues and techniques related to residential construc-
tion and its impacts due to heat and energy requirements.

Ecological Economics, Principles of
Economists have long regarded environmental problems as “externalities” or failures of the economic sys-
tem to properly price and allocate the use of scarce resources. This is an outcome of the construction of
traditional economic theory. This course will critically examine the basic theories of abstract “traditional”
economic thinking regarding human systems and their relation to the environment. The course will then
present the basic principles and institutions of the emerging paradigm of ecological economics. We will
consider the notions of capital and value and how they affect the potential policies that are used in man-
gagement of natural resources. Also, we will study the implications of these theories for international devel-
opment. Students will be encouraged to engage in field work and independent research alongside of class-
room discussion and assigned reading.

Ecological Thinking: Design Strategies for the Future
Ecological thinking requires a shift in current values to put the health of the planet ahead of all other con-
siderations. Designing our homes, our jobs, and our free time while keeping planetary needs in mind
requires us to live in the present, make decisions consciously, and always question the consequences of
our actions. Humility makes us aware of what we don’t understand, while arrogance provokes us to act
without considering what we don’t understand. Arrogance fosters short-term thinking when we respond
to challenges and crises. Einstein advocated that it is impossible to solve a problem with the same kind of
thinking that created the problem in the first place. Therefore, if we are to tackle the ecological challenges
facing us now successfully, we will need to develop a long-term perspective about the problems we face
through an ecological way of thinking. In this course, students explore how ecological design principles
help create a new paradigm for the future. Student projects will implement those principles by designing
solutions to problems with humility instead of arrogance.

Ecology of Human Evolution
It is not possible to completely understand the reciprocal character of the human/nature relationship without
looking closely at the very long history of that relationship. Furthermore, evolutionary trends need to be eval-
uated from an ecological perspective. The seeds of hominid ecology that were sown millions of years ago bear
fruit even today in human populations. This course identifies those seeds and follows their development
through the course of hominid evolution. We will ask hard questions about the past and seek answers that
have meaning for today’s world. How did physical adaptations to natural conditions over the last few million
years affect our ability to adapt to the present day environments? How did adaptive behaviors and values
forged in the face of inhospitable environments hundreds of thousands of years ago help create the predica-
ments in which we find ourselves today? Does the past limit our future? The mechanisms of biological and
cultural evolution will guide our investigations of these and other critical questions. This course is designed
for students who already understand the basic concepts in ecology and evolutionary theory.

Ecology of Southwestern Birds
This course strengthens students’ background in identification, morphology, classification, behavior, and
ecology of birds. Lectures, lab exercises, and readings supplement field studies of bird behavior and dis-
tribution in the diverse plant communities of the Southwest. Students read and discuss papers from the
primary literature that describe methods of field ornithology and illustrate approaches to behavioral, phys-
iological, population, and community ecology. Students study birds at individually selected sites and pres-
ent results to the class.
Ecology of War and Peace
From oil well fires and radioactive wastes to landmines and weapons testing, the toll taken on the environment by military actions is significant and long-lasting. While the impact of warfare on humans has been well-documented, less investigated have been the ecological effects that contribute to human suffering and further enflame the causes of conflict. There is strong evidence to suggest that environmental issues are a leading causal factor in the outbreak of hostilities, and that violent conflict in turn serves to exacerbate these issues. At the same time, people in communities around the world also find peaceful ways to share resources and develop sustainable social and environmental practices. This course will explore these issues through case studies of recent wars (e.g., Iraq, Afghanistan, Lebanon, Bosnia), examples of militarization (e.g., the border, the “war on drugs,” firing ranges, New Orleans), and positive initiatives (e.g., common pool resources, intentional communities, indigenous activism), with an eye toward imagining solutions that could promote both societal peace and ecological balance.

Ecology, Concepts of
This introductory, field-oriented course grounded in Southwest ecosystems focuses on how the world works, how things in nature are interconnected, and how we can apply our understanding in order to live more sustainably. Students learn ecological concepts by observing and inquiring into interactions among biotic and abiotic components at various scales (individual organism, population and species, community and ecosystem, greater landscape). Field activities involve descriptive and quantitative methods of analysis and interpretation. Students gain critical thinking skills, learn basic field methods, develop an ecological mode of reasoning, and form stronger personal connections with nature. This course is designed to help students from all curricular areas build a solid foundation of ecological literacy within a good liberal arts education.

Ecopsychology & Wilderness Rites of Passage
This course examines the emerging field of ecopsychology through the ancient model of human growth and development known as wilderness rites of passage. Throughout history, rites of passage have played an integral role in establishing and deepening the bond between humans and nature. It was through this ritual process that individuals gained the clarity and wisdom necessary for negotiating life’s transitions and challenges. In this place of deep communion with the natural world, individuals sought vision of their unique life purposes and potentials. During this time, they also sought guidance and strength to live their lives in service to their communities and the earth. Drawing upon the understandings of deep ecology ecopsychology, and ceremonial craft, this course will explore three major themes that are at the heart of our current environmental dilemma. These themes are 1) the relationship between self and nature, 2) the implications of being disconnected from nature, and 3) how the natural bond between humans and nature can be reawakened. Specific areas of focus that illuminate these themes will include: the mythology of the hero’s journey, the three stage model of rites of passage, the four shields of human nature (known in some cultures as the medicine wheel), nature as teacher and healer, and self generated ceremony. This course combines lecture, discussion, field experience/solo time in nature, and project presentation.

Ecopsychology: Choices for a Sustainable World
By many accounts we have entered an ecological era within which a primary concern is our relationship with natural systems. Understanding the psychology of this relationship is still in its infancy. This course is for students wishing to explore selected psychological phenomena that contribute to our environmental crisis, the evolution of consciousness, and emerging world views. Our experience together establishes the ground for developing a shared ecological worldview and articulating an ecologically conscientious code of behavior.

Ecopsychology: Community Practice
This course is for students who are seeking to establish a deeper relationship with the more-than-human world through inner and outer spiritual practice, service learning, community building, and sensory awareness. The course will consist of four highly-experiential models aimed at developing awareness of the elemental archetypes – earth, air, fire, and water – through a variety of practices. Activities will include extended camping, ecological restoration, and a two-day meditative retreat in the context of a 2-week river trip. Students will integrate the work of Ecopsychology theorists into personal and group practices. As a result of the course, students will have a deepened relationship with the living community and a stronger understanding of their role in ecological healing.

Ecopsychology: Paradigms & Perspectives
Ecopsychology is an emerging area of inquiry concerned with the psychological dimensions of our relationship to the more-than-human world. Ecopsychology thus provides the opportunity to identify that
which constitutes healthy, or conversely degrading, relationships with our planetary system. The course will serve as a forum to explore and question the culturally-constructed schism between the psychological and the ecological; the psychological causes and effects of environmental degradation; and our collective notions of self and nature in comparison to those of earth-based traditions. In addition, we will identify ways in which we can individually and collectively develop awareness of the interdependence between our well-being and the health and preservation of the Earth. Our essential goal is to establish an ethic and practice of care for ourselves, each other, and our home.

**Energy & the Environment**
The United States and other industrialized countries account for about twenty percent of the world's population and almost eighty percent of the world's energy consumption. Conservation efforts seem to fall on deaf ears, as we continue to guzzle gasoline, cruise the open roads, build poorly insulated homes, and produce energy rich goods. Not only are we using up our resources, but we are polluting our environment in the process. Students in this course will examine the nature of the major energy industries in the U.S., including the economics and politics of oil, gas, and electricity and the environmental consequences of our current consumption patterns. We will re-examine energy conservation in the light of current economic policy, and look at the future of “alternative” energy sources and sustainable energy use. Students will be encouraged to undertake individualized research projects as well as participate in class and short field trips.

**Environmental Chemistry**
This course focuses on the implications of the many chemical processes and products that make up our natural world and modern economy. The course explores several branches of applied chemistry, organic chemistry, polymer chemistry, biochemistry, and material chemistry, and addresses the energy requirements of our chemical economy. We will examine the chemistry and politics of a number of current environmental issues including a variety of topics related to air pollution, water pollution, pesticides, toxic chemicals, and consumer chemistry.

**Environmental Education Methods**
A capstone class for many ES and AE students, Environmental Education is the educational process which deals with humanity’s relationship to the natural and human-made world. This course will review perspectives presented in Fundamentals of Environmental Education and focus on developing demographically appropriate methodologies including the conceptual approach to ecological principles, sensory awareness, values clarification, and general interpretation. These approaches will be presented in a way that demonstrates the interrelatedness of environmental education to diverse subject areas within a school curriculum as well as other relevant educational settings and populations. Students will gain experience designing and implementing activities in a “place-based” watershed and creeks education program with fifth grade students at a local elementary school.

**Environmental Education Methods for Adventure Educators**
Environmental education (EE) encourages the discovery and understanding of the Earth’s natural systems and the human role in those systems. Adventure education has typically put more emphasis on outdoor skills instruction and group dynamics. This course will explore the developing interface between these two fields from a philosophical and practical perspective. It is designed for students who anticipate employment in the adventure education field, and who recognize the importance of environmental education in their instructional repertoire. We begin by revisiting important theories and philosophies covered in the “Fundamentals of Environmental Education” course. The bulk of the course focuses on design and implementation of adventure-based EE curriculum, and investigating ways in which EE and interpretive natural history can be successfully integrated into a variety of field settings with teenage and adult populations. Students will experiment with how they can best combine skills instruction and experiential education techniques with interpretive natural history, ecology, and environmental issues. Individual and group research projects incorporate students’ personal interests into the course. Students developing EE curricula for their research project may work towards implementing their curriculum in conjunction with Wilderness Orientation, other AE courses, or future adventure education related employment.

**Environmental Education, Fundamentals of**
This course is important for educators who intend to incorporate environmental awareness and action into their teaching. The definition of environmental education will be examined and refined by comparing it to other related fields such as experiential education, adventure education, and science education. Students will explore the theoretical and philosophical framework of environmental education and seek to understand the
relationship to disciplines which inform the field: environmental studies, education, psychology, political science, fine arts, language arts, history, performance studies, etc. Students will also inventory various methods, curricula and techniques currently used by environmental educators and evaluate them against criteria which screen for developmental appropriateness, learner needs, and cultural sensitivity. After observing in a variety of local educational settings, students will apply environmental education theory by developing integrated thematic units which can be implemented during subsequent methods courses.

Environmental Ethics
Environmental ethics is the study of values by which human beings relate to the natural environment. This course will address the question of “how” people live or should live on the earth. It will focus not on ethical theory, but rather, through reading and discussing primary literature and case studies, will address the moral and ethical dilemmas in current environmental issues.

Environmental Geology, Introduction to
This course studies reactions of the earth to human uses and human attempts to control its dynamics. It is an applied science course and a study of those environmental problems having a strong geological component. It covers short-term and long-term geologic effects of human activities including geologic hazards and attempts to control natural processes. Topics include waste disposal, groundwater, flood control, effects of dams and stream manipulation, effects of mining, earthquakes, landsliding, and volcanic activity.

Environmental Geology, Topics in
This course studies both natural geologic hazards and reactions of the Earth to human attempts to control its dynamics. It is an applied science course that explores those environmental problems having a strong geologic component. Rather than being a survey of all issues in environmental geology, this course will focus on a few specific issues that are either of key importance in the Southwest or of general interest to students in a particular class. Examples of possible topics include groundwater, landsliding, earthquakes, volcanic activity, waste disposal, and the effects of mining.

Environmental History of Latin America
The diverse landscapes of Latin America have been modified by human presence since Pleistocenic times. This course follows the different and conflicting ways human populations have faced environmental challenges and the social and technological solutions they have developed to cope with those challenges. Students will focus on a selected group of cases from Pre-Colonial, Colonial, and National periods of Latin America. The main areas of study, and the geographical settings of the cases selected, include Mesoamerica (Mexico and Guatemala), the Caribbean, the Central Andes (Peru and Bolivia), and the Amazon region.

Environmental Law
This course will analyze the basic framework for judicial, legislative, regulatory and political controls over the environmental impacts of resource extraction, energy production, industrialization, manufacturing, land use and administration, and other activities of humanity. It assesses the development and effectiveness of such controls in context of specific environmental, economic, and social problems. It also explores the formulation and institutionalizing of new ideas, concepts, values, directions, and control mechanisms toward resolving, mitigating, or eliminating the negative consequences of traditional models of development (Living Law). Comparative legal analysis between different countries is used as a methodology to achieve these goals. The course also involves an introduction to and integration of legal skills, analysis, research, writing and advocacy techniques and skills. The course will require one mandatory field trip, providing a direct connection with the context studied, an essential component of a living law approach.

Environmental Perspectives & Whitewater Rafting
In the context of a three-week rafting expedition on the classic whitewater rivers of the West, students are introduced to the natural and cultural history of the Colorado Plateau as well as the skills and knowledge pertinent to technical whitewater rafting and cooperative group expeditions. Topics for study include vegetation, wildlife, geography, geology, high desert ecology, general aspects of Indian and non-Indian cultures of the bioregion, and critical analysis of contemporary conservation issues. Developing skills in whitewater hydrology, piloting paddle rafts, whitewater safety, conducting river trip logistics, and performing equipment repair and maintenance are also an integral part of the curriculum. As the course progresses, students learn to embrace a holistic approach to wilderness river leadership that integrates bioregional studies in a seamless fashion.
Environmental Policy, Topics in
In this course, students take an in-depth look at the issues, policies and politics that underlie key environmental questions facing our world today. By focusing on particular issues, the course provides students the opportunity to gain substantial expertise on the topics and to practice being effective citizens. The topics of the course will vary from year to year. Students will be responsible for studying the issue from many different perspectives, drawing conclusions consistent with their own values and choosing a course of action that move towards solutions.

Environmental Politics: Domestic & Global Dimensions
What are the connections between social inequality and environmental destruction? The goal of this course is to explore the interconnections and interdependencies between human and environmental justice issues. This is a writing emphasis course designed to expose students to issues of culture, power, politics, economics, and globalization as they relate to issues of cultural and ecological sustainability. The course offers the skills and perspectives necessary to analyze dynamic relationships between social inequality and the degradation of the natural world as well as efforts to create solutions and build movements for sustainable social transformation. We will analyze the power dynamics of globalization, including the rise of industrial agriculture and food systems, the impacts of economic imperialism on consumption in the global north and production and environmental destruction in the global south, border militarization, and contemporary social movements. The class will utilize texts, films, field trips, journaling, guest lectures, intensive discussions, presentations, and the development of individual original research questions in exploring these themes and issues.

Environmental Problem Solving
Solving an environmental problem is a complex process that involves (1) understanding how the problem appears to stakeholders with different perspectives; (2) determining whether current knowledge is adequate for devising a solution or whether new information must be collected and, if so, designing procedures for data collection and analysis; (3) collecting and interpreting data; (4) designing possible solutions and assessing the strong points and weak points of each; (5) negotiating agreement on a solution; (6) implementing that solution; and (7) determining whether what has been implemented is indeed solving the problem. This process involves a combination of scientific, social, political, economic, organizational, and ethical considerations. It requires skills in analysis, mathematics, statistics, and communication. In this course, students will develop and practice the necessary skills. In the first portion of the course, students will examine some historical environmental problems that are well documented and will analyze the processes by which those problems were addressed. In the second portion of the course, students will select current environmental problems of particular interest to them and will design processes for addressing those problems. At the end of the course, those designs will be presented to the whole class and to a faculty panel that will provide evaluative feedback. Class time will be used to conduct workshops and to engage in exercises that will help students develop the skills they need to address the cases they have chosen.

Environmental Topics in Adventure Education
This course provides an overview of environmental issues associated with the field of Adventure Education (AE), and encourages students to consider how recreation-based adventure programs may be compatible with environmental sustainability. The course will begin by taking a critical look at the spectrum of values promoted through AE, and the environmental ethics espoused by conservationists such as Aldo Leopold and Jack Turner. The interface of public lands management, environmental education, and adventure education will also be considered. Students will also look at environmental issues specific to the Adventure Education program at the College, and assess how to best incorporate environmental studies and environmental education into existing adventure education courses. Finally, students will explore a philosophical and ethical rationale for integrating environmental studies and adventure education, and identify practical strategies for adopting such integration into their own teaching.

Equine-assisted Learning I: Instructor Training
This course covers the skills and knowledge necessary to teach and manage people and horses in a safe and productive group learning and recreational environment. Students learn to evaluate and match appropriate student/horse partners, plan, develop and implement sequential lesson plans, and safely manage ground and mounted sessions. Students participate in a Certified Horsemanship Association Instructors course, and YMCA summer staff training. Students provide training in relational horsemanship for other summer camp staff.
Equine-assisted Learning II: Organization and Administration of Experiential Programs
Based on industry standards for ethics, safety, and best practices set by AEE, ACA,CHA, EAGALA, and NARHA students develop the skills and awareness necessary to organize and implement an equine-based experiential education summer program. Responsibilities include scheduling, logistics, supervision of staff, maintenance, risk management, development and implementation of student outcomes surveys, horse husbandry, program logistics (e.g. user days), and incident reporting for a YMCA summer camp program.

Equine-assisted Learning III: Applied Facilitation and Leadership Skills
Students use leadership, group process, and experiential-based models of learning to develop and implement their own style for facilitating dynamic learning opportunities for a summer youth camp. Students learn, practice and participate in feedback and feed forward on each other’s facilitation and leadership skills. The programs facilitated focus on basic equine skills as a catalyst for personal awareness and insight development.

Equine-assisted Learning IV: Relational Horsemanship and Herd Management Practicum
This course provides supervised opportunities to lead and teach relational horsemanship skills to children and adolescents in a variety of programs ranging from 1-1/2 hour introductory horse experiences to 2 week equine-assisted leadership intensives. As part of a two month summer program students develop working knowledge of basic equine science including nutrition, veterinary and hoof care, and are responsible for the daily care, handling, and management for a herd of 60 horses including pastures, tack, and equipment.

Ethical Issues for Experiential Educators
In an effort to dissect, explore, and question the responsibility of educators as catalysts for strong critical thinking and action, this course will delve into the ethical issues that face instructors and learners alike. Ethical challenges like relativism, universal morals, and how best to activate social change will be engaged through readings, discussions, debates, written work, and research. A spectrum of topical ethical issues, from how facilitators might address moral dilemmas through education (rather than indoctrination) to the tough questions educators often find posed to them by their students, will be addressed. Learners will be invited to grapple with their personal philosophies of education, to examine how the presence of ethical issues within an experiential paradigm can be utilized to enhance educational efficacy, and to identify applicability in their respective instructional mediums (e.g., outdoor/adventure/wilderness, classroom, therapeutic, etc.)

Ethical, Legal, & Professional Issues in Counseling
This course helps students prepare for work in the helping professions. Students are oriented in core domains of practice, especially social and cultural foundations and legal and ethical standards. The premise of this course is that growth in our personal lives is not only inseparable from our professional development, it is also our most effective technical tool in the helping relationship. Students take responsibility for their own motivations of becoming a helping professional. Students are introduced to various career tracks, training resources, credentialing paths, and internship sites in the field. In theoretical reviews and practice sessions, the course provides opportunities to develop a deeper understanding of the core competencies of a well rounded helping professional, including: screening, intake, assessment, treatment planning, case management, crisis intervention, referral, report-writing, and consultation.

Ethics, Politics and Animals
This class will examine the evolution of cultural attitudes toward animals, from early philosophical ideas to the contemporary animal rights movement. The class will compare human/animal relationships across cultures, and reflect on a variety of ethical debates about animals in society, such as the eating of animals, animal experimentation, hunting, ownership, and animal rights. We will also consider how animal issues relate to social struggles of race, gender, economics, and the environment. The class will include readings, lectures, and discussions complemented by field trips and opportunities to meet people involved with the welfare of animals.

Ethnobiology
This course examines the multifaceted interactions and relationships humans have with the biotic world from the ecological and evolutionary perspectives in order to understand these as an adaptive system with both a biological and cultural component. Emphasized in the course is the value of taking multi-cultural approaches to understanding human relationships to the natural world and how we can make use of traditional knowledge in an ethical manner. Students are expected to develop a critical awareness of the history and current status of the underlying theories and methodologies of ethnobiology and to apply their knowledge and understanding by undertaking an activity-based individual or group project.
Expeditionary Learning
This course will explore how the principles of Expeditionary Learning are implemented into a number of school sites across the Southwest. It begins with an in depth exploration of Expeditionary Learning Schools as an educational reform movement, while investigating the design principles and core practices which are at the root of Expeditionary Learning. By visiting an array of schools, we will explore how different schools implement Expeditionary Learning, which core practices can be identified at these schools and we will examine how the population and/or location of the school affects the way Expeditionary Learning is implemented.

Expeditionary Rivers: (Location/Craft TBD per term)
This intensive, field-based course is appropriate for intermediate and advanced students with solid backgrounds in extended backcountry travel. The expectation is that participants are committed to building on existing skills and knowledge in remote and challenging environments. The focus is on the planning and implementation of a self-contained river expedition in that context. The course will include the exploration of regional cultures, geography, and descents of appropriate rivers. Topics to be covered include: paddle strokes and maneuvers, river reading and running, expedition planning and logistics, area specific technical skills, safety and hazard evaluation, place-based natural history, cultural studies and leadership.

Experiential Education & Expeditionary Learning
Experiential Education & Expeditionary Learning Practicum is an upper division Education course for students who have completed a theoretical Practicum course in experiential education methodologies and philosophy, and who have both a foundational understanding and working knowledge of experiential methodologies and theories. Ideally, students also will have previously had an introductory course into the theory, principles, and practices of Expeditionary Learning (EL). Schools to prepare them for many of the learning environments in which this course’s praxis occurs. This course is for students who are dedicated to developing their abilities as educators. The primary foci of this course are 1) developing and practicing the skills needed to design and implement experiential education curricula in a variety of environments, (including the specifics of Expeditionary Learning Schools’ principles and benchmarks) with a range of student populations, 2) examining and evolving the “who” of who we are as educators, and 3) examining and evolving the “what” of what we believe the purpose of education is.

Experiential Education Philosophy & Methods
This course is designed to provide students with a foundational philosophical understanding of experiential education theories and methodologies. Through reading, writing, discussion, and extensive observation in a wide variety of educational settings, students will gain an understanding of historical roots, current trends, and future directions of experiential education. Students will have the opportunity to research topics of special interest, and will begin to define their own personal philosophy of experiential education to be put to use during the Experiential Education Practicum and in future work as teachers.

Explorations of Norway: Nature & Culture
Beginning with the retreat of the continental ice cap ten thousand years ago, Northern Europe has experienced an ecological evolution that has created a dramatic and beautiful landscape. Human occupation coincided with the retreat of ice, resulting in the development of cultures closely linked to the rugged mountainous landscape and the wild and treacherous northern seas. The Viking tribes were products of their environment, and these strong, courageous peoples ruled Northern Europe and explored and settled distant lands that ranged from deep within Russia to the New World 500 years before Columbus.

This class will explore the west coast of Norway, a land that bore a significant element of the Viking culture. Through experiencing and studying the land and sea, students will gain an appreciation for a landscape and cultural geography that essentially have evolved together. From this vantage point we will consider the historical and contemporary Norwegian culture, their environmental challenges, and the environmental philosophers who argue eloquently for their future.

Explorers & Geographers
This interdisciplinary course combines global geography, history of exploration, and perspectives on expedition leadership to investigate the gradual expansion and movements of humankind to the polar regions. Through lectures, seminar discussions, map work, films, and field excursions we will examine and compare the historical context, motives, outcomes, and consequences of the many ventures of discovery that punctuate human history. Beginning with a foundation in general geographic concepts and with an understanding of the history and geography that surrounds exploration, we turn our attention to the polar explorers, and examine the lives and fates of such leaders as Nansen, Peary, Cook, Shackelton, Scott, and Amundsen. The
Expressive Arts Therapies
This advanced course in combined psychology with the arts integrates study of the theoretical foundations of expressive arts therapies with experiential immersion in and reflection on specific practices in this innovative field. Students explore both traditional arts therapies and emerging modalities in the expressive arts, such as painting and drawing, journal methods, mask making, movement and dance therapies, and poetry. Students work intensively with their own life stories and intrapsychic processes, documenting their learning in journal form. The theory and practice of expressive arts may serve a vital role for students pursuing work in human services, counseling, wilderness leadership, and education.

Family Systems in Film and Literature
Throughout the history of literature and cinema, writers, playwrights, and directors have demonstrated remarkable understanding of and appreciation for the family as an emotional system. Without formal training in family systems theory, these individuals have demonstrated an extraordinary comprehension for the intricacies of family dynamics, family roles, the emotional entanglements of family relationships, and the power of intergenerational themes and legacies. This course examines the family in film and literature. We will investigate the systemic, literary, and cinematic assumptions made by those creating film and literature as we seek to untangle the web of family functioning. Students will watch films, read theory and literature, and learn how to apply family systems theory to the families we find in these artistic works. Assignments will include genogram construction and family biography, critical analysis, and a creative project.

Family Systems Theory
This course is an exploration of the family system. Using Bowen Family Systems Theory as a guide, we will explore the human family as an example of a natural system. Issues examined will include the family’s multigenerational emotional field, the concept of differentiation in the family environment, triangles and triangulation, symptom development as a family systems phenomenon, chronic anxiety, the individuality and togetherness life forces, and the family life cycle, among others. Students will learn how to construct their own family genograms and will be encouraged to undertake an extensive examination of their own multigenerational family histories as a way of facilitating their own personal growth and development. Other systemic models of family therapy will also be presented to highlight theoretical and clinical applications of family systems approaches.

Feminist Psychology
Psychology is divided into specialty areas (e.g., social, clinical/counseling, developmental, cognitive, physiological). Feminist Psychology cuts across these areas to take a women-centered approach to psychology, in contrast to the historical pattern in psychology of either ignoring women and women’s issues or generalizing work done with men to women. The fundamental goal of feminist psychology is to create a psychology opposed to sexist oppression. By exploring women’s experiences within their social context, students will learn to challenge traditional labels of pathology that are commonly assigned to women and girls and learn how to apply a feminist perspective in their work as counselors and teachers.

Fiction Writers’ Workshop: Forms of Fiction
This course is designed to develop and deepen students’ fiction writing skills by familiarizing them with a variety of narrative forms and challenging them to write their own stories incorporating these elements. Through reading and discussing work by contemporary and classic writers, students will formulate a vocabulary for critiquing stories which utilize traditional, modern, and post-modern forms, and then write their own stories, which will be put before the class for workshop. During the semester, students will write, workshop, and revise 2-3 full-length stories. In-class writing exercises will help students generate material for these full-length stories. Each student will be expected to help facilitate workshops and lead discussion of published fiction.

Fiction Writing, Introduction to
This course is designed to introduce students to the short story form. Students will read and critique the works of classic and contemporary authors in order to become familiar with narrative strategies and to understand how stories are crafted. Several writing exercises, in and out of class, will help students generate material for original short fiction that will eventually be put before the class for workshop. Equal emphasis on reading, writing, and critiquing skills will provide the background students need for advanced fiction workshops.
Field Biology Studies: Colorado Plateau
Students who have taken a field methods course will be involved in on-going research projects at Mesa Verde National Park (vegetation mapping and fire history studies), Chaco Canyon National Historic Park and Canyonlands National Park (insect study). Students will carry out the day-to-day field data collection as well as data organization, statistical, and spatial (GIS) analyses and assist with writing the project summary. The class will be based out of Durango, Colorado and field time will be partitioned between the three projects.

Field Biology Studies: Sutter Buttes
The Sutter Buttes is a biogeographic island, the only mountain range within the vast Central Valley of California. Though it is a geographically well-defined unit, it is a complex mosaic of private lands with differing management practices. In this class, students will collect and compile data on plant and animal distributions in this unique range and attempt to relate patterns of distribution to ecological and historical factors. The project will involve active field measurements, computer entry of data, and group discussions of ecological questions and alternate hypotheses they raise. The data collection and analysis will be done with thoughtful consideration of conservation implications of the work, particularly with respect to ecological monitoring and preservation of biodiversity in this isolated island of upland.

Field Methods for Plant Ecology
This course will equip students with the skills needed to carry out field-based research concerning plant population biology (involving one plant species), community ecology (involving many plant species), and plant-animal interactions (such as pollination). It includes hypothesis testing, use of GPS and some GIS technology, and many of the field methods used to test specific hypotheses. The course will investigate vegetation patterns near Kino Bay in the Sonoran desert, mangroves, and other coastal habitats. The field methods will include plot and plotless sampling, such as point-centered semester, relief, density and dominance, and other analyses.

Field Methods in Agroecology
This course, which runs concurrently with the course Agroecology, will use the College’s Experimental Fields, as well as other farm and ranch lands in the Chino Valley/Prescott areas as classrooms for the study of agricultural ecology. Students sample herbivorous and beneficial insect populations over time in various cropping systems, investigate weed seed bank dynamics, dig and interpret soil profiles, measure nutrient availability on farms using different management approaches, document grass and shrub species present under different grazing regimes, etc. Individual or group projects will be carried out with attention given to experimental design. At the end of the course, projects will be written up in the format of a scientific journal article using appropriate statistical analysis.

Field Methods in Geology
This advanced course is designed to provide experience using fundamental geologic field techniques. We will learn map and compass work; geologic field mapping, methods of rock description and stratigraphic correlation, and other specialized techniques appropriate to the field area in which we are working.

Field Ornithology, Introduction to
Students focus on general behavior and habitat preferences of birds representing at least 30 families in 12 orders during this introductory field study of birds. They learn basic field techniques including observation, identification, note-taking, and journal writing. Papers in the primary literature and brief exercises in behavioral and community ecology illustrate components of field design, data collection and interpretation, and report writing. Birds are observed in forests, woodlands, chaparral, grasslands, and deserts. Birds are also studied in aquatic, semiaquatic, and riparian habitats, as well as in agricultural and suburban areas.

Figure and Context in Narrative Painting
In this course students will learn representational painting skills and develop personalized content incorporating the human figure in various social and environmental contexts. This course includes technical instruction in oil painting, ranging from traditional to contemporary applications. Students will work from nude, costumed and staged models studying anatomy, proportion and spatial relationships. An overview of the history of figurative painting will be covered, exploring the role of the visual narrative in various cultures worldwide.

Figure Drawing
In this course, students will develop technical drawing skills and seek visual expression through the human form. Working from live models, students will learn to accurately depict scale and proportion, volume,
color, gesture, and motion. Students are encouraged to experiment and take risks in the development of a personal style, culminating in an individualized portfolio of figurative drawings. Students will work from the nude model one class each week, and spend another class each week in other figurative exercises including anatomy and self-portraiture. Readings and discussions will examine the figurative artwork of influential contemporary and classical artists.

Fire Ecology
Fire effects vary immensely over time and space, depending on conditions of weather, topography, fuels, and species. Plants, animals, and microbes exhibit an amazing variety of adaptations that allow them to survive – even thrive – in the presence of fire. In this course, we will examine several fundamental questions about the role of fire in western ecosystems. We will focus on grasslands, shrublands, chaparral, pinon-juniper woodlands, and forested ecosystems. Class sessions will involve discussion and critical evaluation of papers in the primary ecological literature. Some of the key themes of the course include the following: scale, spatial and temporal heterogeneity, evolutionary context, human influences on “natural” fire processes, and fire-related policy. We will also focus on how researchers uncover historic patterns in fire history (methodology).

Flowering Plants, Introduction to
This course is an introduction to the identification and classification of angiosperms. Lab and field studies are supplemented by lectures and readings. Objectives include studying representatives of major families, learning to use keys so that unknown plants can be identified, building a functional vocabulary of terms used in keying and classification, and understanding basic trends in the evolution of angiosperms, including investigating plant-animal interactions.

Food Preservation and Seed Conservation
Until the last half-century in the United States, the annual harvest-time practices of food preservation and saving seed were essential cornerstones of regionally adapted agricultural systems. These practices have given way to a tremendous reliance on the transportation of produce over great distances, and the annual purchasing of seeds from companies located in different ecological zones; from the perspectives of energy consumption and preservation of crop biodiversity, these changes have moved us a step backwards in agricultural sustainability. This course will focus on the principles and practices of food preservation techniques including solar dehydration, canning, and storage. Students will gain a critical understanding and awareness of food pathogens, spoilage, food-borne diseases, and will develop valuable skills in the safe handling of food. Students will also learn seed harvesting and processing techniques specific to several crop species. Fruits and vegetables used in this class will come from local farms including the College’s Jenner Farm.

Form & Pattern in Nature
This course addresses aspects of form and pattern in nature based on the botanical work of Goethe (who coined the term “morphology”), the classic studies of D’Arcy Thompson (“On Growth and Form”), the mathematics of Fibonacci, new developments in pattern analysis, and other contributions. Students examine plant and animal morphology from aesthetic, functional, and phenomenological perspectives and apply these observations to an understanding of landscape quality and sense of place. Selected form elements, such as the spiral, which recur throughout nature, are also studied, as well as the fluid dynamics of water. In addition, students are introduced to the application of projective geometry as a tool to understand the qualitative features and interrelationships of natural forms and the process of metamorphosis.

Form and Function: Sculpture in Theory and Practice
This course will cover methods and concepts of three-dimensional art, including fabrication, assemblage, woodworking, soft sculpture, installation and site-specific art. Students will develop individualized content in a variety of media, culminating in a final portfolio of sculptural pieces. This course will include relevant art history and contemporary approaches, artist research, peer critiques, visits to museums and galleries, and guest artist lectures and/or studio visits.

Foundations of Education
This course is an introduction to the field of teacher education and includes knowledge of the social, cultural, historical, and political dimensions of public school education. The course challenges students to think critically about education and learning strategies, and to begin to understand the academic study of the legal, financial and ideological constraints on the public school system. Of particular interest will be the development of a critical, multicultural, inquiring perspective which reviews the more recent schooling reforms including but not limited to the “Leave No Child Behind Act” federal initiative of 2002. The
broader implications of different legal and political constraints that apply to federal, state and local school curricula and policy will also be a main focus.

**Foundations of Visual Art**
This course will integrate 2D and 3D art forms to introduce students to fundamental visual elements and principles of design. Concepts of line, composition, color, perspective and space will be covered while acquiring technical skills in a variety of media including drawing, painting, sculpture, and mixed media. Students will develop individualized content and imagery in a variety of media, with an emphasis on the interrelatedness of various art forms. Students will create artwork in the studio and on location, participate in critiques, learn relevant art history, and acquire presentation and exhibition skills. This introductory course will prepare students for future Visual Arts courses in any discipline.

**Gender Responsible Adventure Education**
This is a leadership development course for women and men who wish to increase their awareness and skills in recognizing and addressing gender issues. The student will develop an understanding of concepts such as feminism, androcentrism, patriarchy, matriarchy, sexism, oppression, male privilege, collusion, and empowerment. The student will develop an increased awareness of gender issues through role-plays, discussion and reflection, and learn specific skills for intervening to address gender bias in constructive ways. Through participation in a wilderness travel phase, students will practice gender responsible leadership skills, and the opportunity to design and present a workshop on gender responsibility will test new facilitation skills. Students successfully completing this course will be more effective leaders, as they will be able to lead in a manner that empowers both women and men, and to role model gender responsibility in diverse settings.

**Gender, Sexuality, and Religion**
In this course we will explore views and practices concerning gender and sexuality in selected religions, past and present. We will consider, in particular, how these views and practices have manifested in women's spiritual experiences, thoughts, and actions. We will study the contributions of women to the established world religions; women's experiences and roles in contemporary religious contexts; issues in ecofeminism; and contemporary feminist and lesbian theologies. Throughout the course, we will examine how contemporary changes to views and practices concerning gender and sexuality challenge religions, and learn about how religious persons respond to such challenges.

**Genetics**
This course will concentrate on the fundamental principles of transmission genetics and the major milestones in genetic understanding of the past 100 years with an emphasis on the social and agricultural implications of genetic research in the 21st century. Topics will include Mendel's laws, chromosome structure, meiosis, recombination, transcription and translation, transposable elements and the history of genetics. Ongoing genetic studies in the plant breeding nursery will be used to demonstrate core principles. We will explore the exciting new theories of evolvability and adaptive variation and discuss their potential impact on crop improvement in the face of challenges from global climate change. A focus throughout the class will be the agricultural, environmental, and ethical issues of current genetic research and biotechnology advances.

**Geographic Information Science, Advanced**
The intent of this course is to provide students with advanced experience in Geographic Information Systems applications. Students will develop their skills with the GIS software IDRISI and ARCGIS. The course will be project-based and focus on analyzing a particular problem using GIS technology. This will allow students to gain a deeper understanding of the technology's potential as an analytic tool in today's society. They will gain a clearer recognition of the interdisciplinary uses of this powerful tool. Each project will be based upon a real-world environmental research question or need. Advanced GIS topics might include, but are not restricted to, remote-sensed imagery analysis, GPS mapping as a tool for GIS, advanced spatial modeling and multi-criteria, multi-objective decision making in GIS. Students should come away from this course with the confidence to apply GIS technology to their future academic and professional endeavors.

**Geographic Information Science, Introduction to**
Geographic information science involves the integration of geography, cartography, geographic information systems (GIS), global positioning systems (GPS), and remote sensing (RS). The purpose of this introductory course is to familiarize participants with computerized systems for the capture, processing, analysis, and display of all kinds of geographical (spatial) data. The principles and concepts of cartographic modeling, GIS, GPS, and remote sensing will be explored through lectures, discussions, and laboratory
exercises. Emphasis will be placed on learning the basic tools and methods for application to “real world” environmental, natural resource management, and socioeconomic questions. Data are drawn from global and local examples and situations.

**Geography of the World: A Troubled Planet**
Geography has a crucial role to play in the analysis of climate change, economic development, ethnic conflict and environmental degradation in today’s world, and in the development of informed responses to these pressing issues. Fundamental geographic and cartographic literacy will be developed through a survey of the world’s cultural regions as we look at physical, biological, cultural, economic and political patterns and at the processes that influence those patterns.

**Geologic Evolution of the Southwest**
The stunning and diverse landscapes of the Southwest are the product of over four billion years of geologic activity. In this course, we take a journey through deep geologic time and beyond, exploring first the formation of the Universe and our solar system, then the birth of our planet, and finally the geologic upheavals that have shaped Arizona and the Southwest. From the comfort of Prescott, we will cogitate about the Southwest’s geologic evolution through readings, lectures, discussions, class presentations, and lab exercises. We will then live those geologic upheavals and tranquil interludes through the vehicle of several field trips lasting from one to several days.

**Geomorphology, Topics in**
A landscape’s geologic form appears to be its most durable attribute. But that seeming stasis belies the dynamic tension that exists between tectonic forces tirelessly laboring to build continents from the sea and the equally diligent erosional forces of water, wind, and ice that break rocks down. In this course, we’ll explore the variety of geological shapes and forms created by this interaction between tectonics and erosion and scrutinize the physical processes responsible. The course is an in-depth examination of the story behind the scenery. As such, we will focus on a few topics in geomorphology, and those topics may vary from year to year. Class interest and the accessibility of field examples will help govern the topics covered. The course format will include readings, presentations, lectures, discussions, and homework exercises. We’ll embark on a number of field excursions, lasting from an afternoon to several days, to observe and study the landscapes and processes we’ve discussed in the classroom.

**Glass Blowing**
In this course, emphasis will be placed on the basic tools, equipment, and skills necessary to complete simple paper weights and blown vessels. Additional instruction will be provided in the physics of glass, melting points and characteristics, charging and batching procedures, and the essential equipment needed (i.e., glory holes, pipe warmers, furnaces, marvers, annealers). Instruction will also be provided on the proper usage of hand tools such as blow pipes, punties, jacks, shears, paddles, blocks, pigs, and trollies.

**Global Political Ecology**
For over two decades the world has undergone an intense process of globalization. This notion goes beyond the dimension of economic trade. It touches all aspects in the life of humans and therefore affects social systems and ecosystems in a global way. Yet, little is done to comprehensively understand the social, cultural and ecological dimensions of this process and to understand the political steps necessary to address global problems. This course seeks to bridge that gap. Through a political ecology/economy approach the course will analyze aspects of global development issues such as world trade and interdependence relations, international political organization, global migrations, globalization of culture and international resource management. The course will apply sustainability frameworks to these problems in order to better understand them and suggest alternative paths for global development.

**Globalization, Religion, & Social Change**
Globalization is a religious – as well as an economic, social, and political – phenomenon. Missionaries have always contributed to the widespread mixing of cultures, and religious traditions themselves have been challenged by scientific discoveries and technological developments, movements for social change, and an increased awareness of environmental issues. These challenges have led to a wide range of responses, from reactionary religious fundamentalism to radical secular humanism. In this course we will explore the efforts of contemporary religious persons to answer modern challenges to traditional religious ideas and institutions, with a focus on how the process of globalization and the rise of modern science, feminism, and environmentalism are transforming the world’s religions.
Globalized Sustainable Development: A Paradox? (Costa Rica)
This case study provides the students with an opportunity to connect their reality with that of developing nations. Costa Rica has 25% of its land in a National Parks system and 100% of its territory under a bioregional resource management plan. Its agricultural frontier is exhausted, while it holds one of the most stable growing economies in Latin America. The course will focus on the potential paradoxes that result from this situation. It will evaluate how resources are used and organized in terms of efficient allocation, sustainable scale and fair distribution as parameters of sustainability. The course will use business organization models as the medium to perform such evaluation. Students will examine several models: agricultural cooperatives, multinational corporations, women’s associations, and private ecotourism ventures, among others. They will also have the task to integrate this evaluation with the surrounding social and natural setting. By the end of the course, we should have a clearer perspective on the complexities and feasibility of implementing sustainability at a global scale. The planned program involves moderate hiking under cold, rainy conditions, and coping with modest accommodations in very warm tropical areas.

Group Counseling: Theory & Practice
This course provides students with a theoretical foundation and opportunities for practice in group counseling. Classical counseling theories and methods are considered as they apply to therapeutic groups in both traditional clinic and backcountry settings. Topics and themes include the leadership role, setting, client selection, group cohesion, trust and safety, communication dynamics, formative stages, difficult clients, and special applications. At times, the class members utilize their group as a practice laboratory for their professional growth.

Group Process for Adventure Educators
Within a conceptual framework based on an overview of the role of the leader in an adventure based educational process, students will read about, discuss, and practice skills such as group facilitation and conflict resolution, assessing groups, and the designing of appropriate activities to facilitate group development. Much of this will be done within the context of initiatives and activities used by many adventure-based experiential schools such as Outward Bound. Students will also work toward developing their own leadership style. Designed for students who plan to work with groups in a leadership role, this course will be structured to complement the College’s outdoor leadership program.

Herpetology
This course focuses on identification, evolution and classification, adaptations (morphological, physiological, and behavioral), and ecology of amphibians and reptiles. Lectures, lab exercises, and readings supplement field studies of behavior and distribution in the diverse habitats of the Southwest. Students research a chosen topic, including review of primary literature, and present results to the class.

History and Culture of Native America
This course will provide an overview of the history of Indigenous America and Americans from the arrival of the first humans in North America to the present. The course will also examine the ways that the history of indigenous people has been represented in American culture and scholarship, and contrast mainstream and Native American presentations of that history. It will explore the role that this history has played in forming American identity. The course will analyze the types of sources and methods used to create the factual history of Native America, and the strengths and weaknesses of oral and written sources.

History of Conflict in the Southwest
This course examines the history of the Southwest region from the first inhabitants to the 19th century. Emphasis is placed on the diverse groups that have inhabited this region, currently divided by the U.S./Mexico border. Students will look at the history of contact, domination, conflict, and collaboration among these groups, and the relationship between political borders and the formation of identity.

History of Gender & Sexuality
This class traces the history of gender and sexuality in America, from the three-part gender system of many Native American tribes, the not-so-pure Puritans, Victorian America’s reliance on both the belief that the nature of “True Woman” was sexless and on commercial prostitution, sexuality and slavery – to the medicalization of sexuality in the early 20th century, the invention of “homosexual” and “heterosexual”, the sexual revolution, and the AIDS crisis. We will explore gender theory, the historically changing meanings of ‘man’ and ‘woman’, the ways that gender and sexuality are understood in different American subcultures, and the relationship of gender and sexuality to power as expressed through race and class hierarchies.
Holistic Body Work: Introduction & Survey
This is an introductory level course for any students interested in a holistic approach to health through the use of bodywork. The course will cover the history and theory of Swedish massage. Students will learn basic anatomy and become skilled in this essential foundation. In addition, the course will survey a broad range of other approaches to bodywork and holistic health.

Holistic Health & Wellness
This course will take a personal and planetary perspective on health and well-being. Topics addressed will include: breathing, eating, exercise, communications, thinking, sexuality, finding meaning in life, and spirituality. The material will be laid upon a foundation that self-responsibility, increased awareness, and compassionate self-acceptance are the bases for health.

Holy Books: Survey of Religious Literature
This is a foundation course in religious studies and also a survey of Holy Scripture as great literature. We will read from the primary sources: The Bible, Koran, Bhagavad Gita, Upanishads, Tao Te Ching and sample holy writings from Buddhism, Baha’i World Faith, Judaism, etc. We will read the Holy Books in order to understand the religious impulse in humans, our yearning for the sacred, our attempts to make metaphysical and mystical explanations of the universe and our place within it. We will attempt to discover common threads and also significant differences between religions. We will also study holy writings as foundation literature and cultural history of great importance in understanding other cultures and our own roots.

Human Anatomy for Holistic Health, Introduction to
This course will serve as a basic introduction to human anatomy for those students in the Holistic Health field of study. Basic structure and function of the muscular, skeletal, connective tissue, nervous and organ systems will be covered. Other topics that will briefly be addressed include physiology, kinesiology, and pathology of the body systems. Teaching modalities will include: lecture, discussion, educational videotape viewing, 2- and 3-dimensional visual aids, palpation, movement, and written, oral and kinesthetic testing.

Human Ecology, Advanced Topics:
Each year this course focuses on a topic of critical importance to our understanding of the human place in the natural world. Interdisciplinary approaches, including systems theory, ecological modeling, and GIS, inform our explorations. Ideas, values, and data relevant to the selected topic are explored in depth, including perspectives from social sciences, humanities, and human development. Each student conducts research on issues that affect short and long-term solutions to the present day crises associated with the topic of focus. The course ends with a two-day conference where students present the results of their individual work, and synthesize these results into a complex understanding of the topic in question.

Human Ecology, Introduction to
This course introduces students to the exciting and rigorous work of interdisciplinary learning through the study of human ecology, which draws heavily from environmental studies, ecology, anthropology, and human physiology. Students learn how humans have adapted to all of the major biomes of the earth through hunting and gathering, pastoralism, agriculture, and modern industry. After mastering the basic concepts of human ecology, students explore human adaptations to local regions from prehistoric times to the present. Field trips will help students comprehend Arizona’s fragile environment and the impact people have on it. Students will be required to think about the future of Arizona – where do we go from here?

Human Nutrition and Food Choice
Concern for the environment at large should go hand-in-hand with a concern for one’s most immediate environment – the self. Optimal nutrition contributes to a healthy physical and mental state. This course helps students understand the fundamental principles of nutrition bioscience and explore a variety of controversies including nutrition and disease, supplements, dieting, refined foods, and additives. Students analyze their own dietary choices and develop their own holistic perspective on nutrition and wellness.

Human Rights Seminar
Human rights now occupy a key place in world politics. Thousands of people are harassed, imprisoned, tortured, and/or killed by governments every year simply because of who they are or for the peaceful practice of their beliefs. Yet because of the commitment and perseverance of worldwide human rights activism, many thousands more are alive and free. The seminar focuses on: 1) the history and evolution of human rights as an international issue; 2) different perspectives on and critiques of human rights; 3) the state of human rights
in the world; 4) human rights issues such as genocide, slavery, and gender, racial, religious, and political oppression; 5) international human rights covenants and conventions; 6) how human rights standards have been developed and the ways in which to secure their enforcement and 7) the work of international organizations such as the UN, Human Rights Watch, and Amnesty International in the field of civil and political rights as well as economic, social, and cultural rights, 8) the contemporary emergence of a domestic U.S. human rights movement. Relevant documentary and narrative fictional films will be screened.

Ideologies of Nature
This course is a response to recent and insistent calls from within both political and ecological circles for sustained cross-disciplinary dialogue. While the world stands to benefit from communication among the realms of politics, philosophy and environmental science, the exchange of ideas is often hampered by the divergent perspectives in overly specialized academic disciplines. We propose to clarify some of the confusions in politics, philosophy and environmental science by examining in depth some of the “isms” in contemporary environmental discourse. We will look closely at how various ideologies define their terms and often charge identical vocabulary with different meanings (e.g. community, democracy, diversity, sustainability, globalism, system, wilderness, bioregion, etc.). We will cast a critical eye on these “big words” currently in circulation in environmental discourse and draw out the practical implications of their different interpretations. In sum, we hope to take steps toward greater clarity in environmental thinking and in this way foster an ecological literacy that encompasses “an understanding of the biology of conservation and the political basis of conserving societies” (David Orr).

Image & Power in Mass Culture
Is watching television a political act? Did punk rock change the world? Is Star Trek anti-racist? The goal of this course is to analyze and begin to “decode” mass, popular, and radical subcultural practices in various forms, including activism, film, TV, fashion, popular and alternative music, advertising, photography, architecture, and everyday political and leisure practices such as skateboarding, culture jamming, ‘zine writing, and other forms of alternative community building. This is a reading intensive, writing emphasis course that exposes students to the intellectual history and key contemporary debates in the study of popular culture. It emphasizes the relationship between culture, power, and movements for social change from Marx, Gramsci, and the Frankfurt and Birmingham schools through contemporary feminist, post-structuralist, anti-racist, and queer theory. The course combines close readings of texts, collaborative reading groups, and class exercises analyzing cultural artifacts such as popular news and entertainment media, and includes a field trip to the mall aimed at exploring the power relationships embedded in built environments and spaces of consumption.

In and Out of Africa
In this course students will explore the modern and contemporary literature of Africa. Through the eyes of black and white natives as well as through those of occupiers and visitors, students will survey the issues facing that continent from the late nineteenth century pre-colonial period to the present post-apartheid era. The reading list may also include the African Diaspora as represented by Caribbean and North American authors: Texts may include those by Achebe, Conrad, Mefouz, Gordimer, and Coetzee.

Individualized Studies in AE: SCUBA
This course is offered on an individual basis for continuing studies in scuba. Students may contract for a variety of study topics, including diving safety and emergency management, dive specialty education, dive master training, instructor training or diving internships. Students and the instructor will design an individualized course of study and an appropriate course title and description depending on the student’s study goals.

Inner Game of Outdoor Pursuits
A central aspect of the Adventure Education Program is using adventure activities to enhance students’ abilities to reach their full potential, both individually, and in their work with others. By using various techniques (e.g., visualization, enhancing positive self-talk, self-hypnosis, emotional centering, and others), students will start the journey toward becoming confident in their abilities to perform at levels previously thought unachievable. Appropriately selected adventure activities will be used as the laboratory for this process of self-discovery. Students will work toward seamlessly integrating their cognitive, emotional, and kinesthetic abilities. This is a first step toward preparing students to move beyond themselves to integrate these techniques when they become leaders or teachers themselves. Once students become attuned to their inner strengths and can move beyond some of their self-imposed limits, they are much more capable of positively influencing any communities they may join in the future. The ultimate goal of the course is for students to be able to transfer their successes in the course to enhance their performances at any endeavors they choose to pursue.
Intercultural Communication
As the world rapidly becomes more interdependent, we find ourselves living with increasing complexity. Those who will take responsibility for guiding society must be knowledgeable, visionary, and skilled in intercultural communications. This class explores applications and ramifications of interaction between cultures with different value orientations. Students will examine specific cultures, including the non-dominant cultures of the U.S. We will study the implications of global industrialization, discuss the ethics of overseas development, and deliberate current cultural issues in the U.S. Students will have several opportunities to pursue the specific aspects of intercultural communications of greatest relevance to them.

Interdisciplinary Performance
This is an experiential course that combines studies in movement, voice, character work, music, and writing. Students will have the opportunity to create performance pieces using a variety of sources, including personal stories. Practice with improvisational and compositional structures will provide methods for forming, organizing, and editing artistic material in both solo and collaborative work. This interdisciplinary approach to performance promotes the ideal of wholeness and interconnection of the arts. By emphasizing the cross-overs and connections between the mediums, students will gain a deeper understanding of the way the arts can combine and serve one another. The course provides a forum for exchange and collaboration between students in various disciplines and also serves as an entry point for those interested in an overall sampling of the performing arts. Several informal showings will be held which explore nontraditional performance sites. Recommended for students in the performing arts (theater, dance, music), or those interested in expanding their artistic range.

International Mountain Expedition: (Location/activity TBD per course by instructor)
This intensive, field based course is appropriate for intermediate and advanced students with solid backgrounds in extended backcountry travel in mountain environments. The focus is on implementation of a self-contained mountain expedition in a foreign country. The course will include the exploration of regional cultures, geography, and ascents of appropriate mountaineering objectives. The expectation is that students will be building on existing skills and knowledge. Topics to be covered include: expedition planning and logistics, itinerary development, area-specific technical skills, safety and hazard evaluation, place-based natural history and cultural studies, and leadership.

Interpersonal Communication
The ability to effectively communicate with others is an essential life skill. Whether you want to have an effective career working with people or develop satisfying personal relationships, having excellent interpersonal communication skills can make the difference between mediocrity and success. This course covers the theories and practice of interpersonal communication. Students develop an awareness of their own unique style of communicating and develop strategies to maximize their potential. An emphasis is placed on using experiential activities to practice the skills of effective speaking and listening. Topics covered include active listening, giving and receiving feedback, non-verbal communication, resolving conflicts, relationship building, and communicating under pressure.

Interpreting Nature through Art & Photography
This course focuses on heightening our visual awareness of nature and capturing the ephemeral experiences we value with the aid of cameras, pencils, brushes, and other tools. Illustrated lectures, demonstrations, critiques, and field sessions will explore the art of seeing, using both aesthetic and practical approaches. Both group and personalized instruction are designed to explore the students’ creative potential for translating and sharing visions of the natural world. A final art exhibition and slide show will demonstrate interpretation of a theme chosen by the class.

Intimacy, Relationships and Sexuality
This class will examine intimacy, relationships, and sexuality in depth. We will take a challenging look at various theories on romantic love, erotic love, and the myths around relationships. We will study social and cultural messages that influence our sexuality and relationships. We will take a look at the practical and mystical aspects of monogamy and commitment. We will examine current theories of love and sex addiction. We will explore such topics as fear of intimacy, commitment, alternative relationships, and sexual preferences. We will embrace the provocative questions facing each individual or culture in regard to sexual practice, family, community, and spirituality. We will explore the entire spectrum of sexual and romantic love from a biological drive to recreate the race to a spiritual communion with the beloved. We face an evolutionary issue of challenging ourselves to personally explore our values so we
can creatively enhance our most essential human experience: intimacy, relationships, and sexuality.

**Issues of Global Food Production**
At the beginning of the 21st century, the human population growth has reached over 6 billion and the growth will not level off until it reaches at least 11 billion, even in the most optimistic scenarios. The vast majority of highly productive agricultural land is already under cultivation, and no agronomists foresee another green revolution that will greatly increase production of currently cropped lands. In this course we will explore the implications of this human predicament. Do we have any choice but to trade off long-term agricultural sustainability for short-term productivity? Or are there approaches to food production that will increase people's food security in the near future as well as over the long term? Students will choose a range of countries for case studies and for each will evaluate energy availability, land productivity and tenure, population status, and important cultural norms. Based on this information, students will then suggest policy approaches that may satisfy the disparate objectives encountered by each country.

**Kayaking, Expeditionary**
This course builds on basic skills for the student who has already made a commitment to kayaking and wishes to explore challenging and/or remote environments. With guidance, students will take charge of planning, logistics and execution of multi-day river expeditions. Topics covered will be: research, river resupply, budget, environmental ethics, portaging, self-contained techniques, river and land navigation, wilderness first aid, self-rescue, evacuation, advanced paddling skills, etc.

**Kayaking, Whitewater**
This course provides students with the opportunity to learn the basic skills of whitewater kayaking in several different western rivers. The educational value of the course is heightened by involving the group in discussion and observation of the widely varying geographical locations and the natural history of river valleys. Course content may include: equipment selection and care, kayaking terminology, safety issues, wet exits, self rescue and rescue of others, eddie turns, ferry gliding, surfing techniques, and other related subject matter. The grade of difficulty encountered ranges from easy to class III white water. Students are encouraged to paddle at a level that is comfortable and enjoyable for them.

**Kenya: History, Culture, and Current Issues**
This course will provide students with a broad overview of the pre and post colonial history of Kenya, governmental structure, diversity of ethnic communities, international relations, and current issues. More focused exploration of these or other topics will be driven by student interest. The course will also touch upon the relationship of indigenous communities to the larger Kenyan society, and the ways that these communities are impacted by globalization and the work of international NGOs. Students will study the politics of race in East Africa. They will learn about ways that cultural lenses construct experience, and examine our U.S. cultural perceptions of Africa and indigenous communities by analyzing films and other media. The course will emphasize student presentations and collective research.

**Land Stewards**
The cultures of traditional agrarian societies in many ways were, and in some cases continue to be, structured around the patterns, constraints and seasonal cycles inherent in the life of farmers. In the industrialized societies of today, where as few as two percent of the population is involved in growing food, agriculture has come to mirror the patterns and habits of a much larger consumer culture. Amidst this shift, that continues to take place all around the world, a number of writers have emerged as social and ecological critics, intent in illustrating how the gains some societies have made in food security over the last century have come with some painful although often hidden sacrifices; these include sacrifices of community, sense of history and place, ecological integrity of farms and the regions that surround them, and in some cases, purpose in life. In this course we will especially focus on the writings of Wendell Berry, but we will also explore the writings of other authors such as Wes Jackson, Linda Hasselstrom, David Orr, and Gary Paul Nabhan, who have focused on the relationships between culture, agriculture and nature. In reading both non-fiction and fiction, we will address questions of ethics (i.e., self-imposed limits) that pertain to how our culture and other cultures relate to the land on which we all depend.

**Landscape Ecology**
Humans engage with landscapes, not individual species. However, our behavior at the landscape scale has a profound effect on the long-term viability of every species on earth. Landscape ecology shows us what we need to know before we build a road, plow a field, or turn a pasture into a subdivision. We discover
how our actions disturb natural productivity or support one species over another, thereby disrupting the ecological functioning of a place. We explore how landscape components, such as patches and corridors provide for the basic needs of their inhabitants, including humans. The complex interactions of size, shape, and history affect whether or not a corridor is a wild life “freeway”, for instance. This course focuses on how systems theory, ecological modeling, historical ecology and GIS data among others are used as tools to develop good landscape level practices on local, state, and national scales.

**Language Arts: Methods & Practice**

The purpose of this course is for future elementary teachers to gain knowledge of and demonstrate competence in the development of language arts curriculum. Students will explore the relationship between reading and writing skills, examine methods for language arts instruction, and be able to design developmentally appropriate lesson plans. Students will be expected to implement original lesson plans in a grade appropriate setting. This course also requires students to research the needs of cognitively and culturally diverse learners, students impacted by specific environmental conditions as well as demonstrate sensitivity to these areas through the design and implementation of lessons.

**Large Format Photography**

In this course students will be introduced to the mechanical and aesthetic concerns of using the 4x5 and 8x10 camera formats. Emphasis will be placed on using the zone system of B/W exposure control, including expansion and contraction development. There will be several project themes (studio and field) proposed so the students will be challenged to integrate the variety of camera manipulations as well as develop a personal philosophical attitude toward the larger formats. Both conventional sheet film and Polaroid materials will be used as the students enhance vocabulary of perspective, lens choice, metering technique, and image scale. Each student participating in this study should expect to compile an image portfolio of at least eight final photographs and an extensive written journal.

**Large Scale Photography**

This course will address the technical and aesthetic proposition of producing photographic images of large physical size. Beginning with philosophical discussion of image content and presentation context, students will explore the issues of producing photographic work for public spaces. Students will make new images based on a specific theme and print onto various papers in escalating sizes (16x20, 20x40, 40x96, etc.). Refinement of darkroom technique and print handling will be stressed while students work together as a team to accomplish the tasks at hand. As our projects progress, we will pursue and design exhibition possibilities including all aspects of installation craft, legal considerations, and ethical position concerning public viewing.

**Latin American History**

This is a survey of the history of Latin America from the 15th century to the present. Beginning with a review of conditions in Europe and the New World at the time of the discovery, it will follow the confrontations of cultures and peoples as Europeans, principally Spanish and Portuguese, conquered and colonized the New World, transferring their social, technological, religious, and governmental systems to the Americas. The causes and consequences of the independence movements in Latin America will be the second main topic of study. We will continue through the formation of the newly independent nations of Latin America during the 19th century, the challenges of organizing self-governing states and the several political and ideological models that were tried, focusing on the emergence of the caudillos or strongmen leaders. The social, political, and economic conditions during 20th and into the 21st century will follow, including the role of the military and of the popular and revolutionary movements in more recent Latin American politics.

**Latin American History through Film**

Latin American films (and foreign films about Latin America) can serve as provocative entry points to the political and cultural realities of this world region. This course will familiarize students with film’s potential to critique these realities and, in turn, contribute to a wider historical understanding of power and resistance. We will devote some time to developing critical approaches foundational to the formal study of documentary and feature films. With this background, this course will emphasize film as a window into broader historical and cultural issues surrounding the events dramatized in a given work. The discussion and analyses will consider periods of political transition, social movements, and representations of class, race, gender, and ethnicity as seen in the varied socio-economic and political contexts of Latin America. Most films will be shown in class; some evening screenings will be required.
Law & Social Change
This course will examine the interplay between law and social change. How do social and cultural factors influence changes in the law, and how does law impact the potential for producing social change? How do changing interpretations of social values affect the law and how do changes in the law influence the social interpretations of those values? Specifically, the course will examine the underlying assumptions of fairness, equality, and morality that helped define certain landmark Supreme Court decisions; how those decisions have modified the basic ways people in a society relate (e.g., race relations, gender relations, sexual relations); and how those decisions have restructured major social institutions such as the family, religion, and education. We will also look at the use of law among activists and social movements through the eyes of lawyers practicing in the field, and will visit local courtrooms in order to obtain a fuller sense of how the law actually works in practice.

Law, Society, and the Environment
This course explores the social and ecological consequences of the US legal system. Such analysis will evolve from the US Constitution into specific regulations in fields such as Tax Law, Business Law, Labor Law, and Agricultural Law. The role of Courts as promoters of social and environmental change will be studied. The environmental justice movement will receive special attention as a case study of overlapping social and environmental inequities. Through this process, we will conclude on the possibility to implement a more sustainable institutional framework in this country. Field trips and exercises will be the experiential complement to class activities.

Learning Theories
This course provides an overview of the process of learning. Theorists examined will include but not be limited to Benjamin Bloom, Lev Vygotsky, John Dewey, Erik Erickson, Geoffrey and Renate Nummela Caine, Maria Montessori, Howard Gardner, and Paulo Freire. Students will explore topics such as optimal conditions for learning and how relationships within the classroom affect learning, and will gain an understanding of learning differences. Psychological and developmental factors will be examined as well as the impact of environmental and cultural conditions. Various theorists who have made contributions within the field of education will be compared as a way to provide further insight into effective teaching strategies.

Life Centering Practicum
Too often holistic living practices are taught and practiced as part of a class but are apart from one’s daily living experiences. This is an advanced course designed to integrate a variety of conscious living skills into one’s daily routines. As such, this course is designed to put into practice the theories, philosophies and techniques of Holistic Living. in a field setting conducive to the process of conscious living, students will participate fully in practices designed to promote the attunement of the mind, body and spirit. These practices will include yoga/stretching, meditation, exercise, massage, body awareness, movement, creativity, ritual and ceremony. Each student will select several texts to further investigate a particular discipline. Finally, students will document the effects of these practices on a personal and group level.

Life Centering: Mindfulness and Meditative Practices
This course provides the student with a theoretical and experiential overview of mindful and meditative practices from an array of philosophical and spiritual traditions. Course participation involves a significant amount of experiential immersion in pertinent practices, as well as didactic study of the theoretical foundations of these practices. The course is designed to encourage self-reflection, life enhancement, and didactic and experiential learning within each student.

Lifespan Development I: Early Childhood through Adolescence
This course is designed to familiarize students with developmental themes and tasks of children from birth to sixteen years of age. The work of major theorists in the field are introduced and students are encouraged to apply various theoretical constructs to their observations of, and experience with, children and adolescents. The course encourages students to examine their own developmental histories. The students’ explorations of their family-of-origin serves as a point of departure for organizing and understanding developmental theory.

Lifespan Development II: Early to Late Adulthood
To better understand and appreciate human development, we must view development and growth as a lifelong process. This is the second course in the Lifespan series. Here we investigate the stages of development from early through late adulthood. Development is defined from emotional, social, cognitive, biological, gender, familial, mythological, transcultural, and spiritual perspectives. Through this wide-angle lens, we explore both continuous and stage theories of adult development, the corresponding ages, the nature of transition
periods, unique and shared changes, and death and dying. Students read a variety of different models of adult development and integrate their own perspectives that can act as a guide for their own lives.

**Literary Journal Practicum**
In Literary Journal Practicum, students are the staff of Prescott College’s national literary magazine, *Alligator Juniper*. After familiarizing themselves with the national literary market by reading sample journals, students spend the bulk of class time and homework time reading submissions. During the first third of the course, the class reads creative nonfiction and selects submissions for the upcoming issue. For the rest of the semester, the course is divided up into two editorial groups: one for fiction and one for poetry. Submissions come from writers all over the country. Students maintain individual response journals, where they keep notes on submissions, their reactions, and their recommendations as to whether a particular piece should be published, rejected, or given further consideration. The class then moves into more in-depth discussion and compromise to narrow the list of semi-finalists to a list of finalists, and eventually to the handful of essays, stories, and poems agreed upon for publication. Students and instructors write thoughtful rejection letters to all those whose work was not selected for publication. This practicum provides valuable professional experience, seldom available at the undergraduate level.

**Literary Journal Practicum: Poetry**
In this course, students are the poetry staff for Prescott College’s national literary journal, *Alligator Juniper*. After becoming familiar with the current literary market by reading and reviewing sample journals, they will spend most of class time and homework time reading submissions in the Poetry category and deciding whether particular poems should be published, rejected, or given further consideration. In the final weeks of the course, staff members will formally discuss all poems which have received positive responses and narrow the list to a group of finalists whose work will be published (or to a group of semi-finalists if there is a guest judge). They will also write thoughtful rejection letters to those whose work won’t be published. Staff members will be identified on the front page of the issue and be able to list this professional experience on their resumes. If time permits, they may submit their own manuscripts to the rest of the staff for editorial review.

**Literature as Experience**
Ezra Pound once called literature “news that stays news.” Through the study of literature we can see, interpret, and understand the central issues of our lives. During this course, we will explore works of contemporary and more classical literature and examine them as the creative and intellectual experiences of their authors and as cultural documents of their times. We will also consider the literature we read and write ourselves as part of our own uniquely individual yet culturally-mediated life experience. Central to our own experience of literature will be making connections between the texts we read. Examples of thematic strands we might trace include: the search for self, the search for love, family and community, and the search for meaning. The course will be conducted as a seminar with students taking an active and even leading role in discussions. We will enhance our reading experience with a variety of class activities drawing upon films, plays, critical and creative assignments and presentations, and informal dialogues with contemporary writers.

**Literature of the American Dream**
This interdisciplinary course will provide students the opportunity to examine the evolving historical, social, and personal perceptions of the American Dream as depicted in influential novels, autobiographies, poetry, and plays. Some of the topics for discussion will include the dream of hard work and prosperity, the dream of the natural environment, slavery and the dream of civil rights, the myth of the American West, the dream of a cultural melting pot, and a study of American archetypes. Reading assignments will include “The Declaration of Independence” as well as texts by Benjamin Franklin, Frederick Douglass, Henry David Thoreau, Walt Whitman, F. Scott Fitzgerald, E.L. Doctorow, John Steinbeck, and others. Writing assignments will include a combination of critical and creative work.

**Magazine Journalism**
For the freelance writer, every assignment is both a writing project and a learning experience. You might find yourself in the Sierra Madre researching an article on deforestation, or rafting down a river while preparing a story on whitewater recreation. You do interviews, you take countless notes, you observe. Once your research is completed, you sit down with a stack of notes and begin shaping your story, writing and rewriting until things fall into place. In this class students will read and analyze numerous magazine pieces, and then write a full-length feature themselves.
Maps & Wilderness Navigation
This course will balance theory and practical applications of wilderness navigation techniques. The primary outcome will be competence in the use of map and compass to navigate in wilderness settings. Equally important will be the development of cartographic literacy. Students will gain an understanding of the history of cartography and its role in the development of human conceptions of place. We will look at the changes in technology, including GPS systems and mapping programs, and examine their impact on our understanding of the world and our place in it. The strengths and limitations of maps, including the ways they reflect cultural assumptions and are used to further them, will also be explored. Weekly field trips will provide opportunities for refinement of practical skills and serve as an introduction to local geography.

Marine Biology I: Diversity of Marine Life
This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase II – Oceanography, and Phase III – Field Methods for Marine Ecology, Diversity of Marine Life is a survey of the common groups of marine organisms. We will explore the evolution, diversity, morphology, field identification, and ecology of marine algae, halophyte plants (such as mangroves), plankton, invertebrates, fishes, reptiles, birds and marine mammals of the Gulf of California midriff region.

Marine Biology II: Marine Ecology
This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase I – Diversity of Marine Life and Phase III – Field Methods for Marine Ecology, Marine Ecology is an investigation of the structure and function of marine ecosystems. The course will focus on marine food webs, energy and nutrient flow, population interactions, and biogeography of the midriff islands of the Gulf of California. There will also be a heavy emphasis on the ecology of intertidal ecosystems, rocky shores, sandy beaches, and estuaries.

Marine Biology II: Oceanography
This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase I – Diversity of Marine Life and Phase II – Oceanography, Oceanography will provide an introductory glimpse of the Earth's oceans from physical and marine geologic perspectives. Through class presentations, lectures, discussions, lab exercises and field trips we will ponder the geologic origin of the oceans and familiarize ourselves with their geography. With an eye towards understanding the oceanic realm and the dominant role it plays in regulating global climate, we will study the physical and chemical properties of sea water and the techniques for measuring these properties. We will examine global oceanic circulation patterns and the causes of currents, waves, tides and upwelling. The preceding topics will be examined globally but examples from the Gulf of California will be used extensively to provide students with an introduction to this area.

Marine Biology III: Field Methods for Marine Ecology
This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase I – Diversity of Marine Life and Phase II – Oceanography, Field Methods for Marine Ecology will focus on design and execution of student research projects. Students will design field research projects, collect field data, analyze results and write up scientific papers on some aspect of marine ecology. Projects will be based primarily on the ecology of intertidal habitats or on islands of the Gulf of California.

Marine Conservation I: Global Marine Issues
This course examines global marine issues from interdisciplinary perspectives. We begin by developing a general background in maritime cultures, laws of the sea, and the ecological, economic, and social importance of the marine environment. Issues studied in depth include fisheries, pollution, tourism, habitat alteration, island and coastal management, protected areas, and endangered species. An understanding of resource ecology forms the foundation of learning in the class. The international nature of marine issues is emphasized, leading to the study of international policy, culture, globalization and trade. Traditional and alternative strategies for meeting marine conservation challenges are examined and analyzed. Readings, discussions and lectures are complemented with field trips and guest speakers.

Marine Conservation II: Gulf of CA Conservation Case Studies
Concepts introduced in Phase I are illustrated through regional case studies in the Gulf of California.
Through first-hand field observation and participation, students gain an understanding for the complexity of many conservation challenges in the Gulf. For example, case studies in fisheries provide students with the opportunity to observe a variety of fishing techniques, speak with fishers, and learn through on-board observations. Field observations are complemented by lectures on marine ecology and management in the region and discussions with resource users, researchers and managers.

Marine Conservation III: Applied Conservation Research
Theoretical and field-based knowledge gained in Phase I and Phase II lead the student to a better understanding of current and potential management strategies for protecting marine and coastal resources. In Phase III students will demonstrate a thorough familiarity with specific conservation projects and collective conservation efforts in the Gulf of California. Students analyze the effectiveness, strengths and shortcomings of marine and coastal conservation in the region. Each student has the opportunity to work with an ongoing conservation project, to create a proposal for a future project, or to do library-based research. Project work provides students with experience in applied conservation research and management. Projects might include monitoring and inventorying resources, education and interpretation, work with exotic species, or introduction and evaluation of alternative resource use. Students meet with management agency representatives, scientists, educators, and local resource users. Each student’s work is part of ongoing conservation efforts in the region.

Marine Mammal Biology and Conservation
This course provides an overview of the biology, ecology and conservation of marine mammals. Students will develop a background in marine mammal taxonomy, evolution, distribution, and anatomy and physiology. We will focus on the ecology of cetaceans and pinnipeds, including behavior, communication, social structure, energetics and population dynamics. We will also discuss global and regional conservation issues regarding the protection and management of marine mammal populations. Students will learn about marine mammal research techniques through readings, discussions and field activities. Course topics will be augmented with field observation whenever possible. Students will have the opportunity to participate in an ongoing conservation project and to incorporate related topics of personal interest into the class.

Marine Studies I: Skills for Ocean Exploration
This course will introduce students to the basic nautical knowledge needed by all mariners with an emphasis on sea kayaking skills and general boating safety. In addition, students will explore the skills and safety considerations for freediving and will participate in an introductory scuba diving experience. Daily sessions on the water will be utilized for boating and freediving skill development. An overnight trip will serve as an introduction to kayak touring. Students will learn oceanographic concepts relevant to all marine activities, including tides, currents and related moon phases, wind and wave formation and behavior, and marine weather forecasting. Students will use maps, charts, compasses and GPS for coastal navigation and will practice route planning and sea conditions risk assessment. Additional topics will include marine first aid and the use of emergency signaling devices and VHF radios.

Marine Studies II: Nat’l History
The Gulf of California is one of the most productive marine environments on earth. Its islands, biological diversity, geologic and cultural history make it a remarkable place for students to learn about marine and coastal natural history. Class and field sessions will introduce students to the coastal ecosystems, islands and offshore environments of the Gulf of California. Students will develop skills in field observation, species identification, and field journaling, as well as an understanding and appreciation for this amazing region and its people. They will demonstrate their learning through the completion of a series of species accounts, a detailed field journal, participation in field activities, and participation in class discussions.

Marine Studies II: Natural History of the Gulf of California
The Gulf of California is one of the most productive marine environments on earth. Its islands, biological diversity, geologic and cultural history make it a remarkable place for students to learn about marine and coastal natural history. Class and field sessions will introduce students to the coastal ecosystems, islands and offshore environments of the Gulf of California. Students will develop skills in field observation, species identification, and field journaling, as well as an understanding and appreciation for this amazing region and its people. They will demonstrate their learning through the completion of a series of species accounts, a detailed field journal, participation in field activities, and participation in class discussions.

Marine Studies III: Case Studies in Marine Conservation
Through first-hand field observation and participation, students will gain an understanding of the complexity
of many conservation challenges in the Gulf of California. For example, case studies in fisheries will provide students with the opportunity to observe a variety of fishing techniques, to speak with fishers, and discuss a variety of management strategies. Case studies in island and wetland conservation will provide students with opportunities to participate in conservation studies and service projects and to learn from scientists and community members working in the region. Field observations will be complemented by lectures and assignments on marine conservation in the region and discussions with resource users, researchers and managers.

Math for the Liberal Arts
This course is a college-level math course designed to foster an awareness of the nature of mathematics, to promote an understanding of the role of mathematics in today's society, and to encourage the development of critical and quantitative reasoning skills. Topics include the mathematics of voting and social choice, linear and exponential models of change, unit analysis, and the collection, analysis, and visual display of data.

Math Skills Review
This course is a review of basic math skills necessary to succeed in math certification courses. Students will work independently with their mentor to gain mathematical fluency in working with fractions, decimals, scientific notation, percentages, ratios, order of operations, and linear equations. The course is designed to help students master these essential arithmetical skills while developing confidence in their mathematical abilities.

Math: Methods & Practice
This course explores various elements of mathematics education for elementary school students. Topics covered include: the importance of concrete manipulation in the formation of symbolic levels of understanding and reasoning; a variety of specific manipulative tools for math education; methods for teaching mathematic to diverse populations; and methods for teaching specific mathematical operations. The notion of integrating the mathematics into other areas such as environmental topics will be explored. Students will prepare original lesson plans, engage in several classroom observations, and experience a wide range of experiential exercises for mathematics education.

Mathematical Modeling, Introduction to
This course is an investigation of the algebraic and graphical properties of polynomial, exponential, logarithmic, and trigonometric functions. Students will focus on applications of these various functions when used as mathematical models for real-world data. Students will develop and interpret mathematical models for population growth, monetary concerns, temperature change, pollution rates, etc. In each case, algebraic approaches will be reinforced and supplemented by graphical methods. TI-83 graphing calculators will be used extensively throughout the course.

Mediation Practicum
This practicum course offers students the opportunity to apply the mediation skills learned in Community Mediation and Principled Negotiation in professional settings, as well as to learn more specialized mediation applications. Students receive advanced training and certification in Victim Offender Mediation. This is a form of mediation that works with perpetrators and victims of crimes, and promotes restorative justice. Students observe and critique a variety of mediations, including small claims, civil, victim-offender, and family mediations. Students then participate in the Yavapai County Courts as mediators-in-training. This entails co-mediating actual cases with experienced, trained mediators. Additional opportunities may include training for and/or supervising local, school-based, peer mediation programs. In addition to observing and conducting mediations, students assist with case development for the Victim Offender Mediation Program (VOMP) of Yavapai County through the Superior Court of Arizona.

Memoir, The
This course is divided between student-led discussion of published memoirs and workshop of memoirs written by the students in the class. While several of the memoirs we read will be book-length, we will also look at many shorter examples of the form: essays, articles, and chapter-length excerpts – some published, some not. This will provide students with necessary models for the memoirs they will be expected to produce, approximately 20-30 double-spaced pages. Students are encouraged to think carefully and extensively about possible topics before delving into a draft, considering the connections between different aspects of their lives, different time periods. Students should aim for writing a memoir that is centered around an event, as opposed to a chronology of their lives so far. It will likely be an event that, viewed in retrospect, somehow connects each student’s past to her present to her future. We will spend time, each class, doing writing exercises that will help students tap into their material. There will be plenty of time for necessary exploration before settling
on a topic. The course is relevant to studies in Human Development because students are asked to examine their own lives. When dealing with the material in class, however, we will approach and critique the work as a piece of writing; in other words, we will workshop students’ memoirs, not students’ lives. This necessitates a certain distance from the event on the part of the writer. Aside from writing the memoir, each student will be paired with a classmate to co-lead discussion and write a paper on one book.

**Men & Masculinity**

What does it mean to be a man? Outdated models of manhood have led to masculine identities bound to power, contempt and fear of women, aggression and violence, sexuality detached from emotional intimacy, thinking without the integration of feelings, and an ecological imbalance that threatens the planet in every manner: environmentally, nationally, culturally, and Familiarly. This course will examine the social/psychological dynamics that shape the current masculine identity and will also discuss solutions and models to replace outdated definitions of masculinity. What can we take from the old to carry forward to the new? What must we transition out of to usher in a new paradigm that fosters a productive sense of masculinity?

**Middle East: History, Culture, & Current Issues**

The Middle East is the world’s most volatile political and social region. Perhaps half the world’s oil reserves are there, igniting fierce competition and grim politics. Israel and the Arab world are locked in a struggle over land, water, and ideology. Islam, Judaism, and Christianity collide there, and fundamentalists of all three believe the prophesied apocalypse to bring our world to final judgment will begin there – and soon. The frustrations of Middle East tribes and nations are boiling over in terrorism and local wars. Six years ago the “coalition of the willing” overthrew Iraq’s dictator, Saddam Hussein, by military force. Since former President Bush announced victory (“mission accomplished”), over 10,000 American soldiers and contracted mercenaries have been killed, and more than 60,000 have been seriously wounded physically or psychologically – not to mention well over a hundred thousand Iraqi causalities. Now President Obama promises a partial withdrawal, while the focus of American policy is shifting to Afghanistan where our troops are caught in the cross fire of a civil war, and to Iran where the world is concerned about their potential entry into the nuclear club. For these reasons, everyone should learn about this vital region and the forces causing such turmoil, as well as hopeful signs and possible solutions to age old problems. In the first part of the course, we will study the history that has shaped the Middle East from ancient times to the present. Then we will examine in detail the social, political, religious, and economic forces driving events today. What options do Americans have to deal with our own issues and to help bring peace and stability to the Middle East? In this course we will address these questions and more.

**Migration in the Americas**

Over the past decade, Arizona has increasingly been at the forefront of national immigration debates. Migration is a widespread phenomenon throughout the Americas that often lacks historical perspective and political and economic contextualization. Beginning with a historical overview of migration in the Americas, this course will focus on migration streams since World War II. We will analyze the dynamics behind political and economic migration, forced migration (including human trafficking), migration and gender, and issues of identity and transnationalism. Although much of our emphasis will rest upon undocumented migration into the United States, we will also examine internal migration within Latin American countries as well as lesser-known migration streams in the Americas. The course will include a week-long field study in the Arizona-Sonora border region.

**Models of Leadership: Leadership through Differentiation**

In the United States and around the world today, there is a crisis in effective leadership. Models of Leadership is a course designed for aspiring leaders in every discipline. It explores the skills, behaviors, attitudes, and promises of successful leadership, and it does so in an innovative manner. Rather than providing an overview of theoretical models and thus a “breadth” of perspectives, this course challenges students to explore a particular theoretical model in depth and then compare that perspective with other models. Leadership Through Differentiation is a leadership model based on Bowen Theory, a theoretical model derived from natural systems and applied to human functioning. Leadership through Differentiation offers a radical shift in the notion of leadership that redefines successful leadership from an informational, process, and/or product perspective to one in which the emotional maturity or differentiation level of the leader is the single most significant variable in the successful functioning of leaders in any system. Students will investigate qualities of successful leaders, interview community leaders, research biographies, and observe leaders in action. They will also apply the principles of differentiated leadership to their own lives and future goals. Finally, students will demonstrate their understanding of differentiated leadership through a class or community project.
course may be repeated for credit as different models are presented at different times.

Mountain Landscape Geography
This course is an intensive field exploration of mountain landscapes and the geographic factors contributing to high mountain environments. The course consists of a survey of general geographic factors and case studies that apply to a specific region. Topics include mountain building processes, regional geologic history, geomorphic processes and landscape evolution, mountain weather and climate, snow science, glaciology, biogeographic perspectives on high mountain plant communities, and human cultural lifeways in high mountain environments. This course will have a regional focus on North American Cordilleran mountains which will vary depending on the course location, but will also consider mountains across the globe. As a necessary aspect of its academic mission, this course requires extensive wilderness travel.

Movement Theater
In this course we will explore the interplay of movement and theater improvisation. Our primary approach will be contemplative, relying on our focused awareness and our capacity to stay present and connected with ourselves, each other and the world around us. We will learn tools of participating fully in the creative process and bringing form, development, and transformation to the impulses and invocations of our body and spirit. Theatre and performance develop out of this as we follow our urge to acknowledge our life experiences and insights and communicate creatively and skillfully on behalf of ourselves and our community. Our study and practice will involve values and elements of physical conditioning, play, improvisation, active meditation and performance with our alert bodies as our primary guides. Students will work in solos and ensembles. We will also explore the integrations of movement with other forms including voice, music, and ritual.

Multicultural Education & Social Justice
The purpose of this course is to prepare teachers to teach in socially, culturally, and economically diverse settings. Students will develop the ability to identify their own cultural values and those inherent in their view of education. They will acquire and apply the understanding and skills necessary to identify the socio-cultural foundations of education in Arizona and their own local area schools. Students will attempt to develop a philosophy of education that is responsive to cultural diversity and which provides a foundation for education in a pluralistic society. They will be encouraged to speculate on the nature and purposes of global education.

Natural History & Ecology of the Southwest, Phase I
This intensive course will provide both descriptive and quantitative tools of analysis as applied to ecosystems within the state of Arizona. Students will learn natural history skills such as field identification of organisms, use of dichotomous keys, record-keeping, basic sampling techniques, and the fundamentals of writing a scientific paper. These skills will be developed within the context of ecological principles such as natural selection and evolution, homeostasis, population dynamics and life-history patterns, community organization and structure, ecosystem functioning, and biogeographic concepts. Students will practice the art of thinking ecologically and will consider how ecological principles can be applied.

Natural History & Ecology of the Southwest, Phase II
This intensive course will provide both descriptive and quantitative tools of analysis as applied to ecosystems within the state of Arizona. Students will learn natural history skills such as field identification of organisms, use of dichotomous keys, record-keeping, basic sampling techniques, and the fundamentals of writing a scientific paper. These skills will be developed within the context of ecological principles such as natural selection and evolution, homeostasis, population dynamics and life-history patterns, community organization and structure, ecosystem functioning, and biogeographic concepts. Students will practice the art of thinking ecologically and will consider how ecological principles can be applied.

Natural History and Cultural Ecology of Kino Bay, Mexico
Students will study the coastal environments in the vicinity of Bahia Kino, Sonora, Mexico. This area exhibits a rich diversity of desert, marine, and estuarian ecological communities. Two distinct human groups inhabit this region: Mestizo Mexicans and Seri Indians. A third group whose impact has increased significantly in recent years is tourists, principally from the Sonoran capital, Hermosillo. Students will analyze the various components of the local environment and study the interrelationships between Kino ecology and economy.

Natural History and Ecology of the Southwest, Phase I
This intensive course will provide both descriptive and quantitative tools of analysis as applied to ecosystems within the state of Arizona. Students will learn natural history skills such as field identification of
organisms, use of dichotomous keys, record-keeping, basic sampling techniques, and the fundamentals of writing a scientific paper. These skills will be developed within the context of ecological principles such as natural selection and evolution, homeostasis, population dynamics and life-history patterns, community organization and structure, ecosystem functioning, and biogeographic concepts. Students will practice the art of thinking ecologically and will consider how ecological principles can be applied.

Natural History and Ecology of the Southwest, Phase II
This intensive course will provide both descriptive and quantitative tools of analysis as applied to ecosystems within the state of Arizona. Students will learn natural history skills such as field identification of organisms, use of dichotomous keys, record-keeping, basic sampling techniques, and the fundamentals of writing a scientific paper. These skills will be developed within the context of ecological principles such as natural selection and evolution, homeostasis, population dynamics and life-history patterns, community organization and structure, ecosystem functioning, and biogeographic concepts. Students will practice the art of thinking ecologically and will consider how ecological principles can be applied.

Nature and Dance
In this course students will explore and develop their relationship with nature as a primary source of movement and creative expression. Students will research the origins of dance in earth-based cultures, as well as contemporary and emergent forms in the field. These studies will inform and guide the class's engagement with the natural environment and investigation of the interdependency of all life. The practice of deep reverence and receptivity will be used to enhance artistic development. Components of this integrative course will include dance, physical conditioning, voice, writing, theater, movement meditation, perception, and ritual. Students will develop abilities to create solo, duet, and ensemble pieces that express personal and collective art in nature. Students' unique interests will be encouraged and supported.

Nature and Psyche
This interdisciplinary course explores the complex relationship between human consciousness and non-human nature. Course exploration revolves around four major themes: 1) the nature of our psychological responses to the non-human world, historically, currently, and ideally; 2) the concept of the Self, explored from psychological, sociological, evolutionary, and ecological perspectives; 3) the guidance which non-human nature provides for human behavior; and 4) the relationship between the wounding, or well-being, of the psyche and the degradation, or care, of the earth. Within the context of these themes, we explore such questions as are humans and non-humans compatible? Is human domination of the non-human world natural? How might human consciousness and behavior become more adapted and responsive to current ecological conditions? One week of the course takes place in a retreat setting. Learning formats include lectures, experiential exercises, field natural history exploration, and extensive writing.

Nature's Voice: Reading & Writing about Natural History
In this course we will attempt to place the contemporary genre of nature writing in historical and literary context, learning from others’ work as we try to improve our own. Our ultimate goal is to become as fluent as possible at “speaking for nature.” In essence, we will spend the semester addressing two related questions: 1) What are nature writers concerned about? and 2) How do we translate our feelings and thoughts into clear, graceful writing? We will read a wide variety of nature writing – essays, poetry, and some fiction – and critique it regarding content and style. We also will work continually at developing our own skills at observing nature and writing.

New Play Development and Production
In this collaborative practicum course, students form a repertory company to produce new plays, serving in multiple roles as actors, directors, playwrights, designers, and technicians. Student-written scripts are taken through all stages of the new play development process, from original reading to revision to casting to rehearsal to more revision to full-scale production. Students document their learning in written portfolios and rehearsal logs, and the class attends other professional and university theatre productions. The course culminates in a new play festival.

New Psychology, Introduction to a
This course will provide an overview of the major areas of study in psychology. Topics will include the biological basis of behavior, sensation and perception, consciousness, personality, motivation and emotion, learning and memory, cognition, abnormal behavior, and social psychology. Although the course is essentially an introduction to psychology, we will extend traditional conceptions of psychology by continually
asking how our knowledge of human behavior and human nature is relevant to the contemporary world. More specifically, the course is concerned with how basic psychological principles can inform our environmental and social change efforts.

**New Student Seminar, Option 1, Phase I, II, III: (COURSE TITLE)**

New Student Seminar offers first-year students at Prescott College (including transfer students with less than 31 semester credits) an integrated introduction to the academic life of a student in the resident undergraduate program. Students electing this option will spend the semester following orientation in a suite of 3 courses (totaling 12 credits) specifically designed to serve new students. This suite of courses will provide an array of foundational skills and will have a specific focus on using an integrated, thematic approach to developing students’ writing abilities.

**Life Centering: Mindfulness & Meditative Practices**

This course provides the student with a theoretical and experiential overview of mindful and meditative practices from an array of philosophical and spiritual traditions. Course participation involves a significant amount of experiential immersion in pertinent practices, as well as didactic study of the theoretical foundations of these practices. The course is designed to encourage self-reflection, life enhancement, and didactic and experiential learning within each student.

**New Student Seminar, Option 2, Phase I: (COURSE TITLE)**

New Student Seminar offers first-year students at Prescott College (including transfer students with less than 31 semester credits) an integrated introduction to the academic life of a student in the resident undergraduate program. Students electing this option will spend the semester following orientation in a suite of 3 courses (totaling 12 credits) specifically designed to serve new students. This suite of courses will provide an array of foundational skills and will have a specific focus on using an integrated, thematic approach to developing students’ writing abilities.

**Newspaper Journalism Practicum: The Raven Review**

In this hands-on practicum course, students learn journalism in a classroom setting and apply the knowledge to the publication of Prescott College’s student newspaper, *The Raven Review*. The course will cover issues of reporting, interviewing, style, typography, headlines, libel, advertising, editing, and media releases. Students will serve in various capacities, depending on their talents and interests and the needs of the paper: as reporters covering college, community, and national issues; as writers of columns and opinion pieces; as photographers, layout designers, and advertising solicitors; and as editors, shaping issues and reading and choosing articles from the college community for publication. The class will produce several issues during the semester. The experience from this course counts toward the practicum requirement in writing and literature.

**Nonprofit Management**

This course will engage in exploration of the theory, topics, and issues associated with management in the non-profit environment. This will include: the role of nonprofits in the greater socioeconomic landscape, organizational structure; strategic planning, marketing; financial management; capitalization and fundraising, including gifts and grants; and other topics associated with managing a nonprofit organization. Learning formats will include extensive readings and writing assignments, class discussion, and conversations with experienced nonprofit managers. Students seeking upper division credit will also engage in additional in depth study of a specific area associated with nonprofit management.

**Nonviolent Communication**

This approach to communication emphasizes compassion as the motivation for action. The goal of nonviolent communication is to reduce the amount of distress and hostility created in the world by forms of communication which have pain as one of their products. This is a skill-based course. The tools and concepts are designed to help us think, listen, and speak in ways that awaken compassion and generosity within ourselves and between each other. While the core concepts are based on the models developed by Dr. Marshall Rosenberg, a significant portion of the class will be dedicated to applying these skills to personal relationship and to the effective facilitation of groups, counseling environments, and effecting socio-political change.

**Observations of Nature: the Art of Scientific Illustration**

This course introduces students to the art of scientific illustration through the observation and depiction of natural forms (plants, wildlife, anatomy, microscopic organisms, etc.). Students will work directly from nature learning to draw with accuracy and detail, creating illustrations that are both informative and inves-
tigative. This course will also look at the role of artistic interpretation in art and science, and cover historical and contemporary artists who use scientific illustration as an expressive art form. Media will include graphite and charcoal drawing, pen and ink, watercolor and mixed media. Frequent field trips will enable students to draw firsthand from the outdoors, museums, laboratories, etc. This course provides Environmental Studies students with the skills to illustrate field journals and guides, and prepares Visual Arts students for advanced studies in drawing and painting.

Oceanography
This course will provide and introductory glimpse of the Earth's oceans from physical and marine geologic perspectives. Through class presentations, lectures, discussions, lab exercises and field trips we will ponder the geologic origin of the oceans and familiarize ourselves with their geography. With an eye towards understanding the oceanic realm and the dominant role it plays in regulating global climate, we will study the physical and chemical properties of sea water and the techniques for measuring these properties. We will examine global oceanic circulation patterns and the causes of currents, waves, tides and upwelling. The preceding topics will be examined globally but examples from the Gulf of California will be used extensively to provide students with an introduction to this area.

Opening the Creative Mind
This course offers the student an exploration into creativity and personal development through a variety of processes and media. Our emphasis will be on breaking out of conditioned ways of thought and perception in order to generate new creative ideas, original solutions to problems, and inner skills of self-directedness. Theoretical models and experiential exercises are used to foster flexibility of awareness, move through creative blocks, and align with the dynamic stages of the creative process itself. Methods may include image-making, writing, games, stories, movement, rhythm meditation, and creative life actions. An excellent preparation for any area of study or life endeavor in which original, creative thought and action are a necessity.

Organic Evolution
This course focuses on the genetic basis of organic evolution. Topics include the study of diversity and the history of evolutionary thought; Darwin's evidence for evolution and common descent; the nature of inheritance, adaptation, and speciation; and rates and timing of growth and development. The course consists of lectures, discussions, and extensive readings. Students will develop the ability to evaluate the various theories regarding the processes of organic evolution as well as gain a broad overview of evolution as a unifying theme in biology. In addition, students will focus on specific topics of their choice by completing personal projects.

Organic Farm Management
The agriculture industry is currently ranked the third highest employer in the United States. The demand is great for qualified persons to manage farms and agriculture-related program such as Community Support Agriculture. This course is designed to give students tangible, practical experience working on an organic farm, as well as provide a solid education in farm management. The educational approach will involve a basic economic model designed by the student creating their ideal farm, incorporating crop design, budget, farm size, infrastructure, water issues, etc., and learning what is required to be an effective farm manager. There will be one research project and paper required.

Orientation Instructors Practicum
This advanced course represents a practical demonstration of wilderness leadership. It enables student leaders to apply knowledge and skills that have been gained through their prior course work. Student leaders conduct a three week wilderness expedition for students entering the On-Campus Bachelor of Arts Program. The student leaders are responsible for the organization, documentation, and facilitation of the expedition which serves as a personal demonstration of competence in leadership, teaching, and logistical skills.

Orientation, Base-camp
This course orient new students to the colleges’ unique educational philosophy, structure, and community. The curriculum for the course is carried out through several backcountry excursions, or from a base-camp setting. Students develop a sense of place and make connections to the southwest through day hikes, community events, group activities, and studying the ecology and natural history of the area. Students become functioning members of an invaluable community by learning interpersonal communication, flexibility, commitment, and most importantly, compassion and respect for others and one’s self. Through individual research projects, a solo experience, leadership training, and service projects students must participate fully in this interdisciplinary Liberal Arts course. Students will conclude Orientation with an all-day academic seminar.
Orientation, Base-camp: Equine
This course is intended to orient new students to the college’s unique educational philosophy, structure, and community. The curriculum for the course is carried out over three weeks on a horse ranch. Students develop a sense of place and make connections to the southwest and their human and equine community members through learning relational horsemanship skills, participating in a horsepacking expedition and studying the ecology and natural history of their route. Students become functioning members of an invaluable community by learning interpersonal communication, flexibility, commitment, and most importantly, compassion and respect for others and one’s self. Through individual research projects, caring for their horses, leadership training, and service projects students must participate fully in this interdisciplinary Liberal Arts course. Students will conclude Orientation with an all-day academic seminar.

Orientation, Base-camp: Health-based Practices
This course is intended to orient new students to the college’s unique educational philosophy, structure and community. The curriculum for the course is carried out over three weeks in a base camp setting focused on yoga and other mind/body practices. Students will develop a twice daily practice that teaches yoga postures and breathing technique. They will develop a sense of place while living and practicing and studying in a local natural environment. Student’s become functioning members of an invaluable community by learning interpersonal communication, flexibility, commitment and most importantly, compassion and respect for self and others. Through individual research projects, a solo experience, leadership training and service projects, students must participate fully in this interdisciplinary Liberal Arts course. Students will conclude Orientation with an all day Academic Seminar.

Orientation: Desert, Mountain, and Canyon Expedition
This course is intended to orient new students to the college’s unique educational philosophy, structure, and community. The curriculum for the course is carried out within the context of a three week backpacking expedition. Students develop a sense of place and make connections to the southwest through rigorous back country travel, map and wilderness navigation, and studying the ecology and natural history of their route. Students become functioning members of an invaluable community by learning interpersonal communication, flexibility, commitment, and most importantly, compassion and respect for others and one’s self. Through individual research projects, a solo experience, leadership training, and service projects students must participate fully in this interdisciplinary Liberal Arts course. Students will conclude Orientation with an all-day academic seminar.

Origins & Directions in Adventure Education
A major goal of this course is to provide literacy in the field giving students a well-rounded and professional edge to a career in Adventure Education. Through lecture, discussion, research, and experiential projects, this course will explore the many facets comprising Adventure Education. By exploring historical influences relative to exploration, industrialization, as well as changing views of the concepts of both leisure and nature, one will see how and why Adventure Education emerged as a field. Similarities and differences to such fields as outdoor education, recreation, environmental sciences, and experiential education will be investigated. Students will practice several modes of research and writing while critically examining common trends in Adventure Education. Upon completion, the successful student will be able to converse intelligently and with depth on the origins and directions of Adventure Education.

Ornithology, Introduction to
This course introduces students to the biology of birds. Topics include evolution, anatomy, physiology, behavior, ecology, and conservation. The course consists of lectures, discussions, and extensive readings including a selection from the primary scientific literature. Local outings will supplement the material covered in class.

Outdoor Education & Recreation
This course offers an introduction to the manifold facets of the Adventure Education program. Major recreational skills are presented in an outdoor setting. Complimentary topics (including a history of adventure and exploration, landscape studies, and the origins of outdoor education) will provide students with a means of assessing and determining their own commitment and suitability for outdoor leadership and recreational pursuits.

Outdoor Program Administration
This course will introduce students to the administrative and leadership skills required to operate a successful adventure education program. Topics covered include: program design; safety and risk manage-
ment; legal liability; hiring, supervising, and evaluating staff; fiscal management; access to public lands; and program leadership. Adventure Education program faculty and outside speakers will present on various pertinent topics through the enrollment period. Students will select a topic of special interest to research, write about, and present to the class.

Painting from the Source
Painting can be used as a vehicle of deep inner connection, personal understanding, healing, and self-transformation. In this class participants will develop skills for generating meaningful personal imagery through spontaneous painting, meditation, mandala processes, and creative personal explorations. We will engage elements of visual space and design, as well as symbol, metaphor, and archetype as the inner language of the psyche and as living messengers between different levels of consciousness. An excellent introduction to art as a therapeutic and spiritual process.

PAN I: People, Animals, and Nature
This course provides both a theoretical and applied experiential grounding in our relationships within the natural world. Foundational readings and dialogue from the Biophilia Hypothesis will help frame an inquiry based exploration of relationships in the more than human world. Students will explore these relationships with each other, through an informed engagement of the nature of being human, through immersion and study of the local bioregion, through and through intentional relationship with equine partners.

Park & Wilderness Management
Political activism on the part of a great many people stimulated legislation to create a national park system, and later, the National Wilderness Preservation System. Too often, however, public awareness of these wildlands has waned once they receive legal protection. The question “How do we keep it wild?” has been only infrequently asked. In this course we will seek pragmatic answers to this essential question. We will review the evolution of wildlands preservation in America, including pertinent legislation, and then proceed to analyze a series of contemporary management issues including: restrictions on visitor use; limits of acceptable change; permits; fire management policies; ecosystem management and interagency conflict; and the competing roles of recreation, resource extraction, and preservation of biological diversity on public lands. Learning formats will include extensive readings and writing assignments, class discussions and seminars, meetings with agency personnel, and field study of wildlands management.

Peace Studies, Introduction to
The processes and politics of “war” have been a continuous and regular feature of modern life, as dramatically indicated by recent events in the United States and abroad. In this course we will initially analyze the roots of war from various perspectives encompassing psychological, sociological, and political paradigms. Then, by considering concepts such as “negative peace,” “positive peace,” and “nonviolence,” and by drawing upon spiritual texts and insights, we will seek to assess the viability of proposals for solving the “war problem” through the conscious deployment of peace research, education, and activism. In this light, we will consider peace movements both historical and contemporary, as well as experiments in community-building that provide a measure of hope for the prospects of peace in a time when images and rhetoric of war have come to dominate the political landscape.

Peer Counseling Practicum I
This course is a natural extension of Counseling Skills and related courses. In the Peer Counseling Practicum, students will be involved in the operation of the Peer Counseling and Student Resource Center (PC&SRC) under the supervision of the course instructor. As part of their Peer Counseling Practicum responsibilities, students will provide a number of services including peer counseling, information and referral, community education events, student advocacy, leadership, and support. Students will also regularly attend staff meetings where counseling supervision, in-service instruction, and advanced skill-building training are conducted.

People in Nature: An Interdisciplinary Seminar
It is often difficult to grasp the far-reaching implications of a global environmental issue. This seminar-style course investigates a current challenge facing our planet through the eyes of a group of faculty and visiting scholars that ranges from the psychological, cultural, artistic, spiritual, scientific, and ethical. Each week we will explore, through guest lecturers or information sessions and follow-up discussions, how a particular environmental issue affects, for example, our use of the wilderness, the way we view scientific data, our artistic expressions, the foundations of our spiritual and psychological well-being, recreation, and our educational systems. We will explore how various cultural groups within the US and across the globe
are affected by this issue. The course will also explore solutions through activism, education at all levels in society, and restoration. In Spring 2009 this course will focus on Global Climate Change.

Permaculture Design for Drylands, Advanced
The goal of this course is to increase the participants’ skills as designers and to further integrate their permaculture design skills with related areas of study. The course will cover advanced permaculture concepts of patterning, keyline philosophy, element analysis, guilds, development of functional arrays, and sustainable community design in both experiential and lecture format. Participants will engage in study projects that will hone basic design skills and encourage experimentation with more advanced concepts. The focus of the course will be on developing greater skill in integrated design through site assessments, concept studies, and other experiential exercises. Participants will be encouraged to relate their permaculture skills to other fields of study within design exercises, study projects, and journaling.

Permaculture Design I,II Advanced
The goal of this class is to increase student's skills in practical Permaculture design and implementation, while exploring advanced topics in Permaculture. This course will cover advanced Permaculture concepts of patterning, keyline philosophy, element analysis, development of functional arrays, and sustainable community design, all in the context of an extended design practicum. It will be a combination of lecture, discussion, touring, hands-on implementation, design practicum, and experiential exercises. The course will be based in Western Oregon, where students will visit established Permaculture sites and meet with some of the most experienced and well-known Permaculture teachers in North America. The focus of the course will be in the production of thoughtful integrated designs for a variety of sites: urban, suburban, small farm and broadacre. Students should come out of the class well-steeped in the design process, and will be required to construct some portion of a unique Permaculture design as a part of the final evaluation.

Permaculture for Drylands, Basic
This course is a month-long study of Permaculture, a whole-systems approach to land use based on an ethic of earthcare. Developed in Australia in the early 1970's by ecologist Bill Mollison, permaculture design integrates food production, energy production and use, shelter, reclamation of damaged lands, and people into sustainable human communities. We will cover the basic drylands design course curriculum, as specified by the international Permaculture Institute in Australia, in an expanded form. Addendum: Students will receive permaculture designer's certification through this course. The course will take place throughout Arizona, with trips to Arcosanti, Tucson, Jerome, Sedona, and other locations as available.

Personality Theories
This course aims at understanding personality and motivational processes. Personality theories are functional in orientation and have significance for human adjustment and survival. Various views of human nature are represented in psychoanalytic, behavioral, humanistic and existential approaches. Theorists (e.g. Freud, Jung, Skinner, Rogers, Maslow) from these schools have made significant contributions to understanding “why people are the way they are.” Relationships among theory, research, and clinical practice will be discussed, and concepts from personality theories will be used to understand behavior. Students will pursue in depth research in a specific typological system of personalities.

Peru: Conservation Systems and Culture
The Andes rise 19,700 feet (6,000 meters) above sea level, separating the other two geographic determinants of Peruvian reality – the Pacific Ocean and the Amazon jungle basin. The Andes comprise about a third of Peru's territory. The extreme variables of altitude, temperature, moisture, and other factors make the Andes a highly complex and demanding environment for human beings. Out of a possible 103 ecological zones in the classification made by American botanist Joseph Tosi, Peru's 797,761 square miles (1,284,640 square kilometers) have 83 zones. Inter-Andean valleys house one of the poorest and more “Indian” peasantries of Latin America, survivors of an Agrarian Reform that erased private ownership of lands in the 1970's and tried a cooperative system of administration, an experiment almost obliterated by the Civil War of the 1980's. Two of the more traditional and backward areas of Peru are Cuzco and Puno. The first is a “tourist Mecca” and the second a commercial entrepôt towards the Bolivian border. How traditional peasant communities survive around and adapt to these two different “islands of modernity” in Southern Peru is the main question of the course. Complementarily, the role of rural-to-urban migration will be tackled in Lima, the country's capital city, center of politic, economic, and symbolic power, the hyper-centralist home of three out of every ten Peruvians.
Philosophies of Interpretive Naturalists
Wilderness has had a profound effect on art, literature, and political thought in America. This course will consider the historical influences wilderness and nature have had in shaping our contemporary philosophies and attitudes. Beginning with an overview of definitions of nature from the roots of western civilization, we will gain a historical context for considering the writings of interpretive naturalists such as Henry David Thoreau, John Muir, Aldo Leopold, and Rachel Carson. Selected essays will be read and discussed with respect to their influence on political and philosophical perspectives in America.

Philosophy and Religion: Search for Meaning
Beneath the massive problems that we face today lies a deep confusion about many philosophical and religious questions that have been asked since the beginning of time. This course gives students the opportunity to ask questions about the real world of meaning that exists behind appearances. Who am I? What is the meaning of human life on earth? Does anything exist beyond our senses? This course will introduce the student to philosophy as a wisdom tradition and return to Aristotle’s original premise that all philosophy begins with wonder. We will also consider religions as sources of meaning. By reading excerpts from philosophical and religious texts from a global perspective, students will develop an overview of the various wisdom traditions and the main themes that each tradition encompasses. The course will include short selections from diverse sources such as Plato, Aristotle, Plotinus, Augustine and other Christian thinkers, Descartes, Kant, Kierkegaard, and selections from basic texts in Hinduism and Buddhism.

Philosophy: History of Consciousness
This is the second course in Prescott College’s basic philosophy series, following Modes of Thinking. The major problems with which conscious thinkers have grappled since ancient times will be our starting point. Traditional issues like knowledge (epistemology), existence and meaning (metaphysics), and moral development (ethics) will be explored in the beginning, and a historical approach to the development of modes of thinking will be emphasized. The destination of this intellectual journey will be to examine contemporary philosophical thought and involve class members in creative, original work to understand their own ideas and feelings. This class is intended for all students who wish to gain a broad understanding of the history of conscious thought, based on both reason and emotions (i.e. philosophy). The course will also be of great value to anyone who has ever pondered imponderables and wondered if others have done the same.

Philosophy: Making Ethical Decisions in the Contemporary World
In this course, each participant will confront important social and personal issues and determine what his or her ethical basis should be for deciding and acting. The nations and peoples of the world are going through a period of accelerated change, that is bringing with it very real dangers but also great opportunities. The crises of this period are reflected in the personal choices people have to make in every society; this is particularly true of our own. Many of the issues we confront today are being addressed through politicized labels such as “right to life vs. genetic engineering,” “clash of civilizations vs. war on terrorism,” “globalization vs. peoples’ movements,” or “global warming vs. jobs and the economy.” In exploring these challenges and issues, each participant in this course will be encouraged to develop a rational and emotional basis for personal ethical behavior, a coherent set of social commitments, and an understanding of how decisions we make today will affect the short- and long-term future of our communities, our society, our descendants, and our planet.

Philosophy: Modes of Scientific Thinking
Science is one of the most dynamic powerful enterprises in the modern world, but it is not generally known that all science has a philosophical foundation. Epistemology and metaphysics provide the basic theories of knowledge underlying all types of pure and applied science. In this course we will learn how scientific theories are created and tested. We will not restrict ourselves to empirical or laboratory science, but also treat phenomenology and human/social sciences. Our study material will be taken from fields like small particle physics and string theory, cosmology and astrophysics, evolution and natural history, and advanced genetics – examined at a descriptive level. Students will not only learn the philosophical bases of such sciences, but a great deal about the newest developments as well. The course will open understanding of some of the most exciting directions of humanity now and in the future.

Philosophy: Modes of Thinking
There are many modes of thinking – mythic, metaphoric, intuitive, logico-analytic, synthetic, systemic, non-linear, and others (as well as fallacious or mis-applied modes.) The human tendency is to unconsciously adopt one or two modes and ignore the others, which leads to misunderstandings and errors in thinking. We also make the mistake of believing one mode of thinking is superior to the others. For exam-
ple, many hold science to be more “true” than myth, but it is just as wrong to apply scientific standards to myth, as it is to create myths in science. This course will help participants understand the bases, uses, and limits of the various modes, and to identify them in their own thinking. We will critically examine thinking (and fallacies) evident in the media, academic world, politics, the arts, and public and private discourse. We will apply appropriate modes of thinking to solve problems that at first appear intractable. We will learn to see the true meaning of things using the “inner eye.” This course is fundamental to the areas of Philosophy, Humanities, and Liberal Arts, and is applicable to Education and Teacher Training, and any area of study in which effective thinking is valued.

Photo Exploration, Basic I
This course will focus on photography as a means of visual expression. The student will explore the creative potential of black and white photography and develop a strong foundation of technical processes. Class sessions will include basic camera operation, correct film exposure and processing, introductory print-making, and final presentation. The course will emphasize visual thinking and will enable the student to develop a new appreciation for the natural world, cultural environment, and the power of photography.

Photo Exploration, Basic II
This course further expands the integration of photographic seeing and the translation of this seeing into strongly represented images. Students will be introduced to the zone system control for film exposure and emphasize its use as a creative tool to connect the pre-envisioned post-visualized cycle of image making. Fine print-making techniques will be refined including selective bleaching, toning, and photochemistry.

Photographer as Social Artist
What is our role as visual artists in making comment, and perhaps change, in our society? This course will explore the history of photography as used as a voice for social activism. From the natural landscape images at the turn of the century to the industrial exploitation images of this year’s photographers, we will explore how photography has been used to expand, educate, and perhaps manipulate the social attitude of this century. Students will undertake research into different eras and political concerns to become aware of historical motivations; they will also develop a photographic theme to actively participate within locally. Avenues of presentation will be continuously sought for our project as we create a body of work which will demonstrate a politically and socially aware position. Students will pursue the possibility of public funding as a means to support the chosen project. Students will be encouraged to work with any of the advanced processes of photography, including B/W, color, and alternative processes.

Photography Workshop: Color Photography
This class will introduce students to the technical processes, creative application, and historical development of color images through the application of slide transparency and color negative materials as well as alternative color methods. Students will learn and apply the basics of color theory and design as it applies to creative image-making and visual literacy through a series of assignments and student initiated inquiry utilizing color films under a variety of different situations. Concurrent with both field and darkroom assignments, students will be exposed to the historical significance and visual aesthetics of color photography within the continuing photographic tradition, as well as the basic technologies associated with such processes as Autochrome, Kodachrome, and Ektachrome.

Photography Workshop: Personal Fiction: Transcribing the Myths
Who might we be and who might we become? Life is an adventurous trek of discovering our personal potential within our acquired culture. This is the age of responsibility; to achieve responsibility we must be disciplined in nurturing our awareness. In this course, we will use the process of camera craft as a means to reveal and make conscious our personal desires and abilities. This will come in the form of photographing our dreams, nightmares, aspirations and affinity to various role models. Students will make photographs daily as an ongoing exploration of who they might be, who they might become, and most importantly—what they are now. At the completion of this course, students will have created a pictorial novel, which will serve as inspiration and guidance for future work.

Photography, History of
This course is designed to give students an overview of the historical applications of photography from a scientific, aesthetic, and social perspective. Students will learn research methods and have access to one of the finest photographic collections in the country (Center for Creative Photography at the University of Arizona.) As students explore the powerful impact photography has had upon our world, they will direct
their studies toward personal areas of interest and research and learn how these areas fit into the grand scheme of traditional and contemporary image making. Students will not only conduct archive/library research but will also be engaged in dialogue and interviews with some of the important figures in this medium. The goal of this class is to absorb the past, embrace the present, and give direction to the future.

**Physics & Chemistry, Foundations of**
This course provides an introduction to the physical and chemical sciences. Topics covered include measurement and units, the nature of matter and energy, atomic structure, chemical bonds, chemical reactions, acids and bases, organic chemistry, physical mechanics and thermodynamics. The course will serve as a useful basis for students interested in biological systems, environmental chemistry, soil science, geology, geochemistry and many other areas within environmental studies. Classes consist of lectures, discussions, and lab exercises. Environmental applications are used extensively to illustrate concepts in the course.

**Physics, Foundations of**
This course is an introduction to various themes in physics including motion, energy, waves, electricity and magnetism, and modern physics. We will discuss the social context and philosophical implications of developments in physics, from its inception in ancient times modern particle physics. A solid foundation in high school algebra is required for entry into this course although the emphasis will be on concepts and not mathematics.

**Plant Propagation Methods**
The focus of this course is to acquaint students with a wide array of plant propagation methods and facilities, both historic and modern. Field work will include hands-on propagation experiments, nursery production practices, and greenhouse propagation methodology. Class discussions and lectures will cover everything from conservation of plant genetic stocks and grafting methods to irrigation and greenhouse systems. Issues of conventional versus sustainable systems will be explored, and students will be encouraged to understand the problems and solutions of plant propagation in today’s world.

**Plants & Humans**
This introductory course gives an overview of human relationships and interactions with plants developed from the perspectives of ethnobotany and economic botany, with emphasis on the following kinds of topics: food plants and domestication, medicinal plants and phytochemistry, ritual and ceremonial plants, plants for fiber and utility, invasive species, plants for bioremediation and living machines. Activities in the class include laboratory exercises, class discussions, class projects, and projects based on individual students’ interests. This is a foundation course for application-based independent studies in any of the above topical areas and for students pursuing competencies in agroecology, ecological design, human development, ecopsychology, holistic health and wellness, human ecology, and related areas.

**Playwriting**
This course engages students in the theory and practice of writing for the theatre. The class will read, view, and study plays in preparation for writing original short dramatic works. Students will experiment with the form through writing exercises to develop character, dialogue, plot, and setting. Each student will write at least two short plays and participate in workshops, discussions, and class projects. Plays written in this class will be considered for possible performance by acting and production classes.

**Poetry Workshop**
Students will read and critique the works of contemporary poets in order to become familiar with a variety of literary techniques and to develop an appreciation for the relationship between content and form. Students will also submit original drafts of poems for class critique and engage in a variety of writing exercises. The reading, writing, and critiquing experience gained in this course will provide the background students will need for further study in poetry.

**Poetry Workshop, Advanced**
This course provides advanced students with the opportunity to pursue independent projects in poetry in a workshop atmosphere. Each student will design an individual reading list appropriate to the chosen project. Such projects may include continuing to experiment with free-verse techniques introduced in Poetry Workshop; exploring traditional forms such as haiku, the sonnet and villanelle; concentration on nature poetry, poetry in translation, particular authors or poetry in relation to visual art forms; or pursuing other emphases pertinent to the students’ creative endeavors. Students will submit their own works-in-progress for the weekly class critiques, engage in a variety of writing exercises, and give brief presentations on their independent
projects. Students will also explore avenues for taking their work beyond the classroom by either participating in a public reading or by sending their work to journals for consideration.

**Political Personalities and Mass Psychology**
This course is an introduction to the study of political personalities and mass psychology largely from the standpoint of contemporary psychoanalysis (Jacques Lacan, inter alios). Special attention will be paid to the origins, development, manifestations and consequences of psychopathologies within the context of certain ideologies and political institutions. All of the principal historical psychoanalytic pathologies—obsessional desire, paranoia, perversion (sadism, masochism), and hysteria—are registered in political individuals, groups and institutions. We will entertain such topics as the logic of political fantasies in popular culture, psychological interpretations of mass arousal and quiescence, the “obscene” enjoyment pertaining to the meaning of the leader, or the form of the nation-state, the law or ideology. We will consider various interpretations of political violence (war, genocide, terrorism), and political moods (melancholia, cynicism, nostalgia, humor) as well as possible political antidotes or “cures” for psychopathologies in politics. Finally, we will discuss arguments against psychological or psychoanalytic interpretations of politics. Our readings will be supplemented by the screening of appropriate films.

**Printmaking**
In this course students will examine various theories through experimentation in several printmaking processes as they relate to bookarts traditions. Work will be crafted using the stencil, monotype, and various low tech polymer processes. Aesthetic understanding, development of individual style, and the expression of personal and societal issues will be stressed in the prints. Students will research the printmaking accomplishments of contemporary artists whose approaches to form and content are expressive and revolutionary. Personal style and vision will be encouraged through exploratory creative exercises with mixed media projects and the development of images from a central theme. Visits to printmaking studios, museums, and galleries will help expand a critical dialogue and understanding of contemporary vocabulary.

**Psychology For Social Change**
This course explores and attempts to expand psychology’s contributions to our understanding of the world’s problems involving social and environmental injustice. Specific topics may include: the relation between psychological health and environmental conditions; the psychology of global responsibility; the nature of empowerment and transformation; psychological views on aggression and conflict; peacemaking and peace-building. Our work together provides a platform for taking individual, community, and political responsibility.

**Psychology of Healing and Happiness**
Since its inception, the profession of psychology has focused, with considerable success, on pathology and its origins and remedies. This course will focus on the new field of positive psychology, which focuses on positive feelings and strengths. In particular, students will explore the growing body of knowledge on positive emotions, such as optimism, humor, spirituality, and forgiveness, and their relationship to health, healing, and happiness. Students will have the opportunity to explore their own positive feelings and strengths and the relationship they bear to their own degree of life satisfaction.

**Psychology of Personal Growth**
The path to personal growth and transformation has many entry points including mindfulness, self-awareness and an understanding of the relationship between who we are and how we live. “How am I to live?” will serve as the overarching question for students in this course. Using current research and theory, an exploration of social context, and in-depth self-reflection, students will develop an understanding of the relationship between what we think, how we act and who we become.

**Psychopathology**
This course will introduce forms of abnormal consciousness and behavior, including disorders of mood, anxiety, schizophrenia, eating, sleep, cognition, development, addictions, and personality. Reading and discussion will include the biomedical, psychodynamic, and environmental models and treatment of abnormality. In addition, we will consider the very concept of “abnormal behavior” in the context of cultural influences. Students will be expected to choose independent readings and facilitate discussion of a particular topic of interest. The class will attend at least one professional conference related to the field of abnormal psychology and the mental health field.
Public Art: Mural Painting

In this course students will learn various aspects of mural painting, from preliminary planning to the completion of a permanent mural. This course includes technical instruction in acrylic and fresco mural painting and investigates the historical role of mural art in various cultures. Project proposals, permits, fundraising, and legal processes necessary to implement public murals will be covered, and fieldtrips will allow students to visit several major mural projects in the region. A majority of the course will be dedicated to the design and execution of a public mural on campus.

Public Art: Site-specific Sculpture

In this studio arts course, students will create public art projects along cultural and political themes relevant to the Southwest U.S. This course will include technical instruction in a variety of permanent and temporary sculptural media, including large-scale wood sculpture, mixed media, and new genres. Application, permit, fundraising, and legal processes necessary to implement public projects will be researched. Students will travel throughout the region visiting public arts projects and creating individual and collaborative art pieces in public settings. This course will culminate in the production of a permanent public sculpture on campus.

Reading in the Content Area: Secondary Education

Reading in the content area is an in depth study of systems involved in the reading process at the secondary level. The student will review secondary reading standards and core English and Language Arts curriculum in order to support skills and include them into specific content areas. Topics such as vocabulary, reading fluency and comprehension are central components of this course as well as comprehension in both literary and informational texts such as expository, functional, and persuasive writing. The student will consult with district reading specialists to become informed of reading diagnostic tools used within the district and state as well as additional tools and technology available to assist the struggling reader. The student will review the Arizona Department of Education website to maintain a working knowledge of legislation and programs that address literacy issues.

Reading: Methods & Practice

During this course of study, students will examine the Arizona K-12 Reading/Language Arts Academic Standards, in order to identify and understand the components of a comprehensive reading program designed to ensure student mastery in grade level skills. Students will gain an understanding of legislative and state board of education mandates pertaining to the elementary reading program. Students will be expected to master instructional strategies for each of the five research-based essential components of reading: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Students will explore diagnostic and remedial reading strategies for use with diverse learners, including ELL. Students will investigate environmental and cultural factors that influence reading, and plan for their accommodation within an effective classroom reading program.

Recreation Management Practicum

This course is designed to embrace and explore the concepts of service learning through direct community participation. Within the context of the course, students will interact with various public land managers to not only learn about recreation management, but also how they can actively participate in the stewardship of public lands. Through these interactions, students will gain knowledge and understanding related to the management of various forms of recreation on public lands. The laws, history, and ethics related to commercial and non-commercial recreation activities such as rock climbing, backpacking, equestrian use, river running, mountain biking, and off road vehicle use will also be explored. Students will also gain skills and experience in trail restoration and maintenance, wilderness inventory, and recreation site inventory and restoration. This course takes place on public lands throughout Northern Arizona, with a focus on our National Forest lands.

Relational Horsemanship

This course provides foundational skills for students interested in working with horses or in Equine Experiential Learning. Through reciprocal relationships with horses, students explore patterns of communication and leadership. As groundwork for this reciprocity, students learn about historical and contemporary relational approaches to human equine partnership. Safe and effective horsemanship skills will be taught. Western riding and horsepacking skills will provide an applied context within the course.

Religion and Science

Since the dawn of human civilization, religion and science have played preeminent roles in our quest to comprehend the universe, our world, and our existence. This course, team-taught by a scientist and a reli-
gionist, explores the processes by which religious traditions and scientific disciplines seek to understand the origins of the universe, Earth, and life. We also consider whether and how these religious and scientific quests for knowledge relate to each other. We begin by studying representative highlights of how sciences and religions have addressed questions of origins. Then we examine contemporary debates on these issues. To maintain currency, the topics covered will vary from year to year, but examples of the types of issues we will examine are the Big Bang versus other cosmogonic models, the repercussions of the proposal that ancient Martian life has been discovered, and the implications of recent advances in genetic engineering. Students, mindful of the role science and religion can play in informing the important choices individuals and societies will make in the years to come, will apply what they have learned in this course to specific contemporary challenges that have both religious and scientific aspects and implications.

Religious Ethics & Environmental Activism
This course begins with the premise that the global environmental crisis constitutes a moral and religious crisis. Religion and ecology converge philosophically when both ask the big questions about the workings of the universe and human beings’ place in it. That they also converge morally is evident in the observation that the solutions to environmental problems cannot be found in science alone, because the roots of these problems lie in human attitudes of arrogance and spiritual pride that are often expressed and legitimated by our religions. The cooperation of the world’s religions in helping humans address the environmental crisis is essential. How do religious traditions need to be reevaluated and reconstructed in the light of the global environmental situation? What spiritual resources do the world’s religious and ethical traditions provide for dealing with environmental problems? What do different religious traditions have to say about each other that might clarify what it means to have proper respect for the Earth? To address these and other crucial questions, we will bring in materials from indigenous cultures and Asian religious traditions; examine the legacies and roles of the dominant Western religions; trace the development of the modern mechanistic view of the environment; and explore forms of contemporary ecological spirituality (e.g. Christian ecotheology, animal rights, Deep Ecology, ecoactivism, and ecofeminism).

Religious Roots of Peace
In this course students will explore the roles of religion and spirituality in peace-building. We will investigate 1) the relationship of social action, politics, and religion; 2) specific spiritual practices employed in the cause of social justice and change; and 3) spiritual roots of peace grounded in the world’s religions. The beginning of the course will be devoted to an exploration of the theory and method of religious peacebuilding, focusing on these three study areas. Based on this foundation, students will then consider case studies of peace-makers around the world whose religious and spiritual traditions have inspired them and provided them with resources crucial to their work for social change.

Restoration Ecology: Watersheds of the Southwest
This course focuses on watershed-scale restoration. Striking a balance between theory (restoration ecology) and practice (ecological restoration), we will begin by exploring watershed and riparian restoration from philosophical, psychological, political, and economic perspectives. Understanding the structure and function of aridland watersheds and assessing how human activities have affected and shaped their health will set the foundation for the rest of the course. Some of the paradigms and principles relevant to ecological restoration such as succession, disturbance, space-time scales, evolution, historical ecology, ecosystem health, and traditional knowledge will also be examined. Finally, students will learn practical methods of planning, implementing, and evaluating watershed and riparian restoration projects through case study research, field trips to restoration sites, and hands-on restoration work.

Rethinking our Classrooms: Race, Power, and Identity in Education
The intent of this course is to allow educators – both future public school teachers and future community educators – to critically analyze their own backgrounds in a safe forum. The purpose of analyzing our own identities is to investigate how our race, class, gender, sexual orientation, religion, primary language and ability influence the way we teach and the way we are received as teachers. This course will focus on both theory and practice as we move through analyzing our identities to culturally responsive teaching (Gay, 2000). This seminar will be steeped in narrative tradition using autobiography as a tool for self-analysis as well as a curricular methodology. Through readings, journal writing, teacher interviews and classroom observations, we will investigate how our stories influence the way in which we address issues of access to education and how we can rethink our classrooms to use our own identities as positive agents of change.
Revolution: The Latin American Experience
Latin America was the scene of significant social revolutions during the 20th Century. These include the Mexican Revolution of 1910, the first major social revolution of this period that preceded the Bolshevik uprising in Russia by several years; mid-century revolutionary activities throughout the region (Guatemala, Bolivia, and Cuba); and continued activities in Central America and South America from the 1970's to the 1990's, along with recent uprisings in Mexico. Such experience makes Latin America a prime bioregion to study the notion of revolution. This course examines the theories of social revolutions including analyses of their causes and effects, and the histories, pre and post 20th century, of revolutions and revolutionary movements in Latin America.

River Guides Training
This course is designed as a river guides' training course, and is suited to students with some previous river guide and/or whitewater raft piloting experience. Whitewater rafting and expeditionary river trip leadership are primary components of the curriculum. The intention is to approach modern river running from a commercial guide's training perspective. Students will assist in organizing, a 3-week expeditionary river trip through Grand Canyon, during which basic training in a broad spectrum of river trip related topics will be covered. These include: raft piloting and whitewater hydrology, equipment care and repair, protocols for camping, food preparation, sanitation, participant briefings, client/guide relations, conducting side-hikes and interpretive presentations in regional natural and cultural history and current conservation issues.

Rock Climbing & Geology
Every rock climbing venue presents new challenges to climbers because of its unique rock texture, composition, and environment. All rock climbers are thus empirical geologists because of the direct personal experience they have with a variety of rock types. This class is designed to expand the climber's knowledge of the rock to include the geologic processes involved in its creation and sculpting. We will climb at a number of areas that have experienced various geologic histories and that are composed of diverse rock types. Such detailed study of the rocks will allow us to comprehend many important geologic concepts such as rock classification, plate tectonics, geologic time, weathering, and erosion. We will trace the geologic events that created the rock at each venue and scrutinize the weathering processes that have created every hold on which we rely. We will also introduce all of the skills covered in the Basic Rock Climbing course, such as climbing techniques for specific rock types, anchor systems, lead climbing procedures and practice, rescue techniques, ethical issues, and some land management concerns.

Rock Climbing, Intermediate
This course is designed to introduce students to high angle, traditionally protected multi-pitch rock climb-
ing. It is a concentrated course designed to equip aspiring lead climbers with the necessary skills, decision-making ability, and safety consciousness to accomplish traditionally protected multi-pitch rock climbs in a self-sufficient manner. A review of basic skills and anchors precedes a basic lead climbing progression. Students have an opportunity to climb in teams and practice lead climbing protection placement, route finding, cleaning and descents in multi-pitch settings. The course is not designed solely around pushing student climbing standards, but rather providing a supportive environment in which to reinforce technical skills and safe climbing practices at a comfortable standard. Other intermediate skills such as belay escape, self rescue, rappel retrieval, ascending fixed lines, and problem solving are also covered. Current trends and issues in rock climbing are covered including land management policies, impacts of rock climbing, ethics, and service work in local climbing areas. If student interest and skills are suitable, an introduction to aid climbing and hauling may be included.

**Rock Climbing, Introduction to**

This course introduces students to the basic technical skills associated with rock climbing. The appropriate student, with little or no rock climbing experience, is led through a gentle progression using day outings and possible overnight or weekend excursions. Emphasis is on climbing at top rope and multi-pitch climbing sites in an outdoor setting utilizing natural and fixed anchor systems. Students are introduced to basic knots and rope handling, belaying, signals, anchors, rigging. In addition, students are asked to consider risk management, problem solving, and decision making in the development of these skills. Movement on rock, balance, as well as physical and emotional safety are elements of the curriculum practiced daily as the group moves through a progression of skills training.

**Ropes Course Facilitation**

This course focuses on a ropes course as a means to enhance personal and group development. Building on a student’s prior learning of theory and experience, this course will strive to fulfill three goals. First, students will learn about a philosophy of program management that emphasizes the development and enhancement of self-concept/esteem, group cooperation, physical abilities, and willingness to try new things. Second, students will experience a variety of ropes course activities including adventure games, initiatives, and low and high ropes course elements. Third, students will gain knowledge about, and experience in, using the equipment and techniques related to ropes course operation. These three goals will develop the ability in students to safely and effectively facilitate and debrief ropes course activities.

**Science Teaching Methods for Secondary Educators**

This course is designed to provide the prospective secondary educator with tools and methods to teach science in junior and senior high schools. It focuses on techniques and procedures for teaching secondary science. A variety of alternative methods and approaches to instruction will be presented with emphasis on experiential learning and the integration of environmental issues. Current philosophies for teaching science will be covered. In addition, the class will discuss important environmental issues from a scientific perspective and introduce lessons for integrating these issues into the secondary science curriculum. For example, course work will address atmospheric chemistry, solar technology, ground water processes and oil and gas exploration and extraction. Students will be required to participate in lessons and evaluate their effectiveness. They will also be required to develop lessons of their own to teach of the rest of the class. These lessons will be developed into practica to be taught in classroom settings.

**Science: Methods & Practice**

This course explores various elements of science and environmental education for elementary school students. Students will gain an in depth knowledge of the science curricular areas specific to their school district to include state and national standards. Topics covered include: a variety of manipulative tools for science and environmental education; teaching science to diverse populations; science as problem solving; and a variety of specific experiential exercises for teaching ecology and science concepts. Students will prepare original lesson plans, engage in several classroom observations, and experience a wide range of “hands-on” exercises for science and environmental education.

**Screenwriting**

This course will offer writing students the opportunity to experiment with a new form. While screenwriting incorporates both dramatic and narrative techniques, the screenwriter relies less on dialogue than the playwright and less on narrative strategies than the fiction writer. Careful decisions must be made regarding which parts of a story lend themselves to dramatization, and which parts are best left out, for viewers to deduce. The screenwriter has concerns that neither the playwright nor the fiction writer face – making choices that will be
cinematic and maintaining a personal aesthetic within an industry that responds more to trends and commercial appeal than to any aesthetic of its own. We will read several screenplays and see the movies made from them. We'll sample original scripts and some that have been adapted from plays, novels, or stories. Depending on credit level (LD or UD), students will be responsible singly or in small groups for selecting a film, showing it to the class, and facilitating its discussion. Students will write one short and one longer adaptation, in preparation for the final project — a treatment and an original screenplay for a short film. Length of final scripts will also vary according to credit level. All students’ scripts will be workshopped.

**Scriptwriting**
This intermediate course will offer writing and performing arts students the opportunity to learn the techniques of scriptwriting. The class will read short plays, teleplays, and screenplays, view plays and films, and study the similarities and differences involved in writing exercises to develop character, dialogue, plot, setting, and narrative. Each student will write at least two short scripts — one for stage and one for screen — and participate in workshops, discussions and class projects.

**SCUBA Diving and Marine Natural History**
This course is an introductory study of the interrelated topics of marine natural history and SCUBA diving. Topics for study will include the physical characteristics of the ocean environment, including the properties of water, temperature, salinity, pressure, light penetration, tides and currents, and wind and waves, as well as the natural history of near shore organisms including fishes, seabirds, marine invertebrates and marine mammals. Upon meeting the academic and skill requirements, students will be certified as open water and advanced open water SCUBA divers with experiences in a wide variety of dive environments and underwater specialties including underwater navigation, night diving, deep diving, drift diving, shore and boat diving, Project Aware, and underwater natural history.

**SCUBA Diving, Introduction to**
This course combines the Open Water, Advanced Open Water, and Rescue Diver certification programs of the Professional Association of Diving Instructors (PADI). The course content teaches the fundamental knowledge and skills needed to dive with a buddy, independent of other supervision. The course combines independent study, mentored knowledge reviews, exams, and pool and open-water dives to successfully meet certification requirements. Other topics include diver safety, the aquatic environment, health for diving, teamwork, presentation skills, and career opportunities in the dive industry. Students will gain knowledge and experience in deep diving, underwater navigation, night diving, altitude or multilevel diving (depending on the course area), peak performance buoyancy, and rescue techniques. Students will also earn a PADI Specialty in Project Aware upon successful completion of course requirements.

**Sea Kayaking & Marine Natural History**
Sea kayaking places us in intimate contact with the ocean environment. Kayakers are as much in the water as they are upon it. This unique perspective allows us to experience the power of the ocean's physical nature as well as giving us the opportunity to closely observe the living communities in the water and on the shore. This course is an introductory study of the interrelated topics of marine natural history and expeditionary sea kayaking. Topics for study will include tides and currents, wind and waves, and the natural history of nearshore organisms including fishes, seabirds, marine invertebrates and marine mammals. When conditions permit, we will snorkel to observe subtidal life. Students will learn minimum impact travel and camping skills and will be introduced to the regional impacts of coastal commerce and recreation. As apprentices to the sea, students will learn and practice paddling skills, navigation, and ocean survival techniques drawn from the rich, thousand-year history of sea kayaking.

**Sea Kayaking: The Path to Mastery**
This course is intended for students who are interested in exploring the origins, skills and techniques of kayaking. The course focuses on examining kayaking as a means of developing transferable life skills including training, and mental fitness. Course activities will include study of the origins of the indigenous kayaks of the far north and contemporary kayak design, local pool and lake skills, video analysis of paddling skills, overnight trips to Arizona flat-water rivers and lakes, and a trip to the Pacific coast for an introduction to ocean paddling and surf zone skills. A wide variety of outdoors skills will be taught including navigation, camp skills, first aid, and expedition planning. Students will be asked to schedule additional time for independent training projects.
Search and Rescue
This course is designed to teach basic concepts and techniques for the safe location and evacuation of injured persons in backcountry and high angle environments. The goal of the course is to expose students to the critical thinking and analysis skills necessary to safely effect a variety of SAR activities. Material covered in this course may include: Risk awareness and management, component analysis and testing, managing and executing rescue operations, lowering and raising loads, mechanical advantage systems, delay systems, equipment care and use, search techniques and strategies, technical communications, and preventative SAR tactics. Due to the nature of the course material and the environments in which it will be presented and practiced, students are expected to have previous basic rock climbing experience and hold current WFR/EMT.

Secondary Content Area Methods
2. This course covers methods and practices for instruction in the student’s content area. Students will become familiar with the content of texts in the subject area, state and national standards for the grade levels of the subject, and a variety of methods of instruction relevant to the subject area. Emphasis will be placed upon creating effective strategies to meet the needs of a diverse population of learners as well as any environmental or ethical issues impacting the specific field of study.

Sexuality & Sexual Outlaws
Sexuality is a social experience grounded in interpersonal relations, social scripts, and cultural norms and values. Far from being our “natural” programming as human beings, sexuality is a social act that is shaped and affected by social forces and is learned through interaction with others. What is viewed as “natural”, “normal” and invariant is socially produced, reproduced, and contested. A critical examination of sex and the sexual reveals much about the distribution of power and privilege within society. This course will focus on the ways that social forces and interaction construct and situate understanding and experiences of sex and sexuality.

Shakespeare
The primary goal of this course is to explore Shakespeare not only as a literary artist but also as a man of the theater. While we will focus on the major tragedies, we will also read one comedy, one history, an early tragedy, and several sonnets to get a sense of Shakespeare as a developing dramatist and poet. We will supplement our study by viewing film and stage versions of his plays, traveling to see live productions when possible, and reading essays by literary critics as well as production notes, interviews, and reminiscences from actors and directors. Students can expect both creative and critical options for their portfolios.

Short Story Cycle
This combination writing and literature course allows students to explore an innovative form of fiction and offers an important opportunity to bridge the gap between writing short stories and longer narratives such as the novella and novel. We will read outstanding examples of the short story cycle form, ranging from famous modern cycles by such authors as Ernest Hemingway, Sherwood Anderson, and John Steinbeck, to critically-acclaimed contemporary works by such authors as Tim O’Brien, Louise Erdrich, Alice Munro, and John Updike. Students will plan, write, revise, and workshop story cycles of their own (three to five stories).

Ski Mountaineering
This is an intermediate/advanced course for students with a solid background in backcountry skiing skills. The concentration will be on acquiring basic mountaineering skills and perfecting them to a level suitable for use in conducting adventure experiences in an alpine setting during the spring season. This field-based course will take place in a suitable alpine region and will emphasize ascents of mountains with a broad range of characteristics. Topics covered will include: expedition planning and logistics; safety and hazard evaluation; communication and leadership; self-rescue and emergency procedures; snow and ice climbing technique; glacier travel and crevasse rescue; spring avalanche awareness; route finding; adventure skiing; ski mountaineering; practical weather forecasting; and accident prevention. Skis will be used as the primary method of travel on non-technical terrain. Some personal investment in ski mountaineering equipment may be required.

Small Group Dynamics
This course is designed for students who will be working with groups of people or are simply interested in how groups work. Current models being used in this field to understand and facilitate groups will be covered. Students will spend a significant amount of the class time learning experientially by participating in class activities that illustrate the topics explored in the reading. Examples of topics covered include: group development, communication in groups, leader/followership, norms, group problems solving and decision making.
Small-scale Agriculture, Principles of
Small scale agriculture seeks to maintain or improve the health of the earth while providing food for humans. Since it is from the soil that life is generated, the needs of the soil will be discussed in depth. Practical aspects of farming will be covered such as seed selection, companion planting, crop rotation, irrigation systems, and harvesting techniques. Alternative methods of growing food such as biodynamics, permaculture, and the French intensive method will also be discussed. Students will have the opportunity to tour and work in the fields of an active small scale farm to gain first-hand knowledge of the experience of growing food.

Small-scale Energy Solutions & Photovoltaic System Design
This course investigates the role that small-scale energy systems can play in addressing sustainability on the global energy front. An overview of energy sources will be discussed with focus on readily available technologies such as photovoltaic (PV), wind and micro-hydro energy systems. We will compare and contrast the attributes of both grid-tied systems as well as independent, off-grid, energy systems. Students will quantitatively evaluate their personal energy consumption patterns and apply this knowledge to assess conservation strategies. This information will be applied to developing skills in designing a small-scale photovoltaic energy system. Students will develop an understanding of the necessary components of a PV system, installation design strategies, code requirements and currently available state and federal incentive programs.

Social Movements
While the classical theories of social movements focused on social sources of the psychological discontent that motivated individuals to join social movements, more recent theories have sought to explain the emergence, maintenance, and transformation of movements by reference to the availability of resources for potential movement activists as well as the structure of political opportunities in which they operate. Using examples from recent social movements of the left and right, such as civil rights, student, women’s environmental, and anti-abortion movements, this course will explore the strengths and weaknesses of these two approaches to the study of social movements.

Social Problems: Research Methods & Theories
The study of social problems generates deep emotions and firm convictions in most people. This makes effective inquiry into the facts difficult at best; all too often, we manage only to confirm our initial prejudices. The special value of social science research methods is that they offer a way of addressing such issues with logical and observational rigor. They let us pierce through our personal viewpoints and take a look at the world that lies beyond our own perspective. This course will introduce the student to those methods, including descriptive and inferential methods of quantitative analysis, qualitative techniques and general research design. The student will have the opportunity to design and implement a service research project. In the process, the student will learn about new theories of social problem interpretation. Methodological skills such as how to conceptualize and operationalize variables, create scales and indexes and understand the logic of sampling will be acquired as well. The applied nature of the course will require students to participate in field trips and exercises. We will explore whether appropriately applied social research methods may be a powerful tool for social change.

Social Psychology: The Meaning of Contemporary Events
This course gives student the opportunity to critically assess significant events through both a social psychology and systematic inquiry process that contextually reviews the events themselves through the lens of both theory and the effect of emotional processing on our understanding of those events. Examining the meaning of contemporary events presents a particular challenge. As observers of events that directly affect us, it is especially difficult to approach these events from an objective, contextual, and non-reactive stance. Rather, being so close to these events, it’s more common to adopt subjective and reflexive perspectives, thoughts, and feelings that often guide our analysis and understanding. In this course, students will develop the ability to understand, analyze, and assess the meaning of contemporary events from social psychology and systems perspectives as well as find ways to personally apply their learning to become more effective change agents and leaders in the world. Through developing one’s capacity for intellectual objectivity and emotional clarity, students will seek their own meaning of significant contemporary events that transcends the immediacy of these events at a particular moment of time.

Social Science: Methods & Practice
This course explores the field of social science education as presented in the elementary classroom in order to meet the state and district standards. The different subject areas included are citizenship, government, current events, history, geography, global studies, economics, culture, and the environment.
Students will read and review published texts for social science instruction, and develop lessons and units to accommodate a variety of learning styles. Students will critique the district’s social science curricula. Students will compare and contrast traditional and alternative methodologies related to the teaching of social science and design activities to motivate and stimulate classroom interest. Potential areas of exploration are: Whose history is valid? How do students learn about other times and places in a reflective, substantive manner? Do textbooks engage students or do real stories about real people? Furthermore, the student will investigate environmental and cultural factors that influence the teaching of social studies and methods for teaching social studies to diverse populations.

Socialism, Democracy & Conservation I, II, III
This field summer program seeks to make a comparative interactions that exist between the diverse forms in which socialist ideas influenced governments in Latin America from the mid part of the 20th century on and the outcomes of this influence in terms of the balance between economic and social development and environmental conservation practices. The course will begin with in-class work in Prescott preparing students with the fundamental groundwork upon which the two successive courses in the field will build. Subjects will include a brief history of Latin America, US-Latin American relations, indigenous communities and environmental and sustainability issues. The second portion, which will take place in Antigua, Guatemala, will study how socialist ideas were translated into social movements and how these movements had consequences that have impacted the realities of Latin American countries. We will give special emphasis to the process of interaction between protected areas, sustainable development practices and communities. The studied subjects will also include social, cultural and environmental consequences of the “new economic trends” in the country. Courses will take place Antigua as well as in the field in many areas around Guatemala. Finally as a part of the third portion of the course, students will build upon the information from the first and second parts and be able to take what they have learned to make comparisons as we travel through Honduras and learn about the unique aspects of this country and the role it has played in the Americas.

Soil Science, Introduction to
Soil is one of the ultimate factors that determine the productivity of natural and agricultural ecosystems. What factors determine how soils form and what makes them fertile or infertile? Students in this course will study why soils vary in texture, chemical properties, organic matter content and water-holding capacity. In the field, a range of soil profiles will be examined and the appropriate Soil Survey will be interpreted. In the lab, students will learn some basic soil analyses, including determination of pH, action exchange capacity, available phosphorus, texture, bulk density, and soil organic matter content. In addition, soil samples will be submitted to a state soils lab, and students will learn how to interpret the results from the laboratory analyses.

South America-Current Issues: Political and Social Change
This course surveys and critically analyzes the new trends in social movements and political change in South America that have accompanied the rejection of conservative World Bank-recommended economic policies in the early 21st Century. This analysis will include the changes that have occurred in Brazil, Argentina, Uruguay, Venezuela, Chile, Bolivia, and other nations, trying to understand the gradation in the radicalism of social change between them. Further, students will be able to contrast these experiences with the reality of other nations that have not followed this trend in South America, such as Peru and Colombia. By the end of the class, students should have a comprehensive view of the current socio-political reality of this part of the hemisphere.

Southwestern Archaeology
This course introduces students to archaeology through the detailed study of the prehistoric cultures of the Southwest, including the Anasazi, the Sinagua, and the Hohokam. Students will learn basic archaeological techniques and interpretations of prehistoric adaptations from readings, examining artifacts, and studying archaeological sites. The class will visit numerous archaeological sites in Arizona, Colorado, and New Mexico. Most of the block will be spent in the field.

Spanish Intensive
Spanish Intensive is a total immersion, intensive Spanish language learning program taught in Mexico. Students study the language four to six hours daily for two to three weeks, and live with a Mexican family to experience the culture and society of a Spanish-speaking community. This provides them a natural setting in which to practice and develop their ability to communicate in Spanish. In addition to language learning, course work, and living with a Mexican family, students participate in service projects, lectures, discussions, and field trips that introduce them to the history, traditions, arts, and contemporary conditions of Mexico.
Spanish, Beginning I
Beginning Spanish introduces the student to the Spanish language and Hispanic cultures. The program of instruction provides foundations for future mastery of the language. Initial emphasis is on oral expression and comprehension with reading and writing skills introduced later in the instructional sequence. Active student participation is required. Classes will be conducted in Spanish with minimal recourse to English. Cultural readings and commentary are integral parts of the instruction.

Spanish, Beginning II
Beginning Spanish introduces the student to the Spanish language and Hispanic cultures. The program of instruction provides foundations for future mastery of the language. Initial emphasis is on oral expression and comprehension with reading and writing skills introduced later in the instructional sequence. Active student participation is required. Classes will be conducted in Spanish with minimal recourse to English. Cultural readings and commentary are integral parts of the instruction.

Spanish, Intermediate I
Building on language skills and cultural understandings developed in Beginning Spanish I and II, Intermediate Spanish introduces the student to more complex forms of communication. While maintaining an emphasis on conversational skills, increased reading and writing activities are introduced. Active student participation is required. Classes will be conducted in Spanish with minimal recourse to English. Cultural readings and commentary are integral parts of the instruction. The purpose of this sequence is to prepare students to use Spanish in conversational situations and to comprehend some of the cultural differences between the United States and the Hispanic world.

Spanish, Intermediate II
Building on language skills and cultural understandings developed in Beginning Spanish I and II, Intermediate Spanish introduces the student to more complex forms of communication. While maintaining an emphasis on conversational skills, increased reading and writing activities are introduced. Active student participation is required. Classes will be conducted in Spanish with minimal recourse to English. Cultural readings and commentary are integral parts of the instruction. The purpose of this sequence is to prepare students to use Spanish in conversational situations and to comprehend some of the cultural differences between the United States and the Hispanic world.

Spanish: Advanced Composition and Grammar
Este es un curso avanzado en el cual se aprende la gramática y la redacción españolas a través del estudio de ensayos, artículos y pasajes literarios escritos por autores hispanohablantes. Los estudiantes analizan el uso y la estructura del idioma y los conceptos gramaticales presentes en las obras estudiadas y escriben composiciones usando como modelos estas obras. También los estudiantes escriben composiciones “libres” y otras asignadas. Al final del curso los estudiantes demostrarán una comprensión de la gramática española y la capacidad de escribir correctamente en español. El curso se enseña en español.

The student will learn Spanish grammar and composition through the study of essays, articles, and literary excerpts written by native-speaking authors. Students analyze language usage, structure, and grammar concepts evident in the works studied and write Spanish language compositions modeled on these works. Students write “free” compositions. By the end of the course, students will demonstrate an understanding of Spanish grammar and the ability to write correctly in Spanish. Course conducted in Spanish.

Spanish: Panorama de la Literatura Hispanica
This course introduces students to the literature of the Spanish speaking world. All literary forms (short story, novel, essay, drama, and poetry) in selected works from both Spain and Latin America will be studied. Literary criticism and forms of analysis will be used not only to help understand the works read, but also to consider questions such as: Why do I like/dislike this work? What constitutes great literature? Is literature written in the same way today as in the past?

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

**ST in AE: River Guides Training and Swiftwater Rescue**
This course is designed as a river guides’ training course and is suited to students with no previous river experience as well as those with previous river guide experience. Basic white water rafting and expeditionary river trip leadership are primary components of the curriculum. The intention is to approach modern river running from a commercial guides’ training perspective. Students will assist in organizing an initial river trip during which basic training in a broad spectrum of river trip related topics will be covered. These include: raft piloting and equipment care and repair, camp procedures and food preparation, sanitation, participant briefings and client/guide relations, conducting side hikes and interpreters on regional natural and cultural history and current conservation issues. A follow up trip is then fully planned and led by student participants as a culminating element to the course curriculum. A swiftwater rescue training seminar is integrated into this course using an independent service provider to supplement and diversify the students scope of training.

**ST in AE: Surfing and Oceanographic Principles of Wave Dynamics**
This course will introduce the student to the fundamental skills of surfing in the context of a theoretical and experiential understanding of the oceanographic principles of wave dynamics. Skills instruction will follow a progression from body-surfing, to body-boarding, to board-surfing. Water time will be proceeded by an orientation to safety practices for each activity. Students will gain experience with a variety of different board shapes and designs; they will document their knowledge about the ideal wave conditions and performance characteristics of each type of equipment. An understanding of wave dynamics will begin with readings and discussions about global, regional and local current patterns. Students will then examine the relationships between wave form and bottom topography, beach substrate and orientation, swell direction and origin, and swell size and period. Learning will be acquired through daily observations, readings, field journal entries, weather map consultation, discussions, and water time. Learning will be demonstrated through class participation and through one oral presentation, a field journal, and a bibliography and reading reviews. This course will take place in Baja California, Mexico and will include an introduction to several different types of surf breaks on this spectacular peninsula.

**ST in AE: Whitewater Canoeing**
This course provides students with a solid opportunity to master tandem open boat whitewater techniques. Along with paddling skills students learn river rescue skills, basic hydrology and river reading, and whitewater site management skills. Effective patterns of teamwork and communication among partners, as well as within the larger group are emphasized. Students are encouraged to paddle at levels that are consistent with their comfort and skill levels. The course includes day-trips and expeditionary paddling. Locations used on the course depend on appropriate water levels.

**ST in AE: Whitewater Kayaking and Swiftwater Rescue**
The student will learn the basic skills of whitewater kayaking in several different western rivers. The educational value of the course is heightened by involving the group in discussion and observation of the widely varying geographical locations and the natural history of river valleys. Course content may include: equipment selection and care, kayaking terminology, safety issues, wet exits, self rescue and rescue of others, eddy turns, ferry gliding, surfing techniques, and other related subject matter. The grade of difficulty encountered ranges from easy to class III white water. Students are encouraged to paddle at a level that is comfortable and enjoyable for them. A swiftwater rescue training seminar is integrated into this course using an independent service provider to supplement and diversify the students scope of training.

**ST in AL: Advanced Projects in Photography**
This advanced projects in photo-based imagery course extends students’ exploration of the use of the photographic medium (digital/analog/or hybrid) for personal expression, professional application and skill enhancement. Students will devise and produce a significant photographic project from conceptualization through formal (gallery or other) presentation that expands on the techniques and processes mastered in previous courses. The emphasis of this course will be on continued practice and new skill acquisition while making compelling visual statements and researching critical concepts in photographic imagery and developing the student’s own conceptual criteria. Some examples might include
large-scale printing, photo-sculpture, photo-installation, photo-text and photo-performance while exploring content that reflects the student's individual interests.

**ST in AL: Butoh Ritual Dance**

Butoh is an avant-garde contemporary dance form which originated in Japan in the early 1960s. Tatsumi Hijikata, the foremost pioneer of Butoh, developed a new language of dance derived from observing nature and working with the imagery and energy of the natural circle of life and death. The source and inspiration for this work is energetic. It trains the dancer to learn how to be receptive and to let energy pass through the body and out again to earth, air, people and the universe. The training helps one to learn how to experience the limit, the deepest, the furthest extent of a position or feeling or sensation. The student's practice of a specific form or piece given by the mentor is a significant part of the work. The mentor's piece is carefully designed to contain opposing qualities of energy and the potential for transformation. This work provides a unique integration of awakening sensitivity and moving the energy of the body. The goal is to improve and increase physical and spiritual presence in daily life and in turn to contribute positive energy to one's community.

**ST in AL: Filmmaking as Social Action**

This class is designed for students who are eager to work with digital video in an atmosphere of social change and justice. Students will explore the potential of video as a tool for raising awareness and creating change. The course will begin with an introduction to basic camera operation and documentary filmmaking. Students will then work individually or in small teams to produce short documentaries under the direction of the instructor, working through all stages of the process, from pre-production concept and development to capture of images to final edit. For the field portion of the course, the class will travel to Nogales, where students will film for at least one week. Works in progress will be shared, and special emphasis will be placed on effective and creative use of the camera. Back in Prescott, students will spend the last week of the course editing the short documentaries and preparing them for public presentation.

**ST in AL: Glassblowing II**

Glassblowing II is designed for the student who has had previous experience with hot glass (furnace work). The course will begin with a thorough review of studio equipment, tools, basic glass-blowing techniques, and safety issues. Students will then be introduced to many additional processes and techniques, including color applications, overlays, powders, raking, frits, blow-throughs, cane work, and roll-ups. Students will also be required to maintain sketchbooks, conduct artist interviews, and give oral presentations.

**ST in AL: Historical Fiction and Fictional History**

Our understanding of key historical figures and historical events is heavily mediated by film and literature. In this course, which combines literature, film, and creative writing, we will examine the methods by which writers and filmmakers transform history into stories, novels, films, and poetry. We will explore historical sources and discuss the ways that imaginative artists create narratives from documented fact. We will study theories about the challenges and opportunities of blending history and literature. Assignments will include short analytical essays on film and literature as well as assignments that include research on historical events and figures of each student's choosing. This course will culminate in workshop of original stories, poetry cycles, or script treatments by the students.

**ST in AL: Irish Culture in Literature**

This class will explore history and contemporary issues affecting Ireland and Irish culture through the rich tapestry of Irish Literature. Students will examine such topics as Irish urbanization and myth; the roots and loss of the Gaelic language; Big House culture and the concerns of the Protestant aristocracy; border wars, gun laws, and the IRA; and land rights, agriculture, and the contemporary rural exodus. The class may also consider concurrent happenings in British literature and culture. Readings will include both classic and contemporary texts from such writers as James Joyce, William Butler Yeats, Katharine Tynan, Frank O'Connor, William Synge, Edna O'Brien, Patrick McCabe, and Frank McCourt.

**ST in AL: Stories to Screen: The Art of Adaptation**

When a novel is adapted into a screenplay, often viewers who've read the book find themselves disappointed by the movie. In defense of those screenwriters, it's nearly impossible to do justice to most novels within the standard two-hour movie script. This is not the case when adapting short stories to the screen. Most stories are manageable in size and scope, while still being inherently substantial, and are more focused on characters' inner lives than on numerous twists and turns of a plot. A recent trend toward using stories as sources for film
includes We Don't Live Here Anymore, In the Bedroom, Brokeback Mountain, and Away From Her. In this course, we will read stories and screenplays, see the films made from them, and consider the challenges and opportunities adaptation presents. All students keep a journal of responses to stories and movies, and eventually select a story (one of their own, or one by an author they admire) to adapt for the screen. LD students will write a review of one story/film process and an adapted screenplay for a short film. UD students will write a critical analysis of one story/film process and an adapted screenplay for a longer film.

ST in AL: Studio Jewelry Techniques & Design
Students in this course will be introduced to a broad base of jewelry design and fabrication techniques. Students will become familiar with proper use, construction and care of jewelry making equipment. This course will acquaint students with principles of 3-D design through practice and aesthetic problem solving. Students will examine historical and contemporary jewelers and issues.

ST in AL: The Big Read
A number of important works of literature are too frequently either merely excerpted or even omitted altogether from course reading lists because of the combination of their length and complexity. Works like Spencer's The Fairy Queen, Milton's Paradise Lost, Melville's Moby Dick, Tolstoy's War and Peace, Dostoyevsky's The Idiot, James' The Portrait of a Lady, Proust's Remembrance of Things Past, Joyce's Finnegans Wake, Pynchon's Gravity's Rainbow, Barth's Letters, or Wallace's Infinite Jest are examples of “Big Reads” that require time, commitment, and the use of secondary sources. This course provides students with an opportunity for in-depth study of one of these texts. During the first few days of the course, students will research possible texts and then work as a group to select by consensus a single major text that they all will read. The rest of the course will consist of the detailed study of the selected text in a seminar format emphasizing close reading, theoretical methods, student presentations, and discussion. Each student will complete a final writing project.

ST in AL: The Literature of Modernism
“On or about December 1910,” wrote novelist Virginia Woolf, “human nature changed.” She was talking about the beginning of the modern period in western literature, art, and political culture. Modernism’s wide range of avant-garde experiments and its many aesthetic movements, like Dadaism, Surrealism, Expressionism, and Futurism, rejected bourgeois Victorian values to produce a literature characterized by intense subjectivity, reflexivity, discontinuous narrative, and fragmentation. Bold innovators like Ezra Pound, T.S. Eliot, Gertrude Stein, Marcel Proust, William Faulkner, James Joyce, and Virginia Woolf undertook the reinvention of human experience and provided us with the foundation from which all subsequent literature must rise. This course examines the exciting phenomenon of literary modernism. Although modernism is generally considered an urban or cosmopolitan movement, this course will also explore whether there exists such a thing as an “ecological modernism” and it will trace the highly ambiguous boundary between modernism and postmodernism.

ST in CRS: A Survey of Latin American Culture through the Arts
The complex and contradictory Latin American experience with modernity, democracy, and social justice in the post-Cold War international context is the central theme of this course. It seeks to study the more recent economic, political, social and cultural transformation of Latin America, since the 1990s. The course explores the association of current Latin American issues with globalization and the search for modernity, in particular, how these transformations are affecting the people of the region. It also studies the role of new political actors that appeared in the 1980s (women, indigenous and citizen's movements). Finally, it discusses popular responses to national and trans-national neoliberal forces in countries like Mexico, Brazil, Argentina, Venezuela, and Bolivia that have made Latin America become an important site for the anti-globalization movement and the host of resistance forces like the Zapatistas in Chiapas, Mexico, and popular events such as the World Social Forum.

ST in CRS: Central America and the Caribbean to the 1960's
Central America and the Caribbean experienced the uneven and conflictive transition from Spanish to British, and from British to U.S. forms of imperialism between the mid-19th through the mid-20th centuries. This course analyzes the internal economic and political processes of the new nations of this Middle-American region, their cyclical insertion into the international markets mainly through tropical agricultural exports, as well as the colonial and neo-colonial pressures of the imperialist powers with economic and strategic interests in the region. The issue of the Transoceanic channel across the Central American Isthmus will receive special attention.
ST in CRS: Cultural Immersion and Environmental Issues in Alamos, Sonora

Alamos, Sonora, is one of the northernmost colonial villages of Mexico and sits near some of the least studied and most threatened ecosystems on earth. In addition to the diverse ecology of the region, Alamos possesses a rich history as an officially-designated Pueblo Mágico. The region offers unique cultural and ecological experiences rarely found in a world of rapid globalization and increasing homogenization. Students will visit traditional villages where life appears to have changed little over the decades, and will absorb the local culture through Spanish classes at the Alamos Language Institute and by attending the world-renowned Alfonso Ortiz Tirado Music and Arts festival. The course will visit wild, natural communities of extraordinary beauty and the subject of recent scientific inquiry undertaken by participating researchers at the facility at Alamos (the non-profit Conservation S.O.S). Conservation issues covered in the region include wildlife-human conflict, especially those between rural ranchers and wild cats (puma, and possibly jaguar), and endangered species protection in the Sierra de Alamos-Río Cuchujaqui nature reserve for endangered ocelot. Students will document this experience using video as a tool to record and interpret both cultural experiences and service work with conservation projects.

ST in CRS: Explorations in Diversity, Meanings, and Power

This course serves as an introduction to the diverse and interlinked areas that make up Cultural and Regional Studies (CRS), including religion, philosophy, economics, history, politics, and sociology. Students will delve into cutting-edge issues and societal challenges; will examine the forces of localism and globalization in a variety of cultural settings; will develop an understanding of the relationships among the practices of mass media, everyday life, the material world, historical forces, and social change; and will seek to identify and examine moments of both oppression and resistance. The course will offer students the opportunity to explore areas of knowledge including political economy, border studies, gender studies, Latin American studies, and peace studies, as well as an opportunity to work with the CRS faculty in both academic and community settings.

ST in CRS: Geography of Social Justice

In this course, students will analyze the relationships among globalization, inequality, and struggles for social justice through an investigation of contemporary geography. By integrating undergraduate and graduate students, an advanced dialogue between the two programs will be cultivated. On-Campus Bachelor of Arts Program students (and Low-Residency Master of Arts Program students) will work in classroom seminars while technologies such as Moodle and video conferencing will connect distance learning Low-Residency Master of Arts Program students. The content of the course will examine topics and dialogues that have emerged among geography and justice scholars, opening with pioneers including David Harvey and moving to the present day with cutting edge analysis from activist academics such as Laura Pulido. Students will explore the impacts of globalization through the critical lens of cultural geography to seek a greater understanding of both rubrics and develop avenues for appropriate intervention and the promotion of social justice.

ST in CRS: Maasailand I, III, III: A Study in Community Activism

This project-based course is a unique collaboration between Prescott College students and faculty and the Maasai people, indigenous pastoralists who co-exist with wildlife within diverse ecosystems they have occupied for centuries. The class features ‘problem based’ learning, as students will learn by contributing to solutions to current issues, under the direction of Maasai leadership and activists, specifically those working under the umbrella of the Maasai Environmental Resource Coalition. Students will learn from Maasai teachers about their culture: the consensus-based justice system; communal family and political structures; and shared economy. Students will explore how the Maasai, through grassroots activism, address issues such as education, land disputes (including privatization), voting rights, and environmental conservation. Two main curricular emphases will be Maasai approaches to human-wildlife conflict and the political economy of tourism. Additionally, students will study the complex relationship between indigenous cultures and educational models in Maasailand, and Maasai efforts to design and provide culturally literate education. Ultimately, the students will conduct research and write a report that will be of direct use to the people of Maasailand, that brings scholarship into conversation with Maasai expertise on an issue of common concern.

ST in CRS: Peace Studies: Educating for Peace

The purpose of this course is to enable students to explore the possibility of incorporating themes of peace, solidarity, and social reform into their future work as activists, educators, and agents of change. The course will focus on promoting an understanding of the cultural implications of formal education and the ramifications that carries for global citizens interested in social justice. Participants will examine the ethical and political responsibilities of educators as well as the educational duty of peacemakers. Curricula
aimed at promoting peace and critical consciousness will be reviewed and critiqued, and alternative pedagogies will be introduced. The course will culminate in two group projects: individuals or small groups will apply their learning by facilitating presentations for community or school groups, and the class participants will devise and implement a peace studies curriculum.

**ST in CRS: Peace Studies: Visions of Peace in Film & Art**
How can we imagine a world at peace? How do the visions of artists and filmmakers impact personal motivation and public discourse in movements for peace and justice? How do religious traditions enhance or inhibit these creative visions? This course wrestles with these questions by exploring artistic expressions such as popular films, political cartoons, street theater, visual arts, textile arts, and dance. We will examine contemporary and historical sources representing a diversity of race, class, and gender perspectives. As we seek to “read” these visual texts, we will utilize contemporary theories of film and art criticism, theories that include analysis of mythology, theology, and political and economic ideology.

**ST in CRS: Utopia & Dystopia**
The concept of utopia (meaning both “good place” and “no place”) has figured prominently in Western culture. In addition to artistic and literary depictions, the utopian nature of many social movements and alternative living experiments is evident. Indeed, the overall aim of Peace Studies itself is often considered to be utopian. In the modern era, scholars, writers, and filmmakers have often blended utopia and dystopia (meaning “bad place” and “real place”) to critique present conditions and suggest new directions. These works reflect the dualistic nature of the modern world, indicating a fruitful area for deepening our critical analysis of current trends and heightening our imaginations of the future. In this course we will explore the potential of these questions for confronting the challenges of the present and constructing positive alternatives.

**ST in CRS: Non-Governmental Organizations & Developing Countries: A Kenya Case Study**
This special topics course provides an opportunity for students to learn from a Kenyan activist about his work bridging the international Non-Governmental Organizations (NGO) community with the global indigenous people rights movement. The course will explore the function, structure, and current activities of the World Bank, the United Nations, and environmental organizations like Nature Conservancy and the World Wildlife Fund, and their relationship to developing countries through a case study of Kenya. The course will look at examples of how individuals and groups have impacted the work and vision of global NGO’s, different approaches taken, and their relative effectiveness. The course will allow students a glimpse into the world of international development from an insider’s perspective, and will help to bridge them to possibilities for work in that world after graduation.

**ST in ED: Culture, Power & Society**
This course explores ways in which social categories of difference – such as race, class, ethnicity, gender, sexuality, age, ability, and citizenship – are socially constructed through power struggles that take place under specific historical and current conditions. It is designed to provide students with the critical skills required to identify and analyze social forces shaping identity, power, and social inequality through the lenses of struggles for social justice. Through texts, films, current events, and participatory experiential learning, students will explore how cultural difference matters in issues such as social decision-making power, wealth distribution, community health, cultural and environmental sustainability, politics of representation, globalization, human and civil rights, education, opportunity and life chances.

**ST in ED: Environmental Problem Solving & Sense of Place Education**
Radical can be traced to the Latin word radicalis which means, “of or having roots.” In this course students will seek to return to environmental education’s deep roots by re-establishing principles and pedagogy that have guided sustainable communities for countless generations. Students will gain facility with a conceptual framework built upon the foundations of environmental problem solving and sense of place education. Those principles will then be applied in public secondary schools through curriculum development and teaching. A central focus of the course is the development and practice of environmental problem solving pedagogy. The course ultimately intends to reorient secondary environmental education towards what CA Bowers calls a “vision of a shared future.”

**ST in ES: Advanced Seminar in Biodiversity Conservation: China**
This advanced special topics seminar will explore China’s economic and political emergence and the resulting consequences for 1) conservation within a country that harbors globally significant biodiversity and 2) international-scale conservation including climate change, global timber trade, etc. We will
take several short field trips to meet with biologists and researchers active in Chinese conservation.

ST in ES: Advanced Seminar in Conservation Biology
In this advanced course students will read extensively in the primary literature of conservation biology, as well as government agency documents related to endangered species and habitat management, and be responsible for presenting a series of readings and facilitating class discussions. We will take an interdisciplinary approach to conservation biology, with readings covering biological science, ecosystem management, as well as values and policy issues. This course will provide excellent preparation for graduate study and professional work in conservation biology and related fields.

ST in ES: Art and Science of Animal Tracking
Human-wildlife interactions are increasing as landscapes are altered for intensive human uses, yet the elusive nature of many animals challenges us to study them indirectly. This course will be an in-depth immersion in identifying animal tracks and signs in the field. We will investigate the tracks of all wildlife, including mammals, birds, reptiles, amphibians, and invertebrates. Emphasis will also be placed on interpreting animal behaviors from gaits and track patterns. Track-based wildlife research methods will be introduced, including track plates, scent stations, and scat surveys. Students will keep a journal of field drawings and measurements, complete individual and group assignments, and prepare a final presentation. This class will largely take place in the field in order to expose students to a variety of species in different habitats and to prepare them to assist with wildlife monitoring programs that inform conservation strategies. The material in this course will be valuable for anyone interested in wildlife and the outdoors.

ST in ES: Carnivore Ecology and Conservation
Carnivores are often the focus of intense interest in conservation science, special interest groups, and the media. Humans have a long and conflicted relationship with carnivores which, in some areas, has recently begun to change. This course is designed to examine the role of top predators on ecosystem health, specifically focusing on carnivores of the Rocky Mountains. Biological, behavioral, and ecological evidence will be presented, while developing an understanding and appreciation of the political, sociological, and economic considerations of living with large predators. Reintroduction programs will be compared and evaluated with attention given to the limitations and opportunities for carnivore restoration.

ST in ES: Food Systems of the Bolivian Andes
In this Special Topics course, students will explore the food systems of Bolivia by studying the food economy of the capital city of La Paz and agroecosystems of the Bolivian Andes. Students will learn about the ecology, cultural importance and economics of specific crops by following a journey from the dinner table of Bolivians, to markets, to distribution centers and ultimately back to farms where the crops were grown. Those farms, most of which are not mechanized and rely entirely on local inputs and rotational systems for soil management, not only produce food for local consumptions and security, but also for residents of large urban centers such as La Paz (1.5 million), Cochabamba (600,000) and Santa Cruz (1.2 million). Contrary to claims that mechanized, synthetic input-dependent systems are essential to feed large urban populations, the food systems that support La Paz demonstrate that small-scale, low-input systems can produce a food surplus sufficient to support large cities. By integrating studies in history, politics, ethnicity, ecology, and architecture, students will develop an in-depth and interdisciplinary understanding of a regional food system that contrasts markedly with the food system of the United States.

ST in ES: Geologic Mapping: Creating a Portrait of Place
Students will learn to observe, describe, and create a geologic map of rock formations and other geologic features in the field. By creating their geologic map, students will sharpen their observation and navigation skills and learn to interpret the three dimensional shapes of rock formations beneath the land surface. With some additional reading, students can then interpret the geologic history of the area as told by the geology and landforms. This creates a foundation for future geographic studies of the soils, water, plants, and animals found on the land surface.

ST in ES: Geology of Arizona
Geology provides insights into the origins and continuing evolution of the landscape in which we live and work. This course will utilize the remarkable variety of the Arizona landscape to illustrate geologic principles in the context of regional geological history. It includes a brief overview of the basics of geology and geologic time and, through classroom and field trips, demonstrates their application in the three physiographic provinces of Arizona. The course includes rock identification, the rock cycle, plate tectonic theo-
ry, the geologic time scale, and the origin and evolution of Arizona landforms and structures through time. A basic understanding of the physical framework provides a platform for other educational pursuits that can range from the natural sciences to the social sciences, and even the realm of artistic expression. Students seeking upper division credit will build upon prior geology experience to demonstrate an advanced ability to interpret aspects of Arizona geology.

**ST in ES: Migrations: Mammals, Insects, and Birds**
Migration is one of the most impressive biological phenomenon; migration can involve millions of participants and distances exceeding tens of thousands of kilometers. The course will explore migration in insects, mammals (including humans) and birds in the context of ecology, physiology, evolution and conservation. We will learn about different aspects of migration biology through intensive discussion of primary literature and writing. The Southwest is an excellent location to study migration, and an extended fieldtrip will introduce the class directly to the participants in the migration story.

**ST in ES: Seabird Ecology and Island Biogeography**
Ever since the work of seminal natural historians such as Humboldt, Wallace, and Darwin, islands have held special fascination for biogeographers, as they have attempted to sort out patterns of distribution of plants and animals. Moreover, island biogeography theory has become a key foundation for modern conservation biology. In recent years, the Gulf of California has received particularly focused attention from biogeographers, due to the relatively pristine state of its several dozen islands. Seabirds comprise one of the most conspicuous and abundant lifeforms on these islands. In this intensive field course, students will carefully study the primary literature on seabird ecology, and natural history and biogeography in the Gulf, and then compare perspectives from literature with field observations during extensive fieldwork in the Midriff Islands region.

**ST in ES: Stream Ecology**
This course examines patterns and processes in stream ecosystems. Classroom sessions will explore biological communities and basic ecological processes in streams (including geomorphology, hydrology, nutrient cycling, trophic interactions, and stream-riparian linkages). Course field trips will focus on experimental and analytical techniques used to study streams (including stream discharge, physical habitat, and stream organisms). Students will also examine the influences of social systems and aesthetic values on aquatic environments and the implications for stream management. This course will focus on Southwestern streams but the ecological principles will be applied to streams in other regions.

**ST in ES: Surface & Groundwater Hydrology**
Surface and Groundwater Hydrology will focus on the hydrologic cycle, forest and desert hydrology, and human impacts on hydrology. The course will include soil water processes, soil erosion, runoff, sub-surface drainage, hydraulics of stream systems, and hydrogeology. Students will examine applications of GIS and remote sensing technologies to hydrology and cover analytic techniques and measurement methodologies of hydrologic events. Materials will be presented in lecture, discussion, and field trip formats. Numerous daily field trips and one multi-day field trip will provide field experiences.

This field course surveys how humans have interacted with California wildlands from pre-Columbian times to the present. It explores how diverse cultures have defined, managed, and transformed the ecosystems of the state. We will compare management goals, problems, and practices on federal, state, tribal, and private lands with an emphasis on both protecting biodiversity and defining and building sustainable human communities. We will be guided by the framework of U.S. federal and state environmental law and policy. Selected topics will include: managing for biodiversity, ecosystem restoration, park and reserve policies, smart growth initiatives, fire management, the status of ecosystem management efforts, and others.

**ST in ES: Wilderness Designation & the Tavaputs Plateau**
This course is one component of an interdisciplinary project. It is designed to examine the wilderness designation of Utah’s Bureau of Land Management ground on the Tavaputs Plateau. Students will develop an understanding and appreciation of the beauty and importance of Utah’s Green River as it cuts through the Tavaputs Plateau by examining firsthand the natural and cultural history of the region. An action research model will be used to examine the issue of wilderness designation in the region. In addition, the students will develop an action plan that is grounded in a thorough understanding of the cultural, political, artistic, and ecological landscapes.
ST in ES: Wolf Ecology and Management
This course is designed to examine the role of top predators on ecosystem health, specifically focusing on the wolf. Biological, behavioral, and ecological evidence will be presented, while developing an understanding and appreciation of the political, sociological, and economic considerations of wolf conservation. Wolf reintroduction programs will be compared and evaluated with attention given to identifying effective action strategies that promote ecosystem health.

ST in HD: Arizona Trail: Expeditionary Horsepacking
This course is a horse packing exploration of the Arizona Trail. Starting on the Colorado Plateau of Southern Utah, then descending through the heart of the Grand Canyon, around the San Francisco Peaks, across the Mogollon Rim, and through the Superstition and Sky Island Mountains, the Arizona Trail is a rugged and varied 800 mile route from Utah to Mexico. Students study and apply all the equestrian and backcountry skills necessary to skillfully and safely travel with horses. Topics covered include equitation, nutrition, basic veterinary and natural hoof care, local natural history and ecology, and route finding, and Leave-No-Trace Horse-packing.

ST in HD: Arizona Trail: Psychology of Sustainability
Sustainability can be defined as the ability to meet needs of the present generation without compromising the ability of future generations to meet their needs. There is continually mounting evidence that current patterns of human behavior are not sustainable on either a social or ecological level. This course studies the psychological underpinnings for individual and collective dimensions of choice and motivation. Topics such as choice theory, the evolution of consciousness, and integral psychology will provide a theoretical background for an applied immersion in the study of personal, collective and ecological sustainability. Within the context of a major expedition, students explore the potential for the healthy integration of task and relationship.

ST in HD: Arizona Trail: Relational Leadership
Today, more than ever, the world needs effective, compassionate, and conscious leadership. Students will explore the evolution of human consciousness over time, track how priorities and possibilities shift as life conditions allow for shifts in awareness, and how viewing these shifts objectively allows for a comprehensive, non-judgmental leadership model. Explorations of emotional intelligence, self-awareness, and leadership in relation to other will provide access to the more immediate, personal aspects of our studies. Clear communication, use of pressure, intention, and evolutionary development will all be considered as students develop and apply their own unique leadership style on a day-to-day basis through relationship and partnership with their horses and each other.

ST in HD: Gestalt Therapy: Theory & Practice
Gestalt Therapy is a method of psychology that honors each human being as a unique expression of life, while living in a culture that may not always allow that uniqueness to be expressed. Gestalt Therapy is a creative process that challenges those involved to be authentic, spontaneous, and present. The Gestalt process is an invitation to actualize one’s possibilities and resolve internal and external conflicts. Students will learn and experience the basic principles, concepts, and techniques relevant to the practice of Gestalt Therapy.

ST in HD: Self-Inquiry: Embracing Your Identity Beyond Your Personal Story
“We spend most of our lives building an identity, thinking that is who we really are” says Oliver Bailey. “At some point, we begin to question what we have created and ask ourselves, ‘Who am I?’” This class explores that question using meditation to still the mind and self-inquiry to probe the identity that the ego and mind have created. Combined, these methods can create a deep transformation and assist in our journey from the perimeter of identity to the still center of being. This exploration requires a sense of adventure and a willingness to explore using art, guided imagery, movement, sensory awareness, and individual and group exercises. This class will enhance your ability to see, moment to moment, how psychological habit and personal “stories” block our connection to essence.

ST in IS: Globalization & Popular Resistance in Latin America Today
The complex and contradictory Latin American experience with modernity, democracy, and social justice in the post-Cold War international context is the central theme of this course. It seeks to study the more recent economic, political, social and cultural transformation of Latin America, since the 1990s. The course explores the association of current Latin American issues with globalization and the search for modernity, in particular, how these transformations are affecting the people of the region. It also studies the role of new political actors that appeared in the 1980s (women, indigenous and citizen’s movements).
Finally, it discusses popular responses to national and trans-national neoliberal forces in countries like Mexico, Brazil, Argentina, Venezuela, and Bolivia that have made Latin America become an important site for the anti-globalization movement and the host of resistance forces like the Zapatistas in Chiapas, Mexico, and popular events such as the World Social Forum.

**Statistics for Research**

Statistics for Research teaches the research skills needed to seek answers to complex ecological, biological, and social questions. This course focuses on hypothesis testing and the design of experiments and surveys. Experience will be given in acquiring large data sets and the statistical manipulation of quantitative data. Subjects include data distributions, descriptive statistics, analysis of variance and t-test, regression and correlation, and non-parametric alternative tests. Exposure will be given to multi-variety testing. Students will gain hands-on experience with SPSS.

**Student Teaching, Elementary: Senior Project**

Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a grade and subject appropriate classroom.

**Student Teaching, Secondary: Senior Project**

Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a grade and subject appropriate classroom.

**Studies in Buddhism**

This course explores the Buddhist religious tradition. Following a generally chronological order, students learn about the beginnings and development of Buddhism in India, then consider how Buddhism grew and changed as it spread to Southeast Asia, East Asia, and Tibet. In this course, students develop critical and empathetic understanding of Buddhist concepts and practices, and become familiar with the history of Buddhism and Buddhists, including important names/figures, texts/scriptures, and events. They learn how Buddhism affects the cultures in which it takes hold, and come to recognize the various roles of Buddhism within the human community. The course includes discussion, application, and critical consideration of differing approaches to the study of Buddhism, and gives students the opportunity to learn to identify and evaluate information resources appropriate to such study. Students also learn to think in Buddhist terms and to relate the teachings and practices of Buddhism to their own worldview and life patterns.

**Studio Arts, Advanced**

This class will provide studio opportunities for advanced students in painting, printmaking, drawing, or mixed media. Students individually and/or collaboratively will create a body of work at an upper-division level of technical expertise. Students will engage in continued practice with their chosen mediums, explore the syntax of visual form, investigate contemporary issues of art making, and examine historical practices. Critical discourse with peers and local art professionals will provide opportunities to examine aesthetic issues and artistic goals. This class will promote a dedicated work ethic as well as challenge pre-conceived notions of style and art making methodology. An end-of-the-semester art exhibition will promote professional presentation and prepare students for their senior project work.

**Studio Projects**

This course is designed for the advanced student with a solid background in one or more of the following visual arts media: painting, drawing, printmaking, or sculpture. In a rigorous studio environment, students will create several projects along individual themes in various media, under the guidance of the instruc-
tor and with the critical feedback of classmates. For each project students will be required to present a proposal including a project description, timeline, budget, and preliminary drawings. This course emphasizes critical discourse and values the exchange of ideas; the successful student will be willing to offer opinions and take risks. Workshops on advanced drawing, painting, printmaking, and woodworking techniques will be offered, as well as documentation and preservation methods for completed artworks. Models will be scheduled for a portion of the course.

**Studio Projects 3D: Sculpture & New Genres**

This course is designed for the advanced student with a solid understanding of sculptural techniques and media. Students will spend the semester creating a number of self-directed projects along individual themes in the medium of their choice, under the guidance of the instructor and with the feedback of their classmates. A timeline for each project will be established, and students will be required to submit a written proposal for each project including a description, budget, preliminary drawings, etc. This course emphasizes critical discourse and values the exchange of ideas. The successful student will be willing to offer opinions and take risks. Workshops on advanced sculptural processes such as casting, alternative materials, installation, and environmental sculpture will be offered, as well as documentation and preservation methods for 3D artworks.


This section will study the Costa Rican conservation system at work. We will focus on the complexities of trying to manage whole bioregions for sustainable development. The effects of monetary limitations for enforcement will be studied through the interaction with managers and stakeholders. This will lead to the study of creative grassroots solutions that some regions have adopted to overcome this limitation. We will evaluate the role of international NGO’s, local activists and the scientific community. Students will develop a field research project through a group application of a holistic indicator of ecosystem health to a private biological reserve in the rain forest.

**SU Studies in CRS: Costa Rica: Human Dimension of the Green Republic**

It is necessary, in order to understand the context of the Costa Rican process, to study the basic characteristics of its society: history, culture, institutions, economy, etc. This part of the program will do this through a combination of field visits, exercises and lectures. We will give special emphasis the process of social change that began in the nineteen forties and resulted in the social-democratic structure of the Costa Rican society. The studied subjects will also include social and cultural consequences of the “new” economic trends in the country. This combination will lead us into the discussion the forces that shaped the great environmental reform of the nineteen nineties. We will explore the main characteristics of Costa Rica's protected area system. To understand the role of the private sector in this conservation effort we will visit ecotourist developments throughout Costa Rica, and meet with local officials, tour operators, and conservationists. Comparative trips to other Central American Countries will help students understand the uniqueness of the Costa Rican.

**SU Studies in CRS: Costa Rica: Third World Development & Environmental Policy**

With a large percentage of the world’s population living in poverty in less developed countries, many third world nations seek economic and industrial development as a means of solving a vast number of social ills. This course analyzes the phenomena of development and its social and environmental impacts from the perspectives of history and social science. Students not only study the literature and theory of development, but also investigate specific development projects in the third world. Among the issues and questions considered in the course are: What are the motivating factors for development? What strategies are there for alternatives to the importation of development models? What kind of development is desirable and how is this determined? How can the conflict between the need to exploit natural resources and conserve the environment be addressed?

**SU Studies in ES: Insect Ecology**

Insects are the most diverse group of animals, and their populations often have dramatic effects—both positive and negative—on agricultural productivity. Taught within the context of the courses Agroecology and Southwestern Natural Systems Agriculture, this course will examine insect diversity and population dynamics in local ecosystems around the Chino Basin. How insect populations behave in natural systems will then be compared with their population dynamics in cultivated fields at the College’s Jenner Farm. Students will study how different cropping strategies such as intercropping, crop rotations, and resistant crop selection affect insect herbivore and predator abundance and diversity. Students will also explore and discuss insect control measures such as pheromone release, beneficial insect release, and integrated pest management.
Sudden Fiction: The Art of the Very Short Story
In this block course, we will examine and write very short stories. In our discussions, we will attempt to identify why this subgenre of short fiction has become so popular; define some of its distinguishing characteristics (how it seems, for instance, to be a cross between a poem and a short story); and classify and analyze its inherent strengths and limitations. Students will write and revise approximately ten short-short stories.

Summer Studies in Alaska: Natural History of Alaska
This course is an introduction to the ecological diversity of Alaska. Students will travel throughout Alaska to study principles of communities and ecosystems, and geographical ecology. They will also investigate how northern landscapes and climates interact to produce major patterns of vegetation, and how animals adapt to these patterns. Students will learn to identify the dominant plants typical of the climatic regions of Alaska, from the rainforests of the south-central coastal areas, to the Interior boreal forest, to the tundra of the Arctic and alpine regions. Principles of animal distribution and adaptation will be introduced through indicator species of each region studied.

Summer Studies in Alaska: Topics in Geography: Alaska
This course applies theoretical concepts in physical-, cultural-, and bio-geography to specific regions of Alaska. Interrelationships between landscapes, ecological systems, and human cultures, past and present, will be explored. Students will analyze and compare temperate rainforests, interior forests, and arctic and alpine tundra in the contexts of geomorphic development, ecological habitat, and human lifeways. In addition to intensive field experience and interviews with local people, students will engage with course material through lectures, readings of primary literature, and seminars.

Summer Studies in ES: Agroecology
In this century, people have had great success manipulating energy intensive inputs as well as crop genetics to reduce ecological limitations for agricultural production. Some of this success, however, has been achieved by trading off future productivity or sustainability. For example, high yields today may come at the cost of serious soil erosion, or extreme dependence on non-renewable fossil fuels. In this course, we will explore the ecological basis of many basic farming practices. We will investigate the importance of soil organic matter and native soil fertility, crop diversity and genetic diversity, water availability and conservation, insect herbivore and predator dynamics, the effects of various tillage approaches, and the role of domesticated animals in agro-ecosystems. The ecological underpinnings and sustainability of agricultural systems from around the world as well as local farms will be interpreted.

Summer Studies in ES: Contemporary Issues: Alaska
Alaska, one of the last strongholds for “wild” in North America, is also the epicenter for some of the nation's most hotly contested environmental issues. In this course students will research the controversies that dominate politics in the 49th state: oil development in the Arctic, the gray wolf sterilization and eradication program, proposed large-scale timber harvest in the Interior, Indigenous sovereignty and subsistence, large-scale mining, the Tongass National Forest, and the decline of commercial fishing, to name only a few. Students will read widely. They will also meet with environmental activists and developers, both groups who consider The Last Frontier their last best chance to pursue their interests.

Summer Studies in ES: Plant Breeding for Sustainable Agriculture: Theories and Methods
This class will cover all of the fundamental concepts needed to frame breeding objectives in the context of environmental challenges, organic market needs, and sustainable cropping methods. Students will demonstrate practical breeding techniques to achieve specific goals in field plots. They will also be involved in ongoing breeding projects, performing pollinations and actively selecting several crops in the field. The class will cover the genetic basis of Mendelian principles, crop co-evolution, and the population structure of self- and cross-pollinated crops. Discussions on increasing the diversity and genetic breadth of specific crop types for sustainable farming systems will be emphasized throughout the course. The practices and goals of genetic engineering and modern plant breeding for high-input monoculture systems will be assessed in a cultural, historical, and environmental context. Field days will be used to visit breeding nurseries and farms producing organic vegetable seed in the Southwest.

Summer Studies in ES: Southwest Natural Systems Agriculture
Natural Systems Agriculture is a term coined by Wes Jackson and his colleagues at the Land Institute in Salina Kansas. It refers to agricultural systems that are designed to mimic the structure and function of natural plant communities of specific ecosystems. Considerable work has been carried out in the Midwest
to develop a prairie-like Natural Systems Agriculture, but little work of this type has been done in the Southwest. In this course we will evaluate the biological and ecological characteristics of numerous native or introduced plant species for their potential use in a Natural Systems Agriculture. Students will study the plant species as they exist in the wild and will experiment with propagating and cultivating the plants at the College's experimental farm in Skull Valley. Students will also evaluate the ethnobotanical backgrounds of the potential crop species. This course is an important part of a long-term project to develop a viable set of crop species for use in a Southwestern Natural Systems Agriculture.

**Summer Studies in Sierra Nevada III: Philosophies of Interpretive Naturalists**

This course will consider the historical influence wilderness has had in shaping our contemporary philosophies and attitudes. We will examine the effect wilderness has had on art, literature, and political thought in America. We will follow a historical route beginning with Henry David Thoreau, consider the life and writings of John Muir and Aldo Leopold, and culminate with Joseph Wood Krutch's The Great Chain of Life.

**Systematics of Seed Plants**

In this course students become acquainted with the aims and principles of plant systematics and the various philosophies and areas of research that contribute to this modern science. Students will develop skills in using and interpreting taxonomic keys and plant descriptions for the purposes of identifying plants and become familiar with the characteristics used to recognize important plant families, genera and species of the flora of the southwestern North America. Students will learn to recognize natural variation, its causes and importance in classification. The field and laboratory components of the course will emphasize identification skills and methods for collecting and preserving plant specimens for scientific study. Course content and geographic emphasis of the course may vary depending on the instructor and season.

**The “F Word”: Feminism, Women & Social Change**

What does it mean to be a woman? What is feminism? Is it outdated? Have women achieved equality? How have changes in women's and men's roles affected the sociopolitical landscape in America? Over the past two decades, many have come to believe that feminism is dead, or should be. However, when large groups of people are surveyed as to their beliefs about gender roles, by and large those polled strongly agree with feminist principles and values, although balk at being referred to as “feminists”. Feminist scholars have now deliberately coined the term “The F Word” when referring to this backlash against feminist terminology. This course explores these questions and examines the interaction between gender and other social stratifiers such as race, culture, class, age, sexual orientation, and ability. We will address the role of systems of social injustice; explore avenues for creating both individual and collective change through social action; examine global issues; and study women from other cultures.

**The Alchemy of Awareness**

This course will cover a variety of concepts and practices concerning mindfulness and how it can be utilized to overcome emotional reactivity. Students will study and practice meditation, Yogic breathing, and Chinese movement as described by Bennett-Goleman in Emotional Alchemy and Eckhart Tolle in The Power of Now. By developing advanced observational skills using all sensory modalities, students will learn how to orient experiences around a reference point of awareness and trust. This point of observation allows the participant to become alert to 'emotional echoes' which often result in unconscious maladaptive reactions to situations. By observing their attachments to these reactions, students can become more active in choosing their thoughts, words, and actions. Students will also witness the healing pattern of insight and compassion that can occur in the 'alchemy of awareness.' By becoming familiar with these elements of the human condition, students will learn more about how to deal with difficult situations.

**The Ancient People: Literature & Prehistory in the Southwest**

This field-based course invites students to experience the prehistoric Southwest through literature and the exploration of ancient sites. Imagine the Four Corners a thousand years ago, not the wilderness that Europeans would later call it, but an environment richly peopled by Puebloan cultures that flourished for a thousand years before they mysteriously abandoned their homes. For nearly five hundred years, European and American explorers, settlers, and more recently tourists have wondered at the ruins, artifacts, and rock art images left behind by the ancient Puebloans, and a small but striking literature has developed recording this fascination in fiction, personal narrative, and poetry. During this course we will be examining that literature, not in the classroom but by “reading in place,” that is to say, reading in the field at the very ancient sites our books describe. Some of the authors we will be reading include Willa Cather, Tony Hillerman, Simon Ortiz, Leslie Marmon Silko, and Ann Zwinger.
Students will respond to this moderate amount of reading in on-site field discussion sessions, journal writing, and one extended creative project.

The Art of Making Dance
This course introduces students to the skills of movement composition and provides an exploration into the underlying conceptual motivations of choreography. The components of visual design, theme and variation, rhythm, chance procedures, and dynamic tension will be studied. People are the medium through which this art form is expressed, so it is also crucial for a choreographer to develop the capacity for understanding self and others. Students will explore a combination of compositional skills and movement improvisations, which will provide the groundwork for making dances expressive of each student’s unique artistic vision. The class will attend live performances and study seminal choreographers of the twentieth century and current trends in contemporary dance. Students are encouraged to take this course to increase their knowledge of dance and artistic composition, gain self-knowledge through their physicality, and prepare for production and performance courses. Students of all skill levels who are looking for an exploratory immersion in dance-making are welcome. The focus of this course is on skill building in choreography rather than on creating a culminating performance.

The Bicycle: Vehicle for a Small Planet
This course will explore the multifaceted role of the bicycle as a vehicle for personal and community transformation. Students will examine the cultural, social, historical, and technological significance of the bicycle through independent study, in class activities, films, and community-based interactions. The skills of riding in traffic and maintaining and repairing bicycles will be learned and practiced throughout the course. Students will investigate the state of local community attitudes, resources, and infrastructures related to bicycling. A key course goal will be reaching out to the larger Prescott community through the facilitation of appropriate bicycling workshops, seminars, or events. Students should expect to become better skilled and informed cyclists with the skills and knowledge to serve as ambassadors for the benefits bicycling can bring to individuals and communities.

The Camera, Servant of the Photographer’s Eye
The camera—“the object that may be the only true marriage of science and art”—is the focal point of this course. Photography has always been influenced by technical developments in the photographer’s equipment. This course will explore the visual syntax of the photographic image as it is related to the choice of camera. Through experimentation with a variety of cameras such as pinhole, 35mm, Holga, disposables, medium and large format, students will explore a range of subject matter and critically examine aesthetic approaches. Students will also study the historical development of the camera and contemporary practices. The course will involve extensive field/location shooting and lab work to create a final portfolio of images.

The Derivative Image: Abstract Painting
In this course students will learn a variety of painting techniques in acrylics and oils while developing a personalized language of abstraction. The course will begin with perceptual exercises, from which students will work towards varying degrees of abstraction. Students will develop content and imagery along individualized themes, and be challenged to articulate their ideas with painting approaches that support their thematic interests. This course will cover significant artists and trends in the history of abstract art, as well as look at the relationship of visual art to modes of abstraction in literature and performance. Students will develop technical skills in acrylic, oil, and mixed media painting, while learning approaches to image development, juxtaposition, color theory, inclusion of text, appropriation, and critique.

The Othering of American Literature
A whole cast of often minor characters exists within American literature – variously marginalized, made-fun-of, used, chastised, stereotyped, silenced, and sometimes dehumanized characters who did not fit the prevailing model of American identity and behavior. This course asks a central question. What happens to the way we read American literature when we take minor or otherwise marginalized characters and make them the center of our reading attention? That is, what happens when we intentionally “misread” a book as if it were about its minor characters? Moving from early American exploration and promotional literature, through the nineteenth century, to the present, we will look at the historical contexts of the books we read to better understand literary events from the perspectives of minor characters and compare what we learn to what we take to be the perspectives embodied in the books themselves, that is to say, what the books seem to want us to think. Learning in this course will be based on assigned readings, lively discussion, collaborative work, both critical and creative writing projects, and student-led instruction.
Theatre and Social Change
In this course, students will examine the role of playwrights and performers as social commentators and activists by studying the theory, techniques, literature, and history of theatre, including avant-garde and political theatre. Using research, students will develop and participate in creative projects, both individually and as a class. Students will engage in both creative and critical writing assignments to explore the connections between the theatre and its communities.

Theatre Production
Theatre Production is a practicum course that explores the process of creation and collaboration in the theatre. The members of the class work as an ensemble under the direction of the instructor to accomplish all the necessary tasks involved in producing full-scale performances of a play. Students will be involved in some combination of the following: acting, directing, technical crew, lighting, props, costumes, set construction, publicity. The class attends plays presented by other companies, and each student documents learning through a written portfolio of assignments including character sketches, play reviews, rehearsal notes, and a final synthesis essay. Meeting times will vary, but a complete rehearsal schedule will be provided, and additional meetings for field trips and work calls will be scheduled in consultation with the class.

Therapeutic Use of Adventure Education
This is an advanced-level course for students seeking a combination of skills in both Adventure Education and Human Development. It will be highly experiential, as well as being based on a strong theoretical foundation. The course will start with some time on campus exploring wilderness therapy models and theory, and participating in a local service project. During the campus phase of the course, students will choose from a range of special populations and begin research for a paper on this population. An extended field component of the course will allow students to explore what it is about the wilderness setting that is therapeutic for most people, and will serve as a starting point for study of designing wilderness experiences for special populations. Time will be spent examining those groups who most often receive wilderness programming as an adjunct to traditional treatment programs. Populations covered generally include: youth at risk, disabled, survivors of sexual abuse, and individuals in recovery from drug and alcohol addiction.

Transpersonal Psychology
This course explores the foundations of transpersonal psychology, often referred to as the “fourth force,” and the most recent development in the field. Students discover how this modern force reaches back to the Greek derivation of “psychology,” the study of the “psyche,” a term that originally signified the “soul.” Thus the course is a psychological exploration concerned with ultimate motivations and questions of purpose. Topics and themes include: the nature and evolution of consciousness; altered states; eastern theories and practices; “peak” experiences; the confluence of modern western science and mystical traditions; and the co-mingling of psychology and religion. The course is designed with both theory and practice in the interest of developing a form of psychology that is responsive to the emerging perils and promises we face in the 21st century.

Tropical Biology: The Natural History of Costa Rica
Although only the size of West Virginia, Costa Rica boasts an impressive diversity of habitats and their associated floras and faunas. Over 820 bird species, about 200 kinds of mammals (half of which are bats), numerous reptiles, amphibians, and insects, and a multitude of plants are found in this tropical land, which has attracted research biologists from around the world. This field course emphasizes not only the identification of plants and animals, but also an understanding of the complex interrelationships between and among the life forms and physical conditions that constitute tropical environments.

U.S.-Mexico Interface: Immigration – An Introduction to U.S.-Mexico Border Studies
This course examines the social, cultural, economic and environmental impacts of U.S. border enforcement practices and immigration policy. After a period of preparation and research in Prescott, the class travels through southern Arizona and northern Sonora for an intensive, experiential analysis of the U.S.-Mexico Border region. This includes visits to communities on both sides of the border, interviews with U.S. and Mexican officials and residents, immigration reform activists, humanitarian and human rights organizers, and communities and institutions most directly impacted by immigration policy and border enforcement.

Vertical Margins: Literature of Mountaineering & Exploration
Climbers and explorers tell good stories. Since the mid-nineteenth century, mountaineers and explorers returning from their travels to their desks have produced an extensive, varied, and provocative body of literature that tells us much about the full complexity of encountering mountain and wilderness landscapes.
During this course, students will have the opportunity to sample this literature. Reading in a variety of genres, including autobiography, non-fiction narrative, biography, fiction, poetry, and journalism, we will discuss mountaineering and exploration literature in terms of individual invention, genre, historical context, and cultural documentation. Assigned readings might include such works as Maurice Herzog’s “Annapurna,” Felice Benuzzi’s “No Picnic on Mount Kenya,” Jeff Long’s “The Ascent,” Ernest Shackleton’s “South,” and Jim Perrin’s “Mirrors in the Cliffs,” as well as selections from a variety of climbing and exploration journals. Learning will be self-directed and often collaborative and will include discussion, critical and creative writing work, and group projects and journals. Learning will be self-directed and often collaborative and will include discussion, critical and creative writing work, and group projects.

**Vintage Verse**

When asked to define poetry, poets tend to be purposefully evasive. Frost said, “Poetry is the kind of thing poets write.” Coleridge said, “The best words in the best order.” These definitions, nevertheless, reflect the purpose of this introductory literature course: to familiarize students with the works of revered poets, conventional language, techniques and forms, and the inventions that have transformed notions of acceptable content and form. This overview of the genre is discussion-based and is strongly recommended for both literature and creative writing students. The readings will be focused primarily on English and American figures whose work continues to influence contemporary poets, but will also include works in translation. These will include King Solomon, Sappho, Shakespeare, Marvell, Blake, Yeats, Dickinson, Eliot, Pound, Li Po, Stevens, Cummings, Williams, Neruda, Wright, and others. This course demands extensive reading, discussion, and analytic writing.

**Visual Arts Exhibition Practicum: Gallery Management**

This course is for students to participate in a working cooperative of gallery management and operations for designated visual arts spaces on the Prescott College campus including the Gallery at Sam Hill Warehouse. Under the supervision of the instructor, students will be responsible for all aspects of gallery management which including exhibition installations, assistance with art archive, public relations, establishing an annual fundraising event, and coordinating the student visual arts competition. This course can be repeated for upper division credit. Students will explore a variety of gallery and museum preparation and presentation techniques, policies and professional logistics.

**Visual Arts Professional Practicum**

This course will provide all Arts & Letters students with valuable professional preparation. Any student interested in professional work as a writer, editor, actor, director, dancer, painter, photographer, sculptor, curator, arts manager (or any other artistic pursuit) is encouraged to take this class. Activities will include, but are not limited to, the following: photographing artwork; constructing resumes, artists’ statements, letters of intent, statements of philosophy, query letters, cover letters; researching agents, publishers, contests, grants, professional organizations, conferences, and residencies; applications for all of the aforementioned; submitting work to galleries/magazines/competitions; designing business cards, letterhead, websites. Students will learn to locate, read, write, and discuss critical reviews of relevant art forms, and to participate in self and peer critiques. We will examine legal aspects of ownership and copyright. Course may be repeated for UD credit.

**Voices from Latin America**

In this course students will become familiar with a variety of modern and contemporary authors from several regions within Latin America. Students will read poems, short stories, and novels in translation, examining the cultural and historical implications of the works as well as thematic and structural concerns. The reading list will include authors such as Pablo Neruda, Jorge Luis Borges, Juan Rulfo, Gabriel García Márquez. This course requires extensive reading, discussion and writing.

**Voices from the American Mosaic**

In this course, students will become familiar with modern and contemporary authors whose voices are unique in responding to an evolving America, and whose works, when considered together, create a bigger picture, a mosaic, of what it can mean to be human beings within the varied landscapes and cultures that constitute America. Students will examine the historical implications of the works as well as the thematic and structural concerns. The reading list may include works by Mark Twain, William Faulkner, Zora Neale Hurston, Toni Morrison, John Steinbeck, Vladimir Nabokov, and Chang-rae Lee. This course requires extensive reading, discussion, and writing.
Voices from the World Mosaic
In this course, students will become familiar with modern and contemporary authors whose voices are unique in responding to an evolving world, and whose works, when considered together, create a bigger picture, a mosaic, of what it can mean to be human beings within the varied landscapes and cultures that span the globe. Students will examine the historical implications of the works as well as the thematic and structural concerns. The reading list will include established and emerging authors from Europe, Asia, Africa and the Americas. This course requires extensive reading, discussion and writing.

War and Peace in Film and Literature
War and Peace have been central themes in literature dating to antiquity, including works such as the Bible and the Bhagavad-Gita. In the modern era, film and cinema likewise have explored issues of war and peace since the earliest days of the medium and continuing through the present. This course will consider the effects of images of war in fiction and film, as well as the potential for peace conveyed through such media. By screening films and reading foundational texts, the course will investigate issues of war and peace in historical and contemporary contexts, drawing upon both documentary depictions and the power of speculative fiction. The aim will be to develop an understanding of the centrality of war in film and literature, and to assess the challenges of promoting peace under such conditions. To that end, in addition to a series of required analytical essays, students will be asked to keep a detailed journal of critical inquiries into the films viewed in class, which will explore both the nature of war and the prospects for peace.

Water in the West
This course is a comprehensive survey of the role of water resources in the development and life of the western United States. Topics include basic hydrology, the quantity and quality of water sources, water uses and distribution, water supply management and development, water politics and laws, history, and current status of water supply problems. Arid regions in other parts of the world will be reviewed, as will proposals for the future.

Weather and Climate
This is an introductory course on the atmospheric environment: basic descriptive meteorology. Topics covered include: global climate, climate changes, the behavior of air masses, energy exchanges in the atmosphere, atmospheric moisture, cloud development, precipitation, winds, and severe storms. Weather in the western United States is emphasized.

Western Bodywork Modalities: Theory & Practice
This is a survey course in western bodywork modalities. The student will study both the theory and practice of various western approaches to bodywork, including Swedish Massage, Connective Tissue Massage, Neuromuscular Therapy and Sports Massage. Learning will be didactic and experiential in nature. Successful completion of this course (along with the corequisite courses) will prepare the student to take the National Certification Board for Therapeutic Massage and Bodywork Examination and practice as a Certified Massage Therapist.

Wetland Ecology & Management
Wetlands, declining in both extent and quality, have become habitats of global concern. In this class, students are exposed to the diversity of wetland types in Arizona, concentrating on physical and biological characteristics, ecological relationships, and conservation approaches relating to freshwater wetlands. Special emphasis will be given to the Verde River watershed. Field trips will sample wetland ecosystems under the jurisdiction of the diverse entities (e.g., municipalities, Arizona Game and Fish, U.S. Fish and Wildlife Service, Bureau of Land Management, U.S. Forest Service, National Park Service, The Nature Conservancy, and private ownerships). Students will document their learning process in portfolios and in the form of papers presented as a proceedings.

Whole Athlete, The
This course takes holistic approach to physical training and coaching. Modern and traditional principles of exercise physiology will be studied from eastern and western medical traditions. “Alternative” training methods are also considered. This foundation will then be applied in rigorous student-designed exercise programs; these programs are integral academic components of the course. Students will learn techniques for increasing body and mental strength and their connection to the health of the whole person. An emphasis will be placed on the study of awareness as an athlete. The goal of the course is to raise levels of overall fitness and bodily awareness. Students are encouraged to look beyond issues pertaining to their
own health and discover how methods acquired in this course can be transferred to others while working in a facilitator role such as coach, outdoor instructor, or classroom teacher.

**Wilderness Emergency Care**

This course combines theoretical information with practical skills and common sense. The curriculum is designed to make the student proficient in administering care to the sick and injured. An emphasis is placed on the wilderness context of prolonged transport, severe environments, and improvised equipment. Successful completion results in two certifications: American Heart Association's CPR and Wilderness First Responder through the Wilderness Medicine Institute of the National Outdoor Leadership School.

**Wilderness Exploration & Landscape Studies I: Expeditionary & Technical Skills**

This course will introduce students to fundamental expedition skills and models through presentations, discussions, and practice. Topics will include minimum impact camping techniques, map and compass, equipment use and management, group living and decision-making processes, public land access issues, and recreational considerations in a variety of environments. We will also investigate fundamental theories and current issues in expedition leadership. In rigorous field settings, students will cultivate proficiency in outdoor technical skills congruent with the environment in which they are traveling.

**Wilderness Exploration & Landscape Studies I: Expeditionary & Technical Skills for Coastal Exploration**

This course introduces students to fundamental sea kayaking, freediving, and expedition skills and knowledge through presentations, readings, discussions, and practice. Topics include minimum-impact camping techniques, navigation, equipment use and management, group living and decision-making processes, public land access issues, and recreational considerations in the coastal environments of the Northern and Central Gulf of California. Students also investigate fundamental theories and current issues in expedition leadership. A significant portion of the course is spent on the water in sea kayaks. Sea and weather risk assessment and paddling and rescue skills are emphasized and practiced in a variety of conditions.

**Wilderness Exploration & Landscape Studies I: Expeditionary & Technical Skills for River Environments**

With the Green and Colorado Rivers as our floating classroom, this course will introduce students to the fundamentals of whitewater rafting and river expedition skills. Through readings, extensive first-hand practice, class discussions, and presentations, students will learn about expedition planning and logistics, group management and outdoor leadership, Leave No Trace practices, raft repair and maintenance, boat piloting, whitewater hydrology, safety and swift water rescue, and recreation on public lands. Students will also investigate fundamental theories, current issues, and historical perspectives in expeditionary leadership, and develop strategies that help create an effective learning community.

**Wilderness Exploration & Landscape Studies II: Canyon Country Geography**

This course is an exploration of landscapes of canyon country of the Colorado Plateau. Study will emphasize physical, biological, and cultural geographic factors at work in this varied environment. The curricular focus will be on geomorphic processes and landscape evolution, weather and climate, aridity and desertification, and geographic patterns of distribution and migration of flora, fauna, and past human occupation. This course has a strong regional focus but also includes a survey of arid regions and desert people across the globe.

**Wilderness Exploration & Landscape Studies II: Desert Geography**

This course is an exploration of arid landscapes and the physical, biological, and cultural geographic factors at work in these environments. We will survey defining characteristics of arid environments, desert types (“hot” and “cold” deserts, Sonoran, Mojavian, Chihuahuan, and Great Basin, etc.), geomorphic processes and landscape evolution, desert weather and climate, biogeography of desert flora and fauna, and human cultural lifeways in arid environments. This course has a regional focus but also includes a survey of desert regions across the globe.

**Wilderness Exploration & Landscape Studies II: Introduction to Marine Science**

This interdisciplinary field course compares and contrasts the varied coastal environments of the Northern and Central Gulf of California, and affords students the opportunity to build a strong foundational knowledge in a wide variety of marine sciences. Coastal explorations are used to study relevant topics in oceanography, marine biology, ecology, natural history, and coastal conservation. The large geographic area that the course area encompasses gives students the unique opportunity to expe-
orientially study these concepts and apply them in ecologically varied settings.

Wilderness Exploration & Landscape Studies II: John Wesley Powell's Journey/Expl of CO Plateau
In this course, whitewater rafting and river expeditioning are utilized to study the natural history, cultural history, and contemporary conservation issues of the Colorado Plateau with an emphasis on the region's river systems and watersheds. Through readings, first hand observations, and field exercises, students will study the Plateau's geology, biogeography, and riparian landscape ecology, and learn to identify the common plant and animal communities. An overview of the Plateau's human history – both Native American and European – will include a special focus on the John Wesley Powell expeditions and other historic figures of the Colorado River system. These studies will set the stage for exploring current conservation issues related to public lands, river conservation, and water resource management on the Plateau. Finally, from an educator's perspective, this course provides students with an experiential model of how a bioregional theme can be used in wildlands-based adventure education.

Wilderness Exploration & Landscape Studies II: Mountain Geography
This course is an exploration of mountain landscapes and the physical, biological, and cultural geographic factors at work in mountain environments. We will survey mountain building processes, geomorphic processes and landscape evolution, mountain weather and climate, snow dynamics, basic glaciology, biogeography of mountain flora and fauna, and human cultural lifeways in high mountain environments. This course has a regional focus but also includes a survey of mountain regions and mountain people across the globe.

Wilderness Exploration & Landscape Studies III: Landscape Exploration and Interpretation
This course focuses on developing techniques for exploring and interpreting wilderness landscapes, and builds on foundational knowledge and experience in both geography and wilderness travel. Within the context of a specific wilderness region, the relationships among regional geologic history, pertinent geomorphic processes, regional weather and climate, biogeographic patterns among flora and fauna, and human history will be explored. Expeditionary skills will be applied to place by practicing relevant travel skills (may include rafting, backpacking, skiing, and/or mountaineering depending on focus and location of course), investigating regional terrain considerations, and all aspects of planning and implementing extensive backcountry explorations in the specific region. Throughout the course students will practice qualitative interpretation of landscapes through intensive field journaling, written and oral synthesis, and a personal research component.

Wilderness Exploration & Landscape Studies III: Teaching & Facilitation Methods for Adventure Ed
This course builds on students’ knowledge of basic expedition and technical skills by allowing them to study and practice the implementation of adventure education activities. Topics include ethically responsible group management, risk management, and lesson planning, as well as facilitation skills such as framing, delivery and debriefing. Students are guided in implementing activities and lessons for their peers. Focus is placed on teaching expedition and technical skills, Leave No Trace, and natural history topics. Students take a major role in course planning and logistics, decision-making, and the establishment of an effective and mutually supportive community of traveling scholars.

Wilderness Leadership, II
See Phase I for Course Description for all 3 phases.

Wilderness Leadership, I, II, III
This is an advanced course for students emphasizing Wilderness Leadership or Adventure Education as a competence or strong breadth. Leadership skills and theories are introduced in practical ways through a series of outdoor expeditions and field experiences. Intensive debriefing will define pertinent issues. Students will, at times, take responsibility for curriculum planning, logistics, decision making, and safety, with the instructional staff maintaining close supervision. Related topics such as expedition behavior, group dynamics, interpersonal communication, leadership theory, and teaching methods will be covered in a variety of ways. These will include group discussions, field exercises, and analyses of group and individual performance. In an effort to learn from each other and practice oral presentations, students as well as staff will conduct discussions on pertinent topics. Students need to demonstrate maturity, initiative and proficiency in foundational outdoor skills (i.e., the Adventure Education course). In addition to the stated prerequisites, students are required to have technical skills specific to course activities. See Prerequisites and Special Notes for all information.*

*Specific technical skills focus will vary depending on the season and year. Students may sometimes choose to take more than one version of this course.
Wildlife Management: Applied Conservation Biology
Preservation of biodiversity is supplanting old notions of wildlife management. This intensive course, a sequel to Conservation Biology, will expose students to the wildlife management field—past, present, projected future. Aspects of population biology and demography and visit wildlife refuges and other managed lands, meeting with administrators, biologists, and researchers active in the field will be examined. Subjects to explore include captive breeding and reintroduction, waterfowl biology, and community-based conservation.

Women and Power in Latin America
Women have long played instrumental roles in both public and household spaces of Latin America, but their contributions have not always been acknowledged. With an emphasis on the last thirty years, this course will examine women’s resistance from settings of political authoritarianism to recent contexts of democratic transition and neo-liberal economic restructuring. Themes to be examined include the politicization of motherhood, women in the labor force, social reproduction and domestic duties, women’s roles in revolutionary movements, political inclusion, participation in non-governmental organizations, and changing notions of gender and resistance in 21st century Latin America.

Women’s Literature
This discussion-based course will focus on nineteenth and twentieth century works by women authors from a variety of cultural backgrounds. Authors may include: Kate Chopin, Edwidge Danticat, Kaye Gibbons, Charlotte Perkins Gilman, Toni Morrison, Tillie Olsen, Leslie Marmon Silko, Louise Erdrich, Francine Prose, and Hisaye Yamamoto. Three writing assignments will progress from informal to more formal analysis and research. In the first unit, Reader Response, students interact with a chosen text in a playful, inventive way. In the second unit, Critical Analysis, students learn to interpret a text and support that interpretation with textual evidence. In the final unit, students have three choices: 1) to expand the critical analysis from Unit Two into a research paper; 2) to write a paper on any women’s issue touched on in the literature; or 3) to write a substantial creative piece (story, essay, memoir, play), inspired by the material of the course, exploring some aspect of the female experience. Pairs of students will be assigned to lead discussion on several texts from the series Women Writers: Text and Contexts, which introduces students to various approaches to criticism.

Women’s Studies: Cross Cultural Perspectives
This course will provide an overview of gender differences, emphasizing the status and roles of women in several cultural contexts. A cross-cultural analysis provides a means to view the power of social institutions to determine sex roles. While gaining an understanding of the socialization of women, we will attempt to identify our own “essential selves,” independent of our socialization as women. Readings will include current reports on the status of women around the world, psychological accounts of gender differences, ecofeminism, anthropology, and biography. Students will be expected to facilitate discussions based on individually chosen reading material.

Women’s Topics in Wilderness Leadership
In this course, students will explore women’s unique psychology, learning styles, and group behaviors in the context of wilderness expeditioning. The ultimate intention will be to discuss and develop methods for effectively serving female adventure education participants. Building competence and confidence, students will practice technical skills, which may include rock climbing, backpacking, canyoneering, boating, mountaineering, navigation, and low-impact camping in a supportive, non-competitive environment. Students successfully completing this course will be more able to perform in single and mixed-gender adventure education settings as leaders and participants. This course is also intended to serve as additional preparation for upper division technical skills courses.

Women’s Wisdom and Nature
There is a call to women to access their inherent wisdom and offer leadership in relation to current planetary conditions. To step into our roles as wisdom keepers implies not only embracing our personal stories, but also going beyond the personal, into making common good for common cause. This course will draw upon a number of disciplines, with an emphasis on their relationship with the natural environment: archetypal psychology and ecopsychology. We will address areas of study relevant to women and nature including women’s rites of passage, personal empowerment, the creative arts, ceremony, recreation, and potential cycles of women’s psychological and spiritual development. Our approach will be holistic, integrating the mind, body, and spirit. We will complete the course by focusing on the integration of our studies and experiences into our personal lives and the world at large.
World Religions: Christianity, Islam, & East Asian Religions

This course provides an introduction to the world's religions, via study of their history, scriptures, doctrines, rituals, myths, ethics, and social systems/institutions. In this course students strive to grasp what “religion” is, and what it means to be religious. Students develop critical and empathetic appreciation of the religious foundations of world cultures, of the various ways humans have tried to understand the nature of reality, and the roles of religion in human community. The course includes discussion, application, and critical consideration of differing approaches to the study of religion, and gives students the opportunity to learn to identify and evaluate information resources appropriate to the study of religions. Students also reflect on their own religious backgrounds and influences and develop self-awareness about their religious worldviews. The specific religions addressed in this course include Christianity, Islam, and East Asian religious traditions (Buddhism, Taoism).

World Religions: Judaism, Hinduism, Buddhism, and New Religious Movements

This course provides an introduction to the world's religions, via study of their history, scriptures, doctrines, rituals, myths, ethics, and social systems/institutions. In this course students strive to grasp what “religion” is, and what it means to be religious. Students develop critical and empathetic appreciation of the religious foundations of world cultures, of the various ways humans have tried to understand the nature of reality, and the roles of religion in human community. The course includes discussion, application, and critical consideration of differing approaches to the study of religion, and gives students the opportunity to learn to identify and evaluate information resources appropriate to the study of religions. Students also reflect on their own religious backgrounds and influences and develop self-awareness about their religious worldviews. The specific religions addressed in this World Religions course include Judaism, Hinduism, Buddhism in South and Southeast Asia, and some new religious movements.

Writers in the Community

In this advanced practicum course, pairs of students are matched with various community groups/agencies to lead writing workshops for participants of these groups. (Possible groups might include veterans of war, elementary school children, the elderly, the homeless, and others.) The first two weeks of class time will be spent in intensive training for the field work, focusing on methods of teaching writing, exercises, strategies, goals and objectives of service learning, concept of community, and logistical considerations for the field portion. As of the third week, students will spend two class periods per week with the group/agency to whom they’ve been assigned, leading the 90-minute workshop. The third class meeting of each week will be in the classroom and will be devoted to debriefing the field sessions, exchange of ideas, reports on the effectiveness of certain teaching/writing strategies, and problem solving. Students will receive ample guidance from instructor, who will also rotate among the various field settings, on field days, to observe the sessions and offer constructive feedback to the student leaders. After six weeks of leading the community workshops, students will spend the final two weeks compiling one anthology, consisting of writing products from all the different groups. The course will end with a community presentation, during which members of the various groups will read aloud from their collected work. Students will be evaluated on four elements: Class participation; the teaching of writing; service to the community; and a final paper synthesizing the effect of community service on their learning, their own writing and on themselves as members of this community.

Writing as Performance

The benefits of performance are often discussed in terms of the audience, of the public community that views it. But performance is not only what happens in front of an audience. The act of performance, like the act of writing, can be a method for learning and exploring, one that incorporates creative and critical thinking, problem-solving, analysis, and making choices that effectively communicate meaning and intention. This course examines the practical and theoretical links between writing and performance. Readings, discussions, and assignments focus on performance as a means and an end to creative writing. Students will experiment with projects in writing, performance, and interactive combinations of these areas, create new written works, and perform works created by themselves and others in the class. At the end of the term, a studio performance will showcase the students' creative work.

Writing Workshop

This class has three primary purposes: 1) to help students develop writing strategies that reduce anxiety and produce quality work; 2) to help students identify a specific reader and purpose in order to translate exploratory writing into expository writing; and 3) to practice different forms of writing (e.g., narrative, evaluative, analytical, and argumentative) to increase flexibility. Peer and instructor responses help students develop an editorial eye for clarity and the ability to read one’s own writing critically. Students study
published writing to enlarge their understanding of rhetorical methods of development and to explore and refine their personal writing style.

**Yoga Teacher Training and Certification**
This course is designed for students who would like to deepen their personal yoga practice and receive foundational training in the art of teaching yoga. Extensive training and practice in the techniques of asana, pranayama, meditation, and chanting will be a central part of this class. We will also explore teaching methods and such topics as sequencing, details of alignment, variations for different populations, verbal and hands-on adjustments, and verbiage for safely leading others in and out of postures. The course will also include academic work in yoga philosophy focusing on yoga history, lifestyle and ethical issues, anatomy (western and esoteric), and teachings from the Yoga Sutras. This course provides the contact time and content needed for a 200 hour Teacher's Certificate.

**Yoga: Philosophy & Practice**
This course introduces the theory and practice of Hatha Yoga and Meditation. It is appropriate for any student who is seeking to expand his or her consciousness and self-awareness through a regular practice of yoga. It will be predominantly experiential, but will include relevant readings and discussions of theory. Students will keep learning journals to document their experiences and assist them in the integration of the material.
On-Campus Bachelor of Arts Program Faculty

Victoria Abel, Human Development
M.S., Pacifica Graduate Institute, depth psychology; B.A., Prescott College, counseling psychology, 1992

Ellen Abell, Human Development
Ed.D., Northern Arizona University, counseling psychology, 1991; M.Ed., Columbia University, counseling psychology, 1983; M.A., Columbia University, counseling psychology, 1982; B.A., University of Delaware, psychology/ women's studies, 1981

Randall Amster, Cultural and Regional Studies
Ph.D., Arizona State University, Justice Studies, 2002; J.D., Brooklyn Law School, 1991; B.S., University of Rochester, Physics and Astronomy, 1988

Walt Anderson, Environmental Studies
M.S., University of Arizona, wildlife biology, 1974; B.S., Washington State University, wildlife biology, with highest honors, 1968

Gret Antilla, Education; Dean OnOOn
M.C., Arizona State University, counseling psychology, 1978; B.A., Arizona State University, secondary education and political science, 1971

Joel Barnes, Adventure Education and Environmental Studies
Ph.D., Union Institute and University, environmental conservation and education 2006; M.S., California State University at Humboldt, natural resource studies in wilderness and water resource management, 1991; B.A., Prescott College, environmental sciences and education, 1991

Melanie Bishop, Arts and Letters
M.F.A., University of Arizona, fiction, 1992; B.A., Prescott College, creative writing, 1996

Ed Boyer, Environmental Studies; Kino Bay Center for Cultural and Ecological Studies, Co-director
Ph.D., University of Arizona, ecology and evolutionary biology, 1987; M.S., University of Arizona, ecology and evolutionary biology, 1980; B.S., Arizona State University, zoology, 1977

Mathieu Brown, Adventure Education
M.S., Northern Arizona University, forestry, 2006; B.S., business administration, Northern Arizona University, 2000; B.A., Southwest studies, 2000

Grace G. Burford, Cultural and Regional Studies
Ph.D., Northwestern University, history and literature of religions, 1983; M.A., University of Chicago, 1978; B.A., Swarthmore College, 1973

Linda Butterworth, Reference Librarian
M.A., University of Arizona, library science, 1994; B.A., Arizona State University, history, 1992

Julie Comnick, Arts and Letters, Studio Arts
M.F.A., Montana State University, painting, 2001; B.A., The Evergreen State College, 1995

K.L. Cook, Arts and Letters

Margaret Cox, Education
M.S., University of Houston, elementary education, 1979 B.A., University of Southwestern Louisiana, upper elementary education, 1967

David Craig, Adventure Education
M.S. Ed, Northern Illinois University, 1993; B.A., California State University, Long Beach, recreation and leisure studies, 1989
Tim Crews, Environmental Studies
Ph.D., Cornell University, ecosystem biology, 1993; postdoctoral research, Stanford University; B.A., University of California at Santa Cruz, agroecology, 1983

Jordana DeZeeuw Spencer, Education/Human Development/Adventure Education
M.S., University of New Hampshire, experiential education, 2002; B.A., Yale University, 1995

Bob Ellis, Education and Environmental Studies
M.S., Western Illinois University, recreation, park, and tourism administration, 1991; B.S., University of North Texas, secondary education, biology, and earth science, 1981

Liz Faller, Arts and Letters
M.A., Prescott College, dance and transformation, 1999; B.A., Western Washington State College, sociology/anthropology, 1974

Jeff Fearnside, Arts and Letters
M.F.A., Eastern Washington University, creative writing, 2000; B.F.A., Bowling Green State University, creative writing, 1996

Anita E. Fernández, Education Faculty

Thomas Lowe Fleischner, Environmental Studies
Ph.D., The Union Institute, environmental studies, 1998; M.S., Western Washington University, biology, 1993; B.S., The Evergreen State College, field biology, 1977

Lisa Floyd-Hanna, Environmental Studies
Ph.D., University of Colorado, environmental, population, and organismic biology, 1981; M.S., University of Hawaii, botany, 1977; B.S., University of Hawaii, cell biology, 1974

Deborah Ford, Arts and Letters

Dan Garvey, President

Ed Grumbine, Environmental Studies
Ph.D., Union Institute, environmental policy and management, 1991; M.S., University of Montana, environmental studies, 1982; B.A., Antioch College, environmental studies, 1976

Zoë Hammer, Cultural and Regional Studies
Ph.D., University of Arizona, 2004, comparative cultural and literary studies; M.A., University of Arizona, 1995, comparative cultural and literary studies; B.A., Scripps College, Claremont California, 1989

David D. Hanna, Environmental Studies
M.S.T., Antioch New England Graduate School, environmental education and science teaching, 1984; B.S. Fort Lewis College, biology/ natural history, 1977

Sam Henrie, Cultural and Regional Studies
University of Arizona and Michigan State University, post-doctorate study in creative writing and literature; Ph.D., University of California at Berkeley, psychology and education, 1969; M.A., University of Utah, music and Spanish literature, 1962; B.A., Brigham Young University, music theory and composition, 1959

Jack Herring, Environmental Studies; Dean On-Campus Bachelor of Arts Program
Ph.D., University of Washington, atmospheric sciences, 1994; B.S. University of Alaska, Fairbanks, chemistry, 1989
Douglas Hulmes, Education and Environmental Studies
M.S., George Williams College, environmental education, cum laude, 1976; B.A., Prescott College, environmental science, 1974

Lee James, Adventure Education
M.S.T., Antioch/New England Graduate School, environmental studies, education

Tim Jordan, Human Development
M.A., Antioch University, psychology, 1983; B.S., The Evergreen State College, biology, 1979

Phil Latham, Adventure Education
B.A., Prescott College, wilderness leadership, 1983

William J. Litzinger, Environmental Studies
Ph.D., University of Colorado, Boulder, biological science, 1983; M.A., University of Colorado, Boulder, biological science, 1981; B.A., San Jose State University, botany, 1974

Erin Lotz, Adventure Education
M.A., Mankato State University, experiential education, 1995; B.A., California State University Northridge, leisure studies and recreation, 1991

David Lovejoy, Adventure Education
B.A., Prescott College, photography and publication design, outdoor leadership, geology, 1973

Lorayne Meltzer, Environmental Studies; Kino Bay Center for Cultural and Ecological Studies, Co-director
M.S., California State University, natural resource management, 1990; B.A., Pomona College, American studies and public policy

Charissa Menefee, Arts and Letters
Ph.D., Southern Illinois University, theatre and speech communication, 1992; M.A., West Texas State University, interdisciplinary studies, 1985; B.A., West Texas State University, English and theatre, 1983

Julie Munro, Adventure Education
M.S., Mankato State University, experiential education, 1995; Arizona teacher's certification, Prescott College, secondary earth sciences, 1990; B.A., Prescott College, outdoor education and program administration, 1985

Steve Munsell, Adventure Education
B.A., Evergreen State College, outdoor education, 1979

Delisa Myles, Arts and Letters
M.F.A., University of Colorado, dance with emphasis in performance and choreography, 1988

Dana Beth Oswald, Environmental Studies
Ph.D., University of New Mexico, anthropology, 1993; M.A., University of New Mexico, anthropology, 1979; B.A., Prescott College, anthropology, 1971

Steven Pace, Human Development and Adventure Education
M.S.W., University of Denver, 1986; B.S., Antioch University at Yellow Springs, environmental studies, 1976

Mary Poole, Cultural and Regional Studies; Director Maasai Community Partnership
Ph.D., Rutgers University, U.S. history, 2000; B.A., The Evergreen State College, education and political science, 1988

Andre Potochnik, Environmental Studies
Ph.D., Arizona State University, geology, 2001; M.S., The University of Arizona, geosciences, 1989; B.S., Sonoma State University, geology, 1983.
Wayne Regina, Human Development
Psy.D., United States International University, psychology, 1982; M.A., United States International University, marriage and family therapy, 1979; B.A., State University of New York at Stony Brook, psychology, 1977

Mark Riegner, Environmental Studies
Ph.D., State University of New York at Stony Brook, ecology and evolution, 1983; B.S., State University of New York College at Brockport, biology, 1975

Scott Risley, Cultural and Regional Studies
Ph.D., Northern Arizona University, environmental history and history of the American West, 2008; J.D., Arizona State University College of Law, 1993; B.S., Oklahoma State University 1990, political science

Roxane Ronca, Environmental Studies
M.S., University of Washington, atmospheric sciences, 1995; B.S., University of Michigan, physics, 1990

Sheila Sanderson, Arts and Letters
M.F.A., University of California at Irvine, creative writing (poetry), 1986; M.A., Murray State University, English, 1984; B.S., Murray State University, English, 1981

Paul Smith, Human Development
PhD (candidate), Prescott College, sustainability education, 2010; M.A., The Naropa Institute, transpersonal counseling psychology, 1995; B.A., Earlham College, environmental studies and educational perspectives, 1982

Jack Staudacher, Adventure Education and Human Development
M.S., Central Washington State College, environmental studies; B.S., Washington State University, wildlife biology, 1972

Carl Tomoff, Environmental Studies
Postdoctoral research (Argentine Monte and Sonoran Deserts), University of Washington, 1972–74; Ph.D., University of Arizona, zoology, 1971; M.S., University of Michigan, 1966; B.S., Xavier University, 1964
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Low-Residency Bachelor of Arts Program Goals and Components
The Low-Residency Bachelor of Arts Program seeks to fulfill the College’s mission by providing a structure and atmosphere within which students achieve competence in their chosen field, the empowerment associated with self-direction, and insight into the human and natural community while fulfilling personal and professional goals. The Program respects adults’ prior learning, both inside and outside the classroom, as a foundation for new learning and growth. Programs of study reflect students’ needs, values, and the importance of life-long learning. Students are regarded as collaborators in their educational process; they are trusted to be intrinsically motivated by personal experience and heartfelt aspirations to pursue and apply their learning in their communities. Low-Residency Bachelor of Arts Program students are often working professionals whose drive to complete the bachelor degree stems from a desire to grow in their chosen fields without having to step out of their professional networks and communities while they study. The combination of self-directed, experiential learning with community-based instruction provides a high-quality option to the residential degree program.

Degree Programs
Students can complete degrees in Adventure Education, Education/Teacher Education, Environmental Studies, Human Development, Human Services, Humanities, Management, and Sustainable Community Development. Students choose an individualized concentration, called a competence, within these degree areas. The following is a sampling of individualized competences.

Adventure Education
Adventure Education
Adventure Education with Adventure Education Focus
Experiential Education with Adventure Education Focus
Outdoor Education
Recreation Management

Education
Elementary Education
Secondary Education
Special Education: Learning Disability
Special Education: Mental Retardation
Special Education: Serious Emotional Disability
Early Childhood Special Education
Early Childhood Education

Environmental Studies
Agroecology
Conservation Biology
Environmental Biology
Environmental Education
Environmental Science
Environmental Studies
Marine Conservation Biology
Marine Ecology
Natural History and Ecology
Wilderness-Based Education

Human Development/Human Services
Aging and End-of-Life
Counseling Psychology
Ecopsychology
Equine-Assisted Therapy
Expressive Arts Therapy
Holistic Health
Human Development
Human and Organizational Development
Human Resource Management
Human Services
Human Services with an Emphasis in Social Work
Overview of the Low-Residency Bachelor of Arts Program Student Handbook

The Low-Residency Bachelor of Arts Program has compiled a set of materials that comprise the Low-Residency Bachelor of Arts Program Student Handbook: Graduation Requirements, Mentored Studies, and Mentor Handbook. Each of the sections of the handbook is available at http://www.prescott.edu/ in its entirety. The Common section of the All-College Catalog presents College-wide policies. As the handbook presents the components and policies of the Low-Residency Bachelor of Arts Program, an overview and summary of the handbook is presented here. Because program policies and procedures continue to evolve, updates of the handbook may occur throughout the calendar year. Note that the web-based versions of the handbook are current and definitive while hard copies of either may not reflect current policy in every detail. Sections of the handbook include:
Graduation Requirements

Graduation Requirements Overview
Academic Achievement Outcomes
Academic Philosophy

Components of the Graduation Requirements
  Orientation
  *Explorations in Interdisciplinary Study (EIS) Course*
  Degree Plan (DP)
  Mentored Studies
  *Liberal Arts Seminar (LAS)*
  Senior Project (SP)
  Math Proficiency Requirement
  Required Research Paper
  Application for Graduation and Final Degree Plan
  Graduation Portfolio/Eportfolio
  Official Transfer Credit Transcripts

Graduation Fee

Mentored Studies

Introduction to Mentored Studies
  Prescott College Mission Statement
  Academic Achievement Outcomes

Types of Study Contracts
  Mentored Courses
  Cohort or Scheduled Courses
  Senior Project

Writing a Study Contract
Study Contract Contents
More on Objectives
Course Evaluation
Evaluation of Mentors and Other Field Personnel
Study Contract and Course Evaluation Forms

Additional Information
  How to Identify Mentors
  Mentor Qualifications
  Who to Contact in the Low-Residency Bachelor of Arts Program

Mentor Handbook

Introduction to Mentored Studies
Mentor Responsibilities
Writing the Study Contract
Narrative Course Evaluation
Credential Documentation Requirements
Stipend Procedures
Mentor Credentialing
Questions? - Who to Call
Additional Information for Mentors
  Academic Achievement Outcomes
  Evaluating Student Writing
  Library Services for Mentors
  Assigning the Learning Journal

The Teacher Preparation Handbook is a critical resource for all students enrolled in the Teacher Certification Program. It is available at http://www.prescott.edu/academics/teachercert/adp-cert.html. Information on Life Experience Documentation is available at http://www.prescott.edu/students/adp/led.html. All forms and documents appear at http://www.prescott.edu/students/adp/forms.html.

Graduation Requirements Overview

This handbook is a set of guidelines for the completion of the Graduation Requirements for the Low-Residency Program.
Bachelor of Arts Program. Note that graduation requirements for undergraduate teacher preparation programs may follow mandates from the Arizona Department of Education and are subject to change. The following is a brief summary of the major graduation requirements which will be discussed in further detail throughout this document:

Curricular:
- Attend Orientation while enrolled in *Explorations in Interdisciplinary Study*
- Complete a minimum of 32 full course equivalents*
- Complete a minimum of 120 semester credits
- Competence:
  - 16 courses* (Approximately 60 semester credits), includes the Senior Project and *Explorations in Interdisciplinary Study (EIS)*
- Breadth 1:
  - 8 courses* (Approximately 30 semester credits)
- Breadth 2-Liberal Arts:
  - 8 courses* (Approximately 30 semester credits)
  - Minimum of 2 courses* in each: Social Sciences, Humanities, Math/Science, Communications/Writing
- A total of 10 Upper Division (UD) courses*:
  - 8 UDs in competence taken at Prescott College:
- Senior Project (SP) = 2 courses
- Graduation Eportfolios
- *Explorations in Interdisciplinary Study (in the Liberal Arts or Education) (EIS) = 1 course*
- At least 5 more courses* in Competence
  - An additional 2 UDs taken at Prescott College or at another regionally accredited institution and listed in either competence or breadth
- *Liberal Arts Seminar (LAS): The LAS course can be counted as an UD in a breadth or competence depending upon the appropriateness of the subject.*
- Ecological emphasis (evident across degree program with at least one course having a major component)
- Multicultural/Social Justice emphasis (evident across degree program with at least one course having a major component)
- Math Requirement
- Research Paper Requirement

*To count as a full course, the PC course should be 3 semester credits for students in the Teacher Preparation program and 4 semester credits for students in all other programs. A 3 semester credit transfer course taken at another college is recognized as a full course in all programs.

Paperwork:
- Application for Graduation (plus fee)
- Graduation Portfolio

**Academic Achievement Outcomes**
The Prescott College model promotes self-directed learning for its students. To ensure its high academic standards, the faculty has identified specific skills a student will possess by graduation. The program is designed to evaluate these desired outcomes throughout the student's academic career. The outcomes for assessment of student academic achievement are as follows:

**Competence in Subject Matter and Application to Real Life**
1. Literacy in the content of the chosen field, including knowledge of the basic history of the field, the important individuals and their work, the major current theories and their application
2. Mastery of methodology of that field, including a demonstrated capacity to use the basic tools such as research techniques, scholarly methods, leadership skills, modes of expression, etc., that are currently employed in the field
3. Ability to demonstrate interconnection and application of learning to real-life situations
4. Personalization/internalization of learning
5. Fulfill the program plan as required by the Faculty Curriculum Committee, including the appropriate number of upper division courses
6. Demonstration of competence
7. Overall demonstration of a breadth of education and experience
8. Self-direction in designing and carrying out a degree plan and course of study
College Level Math and Writing Skills
9. Proficiency in college level math, writing, and research

Sensitivity to Cultural Diversity
10. Awareness of, and personal responsibility toward, issues of cultural diversity, including but not limited to: race, ethnicity, class, gender, and lifestyle

Commitment to Responsible Participation in the Natural and Human Community
11. Awareness of, and personal responsibility toward, the relationship of the human community to the natural environment

Academic Philosophy
A student graduates from Prescott College through demonstrating a comprehensive theoretical understanding of the Competence (major) that is applied in some real life form through the Senior Project. In addition, the student must complete two Breadth (minor) areas that support and expand the learning within the competence. Demonstration of learning is documented at the beginning of the program through the development of a degree plan that maps out all courses and culminates in the Graduation Portfolio (GP) that reflects the learning that has occurred through Prescott College. Learning that has occurred prior to Prescott College through transferable courses and/or life experience documentation is also incorporated.

Sufficiency of learning is demonstrated through the following components:
1. A broad, theoretical basis for the student's areas of study is necessary.
2. Application of learning: in the student's Competence (major) area, practical application of theoretical knowledge can be demonstrated through a Life Experience Practicum, an internship (such as Student Teaching), or a community-based research project.

One Competence and Two Breadths
Students normally choose one Competence (similar to a major) and two Breadths (similar to minors) for their areas of study. These are based on student goals, past learning, and the core faculty's recommendations.

The major area of study is called a Competence for a reason. The student is expected to be competent in this field at the Baccalaureate level by the time of graduation. A Competence is normally comprised of at least 16 courses, including courses demonstrating practical application, and a Senior Project of at least 8 upper division credits. However, the number of courses alone does not demonstrate competence. Sufficiency of learning is demonstrated through the comprehensive design of the Degree Plan, successful completion of mentored study courses and other graduation requirements, and, finally, by the Graduation Portfolio.

The two minor areas of study broaden the student's academic background and thus are called Breadths. They may be supportive of the Competence, but should not overlap to the extent that they duplicate it. The Breadths should also differ from each other. Most students complete one breadth in the Liberal Arts and another in an area of their choice. A Breadth normally includes approximately 8-10 courses that sufficiently address essential components of the field. Again, sufficiency is based on demonstrated competence as evident in the Graduation Portfolio as well as other academic demonstrations.

Liberal Arts Breadth – Minimum Learning Requirements
Most students are required to complete a breadth in the Liberal Arts in order to demonstrate their learning in the major academic areas: Communications, Humanities, Math and Science, and the Social Sciences. Students who do not choose to complete a Liberal Arts Breadth need to demonstrate in their Degree Plan that they have learning across these areas.

Learning in each of the following disciplines will satisfy the Liberal Arts Breadth requirement:
1. Social Sciences: Psychology, Sociology, Anthropology, Economics, Geography, Political Science. (With faculty approval, certain Education courses could be included within the social sciences.)

As with any breadth, there needs to be an equivalent of at least 8 courses. To ensure a well-rounded or holistic pro-
gram, each breadth should be balanced internally and in relation to the other breadth and competence areas.

**Components of the Graduation Requirements**

All graduation components have been created to provide students with the means to demonstrate baccalaureate-level learning in their Competence and two Breadth areas within the context of a broad liberal arts background. Students should make use of this list to guide and mark their progress through the program:

<table>
<thead>
<tr>
<th>Completion Date</th>
<th>Activity</th>
<th>Time-frame</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Orientation</td>
<td>Occurs at the beginning of the first semester.</td>
</tr>
<tr>
<td></td>
<td>Explorations in Interdisciplinary Study</td>
<td>Complete in first semester</td>
</tr>
<tr>
<td></td>
<td>Degree Plan</td>
<td>Seek approval from the Curriculum Committee by the end of the EIS course/ first semester</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts Seminar</td>
<td>Complete prior to graduation application</td>
</tr>
<tr>
<td></td>
<td>Senior Project</td>
<td>Complete in the final semester</td>
</tr>
<tr>
<td></td>
<td>Eportfolio Development Lab</td>
<td>Complete by final semester</td>
</tr>
<tr>
<td></td>
<td>Capstone Eportfolio Lab</td>
<td>Complete by final semester</td>
</tr>
<tr>
<td></td>
<td>Student Teaching Application</td>
<td>Teacher Preparation Only. Due six months prior to student teaching; see Low-Residency Bachelor of Arts Teacher Certification Programs – Student Teaching Information Packet: <a href="http://www.prescott.edu/academics/teachercert/adp-cert.html">http://www.prescott.edu/academics/teachercert/adp-cert.html</a></td>
</tr>
<tr>
<td></td>
<td>Math Proficiency</td>
<td>Complete at least one semester prior to the intended graduation date</td>
</tr>
<tr>
<td></td>
<td>Required Research Paper</td>
<td>Seek approval by the Low-Residency Bachelor of Arts Program Writing Specialist at least 3 months prior to the intended graduation date; Teacher Education students seek approval prior to the student teaching application</td>
</tr>
<tr>
<td></td>
<td>Application for Graduation</td>
<td>Submit six months prior to the intended graduation date</td>
</tr>
<tr>
<td></td>
<td>Revised Degree Plan</td>
<td>Submit six months prior to the intended graduation date (if necessary)</td>
</tr>
<tr>
<td></td>
<td>Graduation Portfolio</td>
<td>Submit three months prior to the intended graduation date</td>
</tr>
<tr>
<td></td>
<td>Official Transfer Credit Transcripts</td>
<td>Complete two months prior to the intended graduation date</td>
</tr>
<tr>
<td></td>
<td>Graduation Fee</td>
<td>Pay one month prior to the intended graduation date</td>
</tr>
</tbody>
</table>

The following is an overview of the core components of Low-Residency Bachelor of Arts Program through which the Graduation Requirements are to be met. Please read these descriptions carefully and refer to them throughout the program. The Academic Program Specialist and core faculty will answer any questions pertaining-
ing to the graduation requirements. All forms related to the fulfilling of graduation requirements are available at: http://www.prescott.edu/students/adp/forms.html.

New Student Orientation
Attendance at Orientation is required of all new students. Orientation is a residency event that takes place at the start of a student's first semester in Prescott. During Orientation, students are introduced to the Prescott College philosophy, other students, and the faculty and staff. Students are also given an overview of graduation requirements, detailed practice in writing study contracts, and helpful learning tools. Although the content of Orientation changes as it responds to changing needs of students, it remains a rare and exciting time for students to come together and embark upon the educational journey ahead of them.

Explorations in Interdisciplinary Study (EIS) Course
The Explorations in Interdisciplinary Study (EIS) course begins at Orientation for all new students. Prescott College believes a liberal arts education involves integrating learning across multiple subject areas. The EIS promotes interdisciplinary learning through self-direction, communication, and critical awareness of enduring issues. The focus of the course, whether in the teacher preparation program or in the Liberal Arts, is on creating an individualized yet compelling Bachelors of Arts curriculum, writing a competent research paper, practicing research and library skills, learning to network with professionals and fellow students in the competence area, and increasing awareness of social and ecological implications of each student's competence. Faculty mentor this course, although the particular faculty teaching the EIS may not be the core faculty for every student in a given section of the course.

The EIS course also supports students' orientation to the procedures, policies, and requirements of Low-Residency Bachelor of Arts Program. Students learn to write study contracts and self-evaluations. A short, fully documented research paper is to be completed and evaluated by faculty by the end of the course. All new students must pass EIS in order to continue with their programs in the following semester; in the event that the EIS is not passed, a new student must repeat EIS and New Student Orientation in the following term. A student in the Teacher Preparation program who is readmitted after an absence of at least one calendar year is required to take and pass EIS and attend New Student Orientation upon readmission. A student in the Liberal Arts (i.e. non Teacher Preparation) who is readmitted after an absence of at least two calendar years is required to take and pass EIS and attend New Student Orientation upon readmission.

Degree Plan (DP)
The Degree Plan (previously known as the Curriculum Documentation) is a listing of all completed and proposed courses in the competence and two breadths. With the guidance of core faculty, students create a curriculum that is academically sound, balanced, and personally meaningful. Students begin working on this document at New Student Orientation and complete an approved version by the end of their EIS course. Any faculty-approved revisions to this document must be submitted at least six months prior to the intended graduation date. Blank forms and sample DPs are located at: http://www.prescott.edu/students/adp/forms.html#currdoc.

Mentored Studies
Students complete their course work using the mentored study model where they design study contracts with the help of mentors and core faculty. The study contract (also referred to as the course contract) documents the goals, objectives, and activities for a course as agreed upon by the student, mentor, and core faculty at the start of each semester. Details on writing and submitting study contracts and narrative evaluations are given in the Mentored Studies Handbook and the Mentor Handbook.

Liberal Arts Seminar
All degree-seeking students are required to complete a Liberal Arts Seminar (LAS) before submitting the Graduation Application. The LAS course counts towards a Breadth or the Competence depending upon the appropriateness of the LAS theme. Because core faculty offer a variety of LAS courses with distinctive themes, students may elect to take a second LAS if the subject matter is appropriate to either their Breadth or Competence. Most but not all LAS courses are offered via Moodle. The Course Schedule should be checked to determine the type and format of an LAS prior to registering for one.

The LAS is intended to allow students to experience the liberal arts both as a member of a group and as an individual. Whatever the theme of an LAS, it is hoped that the student will gain insight into the value and meaning of critical thinking associated with a liberal arts education.

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Senior Project (SP)
All students are required to complete a Senior Project that shows a practical application of the theory and skills gained within the program. Typically this is either an internship or extensive research project (often community-based). The Senior Project is completed in an 8-credit mentored study course for liberal arts students and an 8-credit Student Teaching placement for Teacher Preparation students during the student's final semester. Specific information about Student Teaching appears in the Student Teaching Information Packet: http://www.prescott.edu/academics/teachercert/adp-cert.html. Any students completing a research project that uses human subjects will need to develop a Participant Consent Form that is approved by their core faculty. Some projects may require review by the Institutional Review Board (IRB) with the supervision of core faculty. Students in certain fields should also review and complete the Field Placement Liability Form located in the Mentored Studies Handbook and on the website at: http://www.prescott.edu/students/adx/forms.html. Students working in their field may qualify to complete a Life Experience Practicum. Information about the Life Experience Documentation process is located at http://www.prescott.edu/students/adp/forms.html.

Students seeking teacher certification are required to complete a 12 week full-time student teaching placement as their Senior Project. The Student Teaching Application, available on the website at http://www.prescott.edu/academics/teachercert/adp-cert.html, must be turned in to the Low-Residency Bachelor of Arts Program Office at least three to six months prior to the beginning of the placement. Other graduation requirements, such as the Required Research Paper, must be approved by the Writing Specialist prior to the start of student teaching.

Graduation Eportfolios: Eportfolio Development Lab & Capstone Eportfolio Lab
All students are required to complete a capstone graduation eportfolio. To facilitate student success with creating the eportfolio, all students are required to complete the one-credit Eportfolio Development Lab and the one-credit Capstone Eportfolio Lab before the end of their final semester of enrollment. Typically, students enroll for the Eportfolio Development Lab at the same time they enroll for their first Liberal Arts Seminar. Students must enroll for the Capstone Eportfolio Lab at the same time they enroll for the Senior Project or Student Teaching. Both labs are offered online. The credits may be applied to either the competence or breadth areas of the Degree Plan.

Math Proficiency Requirement
Three options are available for students to obtain math proficiency:
1. Receive at least a C in an approved math proficiency course transferred from another accredited college (or taken at Prescott College). These courses include College Algebra, College Mathematics (e.g. Math 142), Finite Mathematics, Trigonometry, Precalculus, and Calculus. Any course with a different title must be approved by the Curriculum Committee.
2. Complete the College Level Essential Mathematics (CLEM) test through Prescott College with a score of 80% or better. Contact the Academic Program Specialist for information about taking the CLEM.
3. Successfully complete the Mathematical Explorations course through Prescott College (or an equivalent course from the Prescott College Residential Degree Program).

Course description: Mathematical Explorations provides liberal arts and education students the opportunity to transform a limited or unpleasant math background into a new and positive relationship with math. At their own pace and need, students review and practice useful mathematical operations and quantitative reasoning skills. Meanwhile, math is made tangible and practical through an experiential project of the student's choice. In addition, students explore math-related interdisciplinary ideas that have helped shape the worldview of modern Western civilization, drawing on far-reaching discoveries in such fields as cosmology, relativity, chaos theory, and quantum theory. Throughout the course, emphasis is placed on appreciating mathematics as an integral part of the human need to investigate, understand, and live harmoniously within the world around us.

For more information about Mathematical Explorations contact the course mentor, Gary Stogsdill, at 877-350-2100 (ext. 3205) or gstogsdill@prescott.edu. For additional information about math proficiency, contact your core faculty.

Required Research Paper
The Low-Residency Bachelor of Arts Program Required Research Paper is one of several ways that faculty measure student development in the areas of reading, writing, and critical thinking skills. Fulfillment of this requirement begins in the Explorations in Interdisciplinary Study (EIS) course as core faculty introduce and guide students through the creation of a 5-7 page formal research paper. Students may continue to work on the research paper drafted in the EIS course until they have achieved a final version for review as the Low-
Residency Bachelor of Arts Program Required Research Paper. Alternatively, students may submit a research paper written for any mentored course once they feel that it meets the standards for approval. Complete and properly formatted papers should be sent electronically to the Writing Specialist (as a Word file) along with a signed copy of the Required Research Paper Approval Form (as a pdf file) to initiate the approval process. Prior to approval, core faculty or the Writing Specialist may ask the student to revise and resubmit the paper as many times as needed to meet the expectations laid out below. Because approval of the Required Research Paper must be secured prior to the submission of the Graduation Portfolio (and prior to student teaching), students should submit papers for review at least three months prior to graduation.

Expectations for Required Research Paper
The research paper is a thesis-governed essay of at least 10 but not more than 15 double-spaced pages, not including the title page or references section. Students choose the focus of their papers based on their personal and academic interests. Papers will be approved when they:

- Meet the minimum criteria set out in the Low-Residency Bachelor of Arts Program Research Paper Evaluation Rubric as determined by the core faculty, the Writing Specialist, or both;
- Demonstrate that the student has read widely enough to include a minimum of five (5) scholarly sources (typically books or peer-reviewed articles) in the references section, which do not include Wikipedia or authorless websites;
- Are original in the sense that the paper represents the student’s own work with the ideas and quotations of others properly credited in the text and references;
- Address opposing viewpoints in addition to presenting the student’s point of view;
- Adhere to the documentation style guide (e.g., APA, MLA, CMS) appropriate to the student’s competence or paper topic and the formatting guidelines (below);
- Are fair-minded and respectful of readers whose cultural heritage, gender, or world-view might differ from that of the writer.

Although students may integrate properly formatted figures, tables, photos, or other graphics in the body of the paper, these elements may not substitute for the required 10 pages of prose expected of each student. Students should consult with core faculty before submitting papers with extensive graphics or appendices, particularly if these materials are not original to the student.

Formatting Guidelines
Each research paper submitted for approval should have the following:

- A signed and completed Low-Residency Bachelor of Arts Program Required Research Paper Approval form
- A title page that indicates the paper’s title, the full name of the author, the course for which it was written, and the date it was submitted
- Continuous, automated pagination beginning with the title page through the references page(s), preferably in the top right corner of each page (except the title page)
- One-inch margins around all text on every page (title page excepted)
- 12 pt. font throughout
- Double-spaced text except for block quotes, captions, and entries in the references section and no more than one double space between any two lines of text
- Indentation of 2-5 spaces at the start of each new paragraph

Writing the Required Research Paper
Writing an effective formal research paper requires students to go beyond their curiosity about a particular topic into the realm of selecting, analyzing, and evaluating the views of professionals on a given issue. By means of the research paper, students create a new constellation of claims, evidence, and conclusions captured, momentarily, against the backdrop of their developing worldview and united by a focused thesis statement. The audience for the research paper may include working professionals, potential clients, colleagues, or other adult learners but it must include a supportive but discriminating academic reader such as your core faculty.

Part of the challenge in constructing a research paper is to observe how professional discourse—the written conversation among specialists carried out by means of journals, books, and their cyber equivalents—takes place. As part of the research process, students should take note of the style and tone of the research literature and attempt to achieve a similar level of clarity in their writing. Early in the project, students should identify which professional style guide applies to their research area and, if possible, purchase it. Three commonly used

Students should also take advantage of the Prescott College Library and the Prescott College Writing and Learning Center web pages, both accessible from the Prescott College Homepage www.prescott.edu. These web pages offer tips on locating and evaluating sources, using proper citation formats, creating a research strategy, using inclusive language, and developing a research question or working thesis statement. The Writing and Learning Center web pages offer links to sites that feature step-by-step instructions for writing a thesis-governed research paper.

The production of a research paper that meets expectations will require each student to engage deliberately in each stage of the writing process, i.e. the planning, drafting, revising, and editing phases that recur as the paper takes shape. No student should expect to produce a successful research paper without allowing adequate time for the thoughtful exploration of the topic in light of the scholarly literature and multiple revisions of the paper based on feedback from academic readers. Because crafting a research paper is a complex and demanding task, students should proactively seek out feedback from peers, writing consultants, mentors, or core faculty as a part of the writing process. Ultimately, the student is responsible for successfully meeting the Required Research Paper requirement by following the instructions, asking for assistance as needed, meeting the writing criteria, and conforming to the relevant deadlines. Neither faculty nor mentors are expected or encouraged to edit students’ research papers.

**Required Research Paper Evaluation Rubric**

A research paper may be approved when:

1. An explicit thesis statement unifies the paper’s argument.
2. Key claims are supported by appropriate evidence, observation, experience, examples, etc.
3. Ideas are developed logically within and across paragraphs.
4. The argument allows for multiple perspectives and interpretations based on a common set of facts.
5. Source material is appropriate, integrated into the text, and properly documented.
6. Word choice and sentence structure support the argument.
7. The tone is appropriate and respects a diverse readership.
8. Grammar, punctuation, and spelling are typically correct.
9. Formatting is consistent with recommended guidelines.

Prescott College’s Writing & Learning Center is at: http://www.prescott.edu/academics/writing/

**Application for Graduation and Final Degree Plan**

Students submit the Graduation Application and the final Degree Plan to their core faculty for approval and signatures. The Graduation Application and the final, approved Degree Plan are due together in the Registrar’s Office no later than six months prior to the student’s intended graduation date.

**Graduation Portfolio**

Students begin writing and collecting materials for their Graduation Portfolio in their first semester. Instructions for compiling material and writing the Graduation Portfolio are covered during the EIS course (described above). Students submit the Graduation Portfolio for core faculty review at least three months prior to the intended graduation date. The Synthesizing Essay portion of the portfolio is reviewed by the student’s core faculty.

**Graduation Portfolio Components and Instructions**

The Graduation Portfolio (GP) should contain the following components:

1. Cover Sheet
2. Table of Contents
3. Résumé
4. Approved Degree Plan
5. Synthesizing Essay
6. Additional Components

1. **Cover Sheet Format** for the Graduation Portfolio: The cover sheet should contain the following information.
Date Submitted
Student's Name
Date as a Registered P. C. Student
Date of Anticipated Graduation
Area of Competence
Core Faculty
Area of Breadth
Area of Breadth

2. Table of Contents: Indicates where each component is found in the portfolio, using sequentially numbered pages.

3. Résumé: Any commonly accepted, standard, professional format for the student’s competence field.

4. Degree Plan: The degree plan lists all of the courses taken for the student’s competence and breadths, both at previous institutions and at Prescott College, including credit earned through the Life Experience Documentation process. The degree plan is approved by the Curriculum Committee during the student’s EIS course. Any revisions to the degree plan after the Curriculum Committee has approved it must be approved by the core faculty or the Curriculum Committee. The final Degree Plan is submitted with the Graduation Application six months prior to graduation. It is verified by the Office of the Registrar upon receipt of the Graduation Portfolio, with necessary signatures, prior to the available graduation dates.

5. Synthesizing Essay: The synthesizing essay is a substantive essay reflecting upon your education leading to the Bachelor of Arts degree. The essay is both a reflective piece for you as well as an evaluative tool for the College. Please address both theoretical and experiential aspects of your program, describing the main theories and perspectives that have most influenced your learning. Within the essay, please refer to the Academic Achievement Outcomes discussed earlier in this handbook and address how you met these within your program. What aspects of your program have expanded your views on the environment, multicultural, and social justice concerns? In addition, please reflect on your learning in a more personal way sharing about your growth as an integrated learner. The essay should be a minimum of 5 double-spaced pages.

To write the essay, use the following guiding topics and questions as well as the Academic Achievement Outcomes (see page 2) as a springboard to stimulate your thinking. You should think about who you are now, how that may be the same or different from who you were when you began, how it happened, what it was like, why changes did and did not occur, how you know, and what difference it makes to you, your families, and to your human and natural communities.

The guiding topics and questions are as follows:

1. In your area of study describe the main theories and perspectives that have most influenced your learning and prepared you to work in your field.
2. Please describe in more general terms the breadth of your learning and how your experience in the field demonstrates your competence. Discuss in specific terms learning from your internship/student teaching and other relevant community-based or other experiential learning and how this relates to your academic research.
3. Please reflect on your learning in a more personal way to illuminate your own ideas about your growth as an integrated learner. What aspects of your program have expanded your views on the environment, multicultural, and social justice concerns?

6. Additional Components: These should be determined through consultation with the core faculty in accordance with the expectation of the student’s field of study. Students may, for instance, wish to assemble components that present more depth and specificity, which could be useful as a professional portfolio. Additional components might include:

1. Course Evaluations
2. Research Paper
3. Professional goals
4. Philosophy statement
5. Personal inventory and assessments
6. Skill development plan
7. Papers and projects with photos
8. Cover letter
9. Expanded résumé
10. References
11. Transcripts
12. List of and answers for questions commonly asked at job interviews in your field
13. Major theories and models
14. Networking lists
15. Personal library or bibliography
16. Entrance examinations (GRE, LSAT, etc.)
17. Teaching or community project video/DVD
18. List and description of local, state, and national organizations in your field

A student in good academic standing has until 6 months after her or his last enrolled semester to complete all graduation requirements. Failing this, the student must apply for readmission and enroll for at least a one credit Graduation Requirements Completion course and possibly for additional courses to meet current graduation requirements.

Official Transfer Credit Transcripts
Students must ensure that official copies of their transcripts from other colleges are sent to Prescott College no later than 30 days prior to their scheduled graduation date. If transcripts are not received by this deadline, the student's graduation may be delayed.

Graduation Fee
There is a $100 graduation fee due one month prior to graduation. Students are required to pay this processing fee regardless of whether they attend the commencement ceremony or not.

NOTE: Forms and deadlines relevant to meeting graduation requirements are available at:
http://www.prescott.edu/students/adp/forms.html.

Forms and deadlines relevant to enrollment processes are available at:
http://www.prescott.edu/administration/registrar/registration_adp.html

This and other current Low-Residency Bachelor of Arts Program Handbooks are available at:
http://www.prescott.edu/students/adp/forms.html

Overview of Mentored Studies
The Program offers students an opportunity unique among four-year, liberal arts programs to choose professionals in their home communities with whom they wish to study for their degree. Such local experts are referred to as community-based mentors, or simply mentors. Students work closely with core faculty to practice and assess their academic skills in two required (or cohort) courses and help the student create and pursue a rigorous degree plan that suits the student's educational goals. However, students are expected to select mentors for each of their courses and work with them to describe and undertake the courses needed to complete the competence, the academic focus of the student's degree plan.

The mechanism for formalizing the relationship between a student and mentor is the study contract, a form that requires students to spell out the goals, objectives, activities, and materials suited to each course that the student and a mentor creates. While the core faculty of each student supervises the development of study contracts and has final approval of each contract, in this model the student has significant freedom and responsibility to study the material that he or she deems necessary to achieve competence in her or his chosen field. Both the mentor and the core faculty ensure that the study contracts and ensuing courses are challenging, appropriate to the student's field, and allow for third-party evaluation of the student's work. Because all of the courses taken in the Low-Residency Bachelor of Arts Program are based on study contracts submitted by the student, we refer to this manner of taking courses as mentored studies to distinguish it from the more common notions independent study or cafeteria-style, faculty-designed coursework. (For more information about mentors and mentored studies see the Mentor Handbook.)

The study contract writing process is integral to Prescott College's educational philosophy for a number of reasons:
- Contracts emphasize and encourage the process of learning, not merely "getting through a course."
- Contracts allow the learning process to adapt to each student's needs and previous learning.
• Contracts clarify what learning is to take place, and illuminate a path to follow.
• Contracts clearly communicate faculty, mentor, and student expectations.
• Contracts demonstrate how students take responsibility for their own learning and become self-directed.
• Contracts encourage accountability on the part of students and faculty.

The study contract also creates an occasion for students to reflect on the Academic Achievement Outcomes and institutional mission of Prescott College. Each mentored course and study contract in a student's program should reflect the College philosophy and practice as much as possible to achieve the best results.

**Types of Study Contracts**

In the Low-Residency Bachelor of Arts Program, there are several different contract study formats:
1. Mentored courses (including Life Experience Portfolio or Practicum work)
2. Cohort or scheduled courses (online or classroom model)
3. Senior Project

Mentored courses are normally four semester credits; courses in the Teacher Preparation program are typically 3 semester credits (see pre-prepared Teacher Preparation study contracts for credit amounts). Each semester credit translates into 45 clock hours of student work. Thus, a four semester credit course comprises at least 180 hours of work by the student, inside and outside class (4 x 45 = 180). The following guidelines on length of study and hours and frequency of meetings are standard. However, the mentor and student may negotiate some variations on these guidelines, allowing for more intensive work during a semester by varying the number and length of meetings, yet maintaining the same total amount of work.

<table>
<thead>
<tr>
<th>Length of semester/course:</th>
<th>15 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of meetings:</td>
<td>weekly</td>
</tr>
<tr>
<td>Length of meetings:</td>
<td>1-2 hours</td>
</tr>
</tbody>
</table>

**Mentored Courses**

Mentored studies involve weekly meetings or substantive contact between the mentor and student, with the balance of the work done independently by the student. Mentors are normally from the student's home community, and the time and place of meetings is negotiable. Mentored studies combine the benefit of a regularly scheduled tutorial with the flexibility of self-study. Participants arrange weekly meeting times and locations. There is no "typical" meeting place; homes, offices, restaurants, libraries, and schools are used. The offices in Prescott and Tucson are available for meetings. Please confirm space availability with the staff in each office prior to class time.

Students may take more than one course from a single mentor; however mentors may not offer more than three courses to any one student without approval by the student's core faculty on a case-by-case basis.

**Cohort or Scheduled Courses**

College faculty or adjuncts offer classes in either a face-to-face or online learning community format. A course is normally offered in the small-class format only when there are five or more students. Such classes are described in the Course Registration form on the Registrar's webpage.

**Senior Project**

All students are required to complete a Senior Project (SP) (formerly known as the Demonstration of Competence) that shows a practical application of the theory and skills gained within the program. The Senior Project must be taken for 8 upper division credits, equal to 360 hours of effort. Typically the Senior Project is experiential in nature and allows the student to integrate and apply the learning completed in mentored courses in a single capstone project. The Senior Project may take the form of an internship, practicum, student teaching, or extensive research project completed within a student's last enrollment period.

**Internships**

An internship is an opportunity for students in the Liberal Arts to demonstrate their competence through supervised, onsite learning within a specific organization. Internships are often most relevant for students in the human services, counseling psychology, sustainable community development, management, and other competencies that work directly with people in communities.

The internship is a minimum of 300 hours over 12-15 weeks. Students arrange for a mentor and internship supervisor, who can be the same person. The student and mentor/supervisor outline specific activities and
responsibilities pertaining to the internship in the study contract. Students must gain approval from their core faculty for the internship placement prior to starting work as an intern.

Interns fit into the organizations’ schedules and abide by all rules and regulations. Interns follow the organizations’ regulations in terms of dress and punctuality. In turn, the organizations agree to the internships and assign meaningful duties. Responsibilities will vary with the organization. Interns are required to keep learning journals in which they document their work. It is suggested the interns and supervisors meet weekly for direct feedback on intern performance and questions.

Students working in placements need liability insurance. The College does not carry liability insurance to cover students in such field placements. The American Counseling Association (ACA) offers the level of personal malpractice insurance recommended to practitioners at an affordable rate for students. For information, call the American Counseling Association at (500) 347-6647 or www.hpso.com. Students should provide evidence of personal malpractice coverage, at a minimum of $1 million, when requesting approval for contracts entailing field-based placement. After obtaining coverage, students should complete the Field Placement Liability Verification form and send it to their core faculty before starting the internship.

**Student Teaching**

For Teacher Preparation students, the Senior Project is a student teaching placement of at least 12 weeks. Comprehensive information about student teaching placements and requirements is available in the Teaching Certification Handbook at: http://www.prescott.edu/academics/teachercert/adp-cert.html.

**Life Experience Practicum**

Students who have or are working in their chosen field may qualify to complete a Life Experience Practicum for the Senior Project. Comprehensive information about the Life Experience Documentation process is located at: http://www.prescott.edu/students/adp/led.html.

**Writing a Study Contract**

Study contracts are the primary means of identifying the type and rigor of a student’s learning for purposes of evaluation and credit documentation. The course description appears in its entirety in the student’s permanent transcript and therefore should be clear, free of errors, and sufficiently detailed to allow a third party to value the course appropriately any time after its completion. Submission of the study contract also initiates the credentialing of the mentor.

Students and their mentors work together to write study contracts that are stimulating, challenging, and appropriate to the student’s academic program. Final approval of all study contracts rests with the student’s core faculty.

1. The student should bring the completed Study Contract Worksheet to the first meeting with the mentor.
2. At the initial meeting, the mentor first reviews the Study Contract Worksheet the mentor and the student discuss ideas for the contract and the course. The student keeps whatever notes she or he writes during the first meeting.
3. At the second meeting, the student submits a clearly written draft of the study contract to the mentor. The mentor reviews the draft, and the student and mentor agree on modifications to the contract draft.
4. The student revises the study contract and sends a draft copy to the core faculty. The core faculty may ask for revisions which the student will make for the final version. The student saves the final version of the study contract as a text file on her or his computer.
5. The student initiates the electronic submission of the study contract by going to http://www.prescott.edu/students/adp/forms.html#contract. The student completes and proofreads the student portion of the study contract form before electronically signing the form. Once signed by the student, the study contract will automatically be forwarded to the mentor's email address for approval by the mentor.
6. The mentor receives notification by email that her or his student has submitted the study contract for approval. The mentor opens the link to the study contract, reviews it, and approves or denies it. By signing the contract electronically, the mentor sends the contract to the core faculty. Students are automatically notified when an action has been taken on their study contracts by mentors or core faculty.
7. Once the student and mentor are notified that the study contract has been approved by the core faculty, they should begin or continue to meet on a regular basis to meet the objectives of the course.

Electronic submission of study contracts begins Summer 2009. Paper submissions will be accepted in case a mentor does not have an email address. Other circumstances may warrant paper submission; students should
discuss paper submissions with their core faculty as needed. However, the deadlines for study contract submission as announced apply to paper submissions as well.

All study contracts are due by the end of the second week of each semester to ensure that the student is officially enrolled for mentored courses for that semester. Students are responsible for submitting study contracts so that they are approved and received in the Registrar’s Office by the submission deadline. Students should be aware that mentors will not be paid for courses conducted without an approved study contract received by the Registrar by the drop/add deadline. Furthermore, the Registrar will not accept a course evaluation without a corresponding approved study contract on file.

**Study Contract Contents**

A few definitions will help students and mentors complete study contracts. Refer to the Sample Study Contracts on the website for examples.

**Lower Division Credit:** Lower Division Credit is given for a foundational course that introduces the student to general principles, basic methods, and processes of subject area.

**Upper Division Credit:** Upper Division Credit requires theoretical study of the subject matter and its analysis and evaluation. The student may also specialize in one area, or synthesize several areas of study. Substantial critical reading, research, and formal writing are expected components of upper division work.

**Letter Grade or Credit:** The student may choose to receive a letter grade (“A”-“F”) or simply request credit without a grade. Credit is only awarded for grades of, or coursework equivalent to “C” or better. Students who opt to receive credit/no credit select this option for all courses in their curriculum, not course by course. Students indicate their selection on the study contract before it is approved.

**Course Description:** The course description provides a comprehensive summary of the objectives and activities of the course. The description should be written in the third person in complete, clear sentences. The maximum length of a course description is approximately 200 words. The social and ecological literacy component of the course should be apparent from the course description. Descriptions should be concise but sufficiently detailed to allow a third party to understand the goals of the course and its focus.

**Social and Ecological Literacy Component:** The Prescott College mission and Academic Achievement Outcomes emphasize the student’s ability “to think critically and act ethically with sensitivity to both the human community and the environment.” The mentor and core faculty should instruct each student to include both a social and environmental justice component – also referred to as multicultural and environmental threads – in each course.

**Objectives**

Clear and feasible learning objectives are essential to a well-written contract. Objectives should:

- Be specific, not vague or general
- Be feasible in the time frame and with the available resources
- Be measurable
- State what the student will know or be able to do as a result of the course
- State the quality of learning that will occur

**Activities**

Activities specify what the student will do to fulfill the objectives. Activities should be specific, relevant, and feasible. The activities should also reflect the lower or upper division designation as well as the learning objectives stated in the contract. When writing the contract, students should think about how much time the activities require in relation to the number of credit hours proposed for the course. Each semester credit is the equivalent of 45 hours of work. This should include the time spent completing paperwork and attending mentor meetings.

Some examples of appropriate activities are:

- Spend at least 6 hours per week reading course text and related articles.
- Write a formal paper (5-7 pages) that synthesizes the reading and demonstrates critical thinking.
- Complete at least one reflective learning journal entry each week.
- Meet and interview 3 to 5 professionals in this field and write a summary for each interview.
- Volunteer in a community-service project (20 hours total) and document the work weekly in a journal.
Writing Expectations
Students are required to complete three to five writing tasks (usually 20 or more pages total) in each course. In most courses, and especially in upper division work, 7-10 pages should be formal writing. Informal writing activities may include learning journal entries, reading notes and summaries, 1-2 page self-assessments, paper outlines, draft abstracts, or pre-writings such as mind-maps or free-writes.

Experiential Learning
Experiential learning is one of the basic tenets of Prescott College’s educational philosophy. Mentored courses offer an opportunity for students to apply the course content to the real world. Some avenues for application are interviews, observations, teaching presentations, a project, community service, and service-learning.

Materials
In the materials section, list the author, publication date, title, and publisher of any texts or articles planned to be used. This should be completed in a bibliographic format appropriate to the student’s field of study (go to www.prescott.edu/academics/writing for sample APA, MLA, and CMS formats) so that the core faculty can quickly and reliably locate the proposed materials. Clearly identify electronic resources, collections, or other materials needed to complete the learning specified in the contract.

Evaluation
The student and mentor agree on the methods by which the student will be evaluated. This section of the study contract should be a list of the products that will document each activity. It should include specific page lengths, dates, or other specifications.

Course Evaluation
When a mentored course is completed, the mentor and student must complete a narrative course evaluation for submission to the core faculty and Registrar. The student and mentor use the Course Evaluation form to summarize the student’s learning and comment on the extent to which the course objectives were met, changes in the student’s values or perspectives as a result of the course, and the practical value of the course. The mentor evaluates the student’s performance in the course using the guidelines that accompany the evaluation form. If a student has requested a letter grade in addition to the narrative evaluation, the mentor provides a grade at this time. The Course Evaluation becomes part of the student’s permanent transcript once it is signed by the student, mentor, and core faculty.

Incomplete Policy
When a student is unable to complete the work specified in the study contract within the span of a semester, the student may request an incomplete. The guidelines for incompletes are as follows:
1. The student must have completed 75% of the coursework in a given course to be eligible for the temporary incomplete grade.
2. The mentor must approve a student request for an incomplete by submitting an Incomplete Grade form.
3. The maximum time frame to complete a course graded incomplete is the end of the next semester. The mentor can set an earlier date, but s/he cannot extend the incomplete period beyond the last day of the next semester.
4. Evaluations for incomplete courses submitted after the last day of the next semester will be graded No Credit.
Late evaluations and incompletes directly impact a student's academic standing and may jeopardize the student's enrollment, graduation, and/or financial aid eligibility.

Evaluation of Mentors and Other Field Personnel
Once a course is completed and the Course Evaluation is turned in, students are expected to turn in a form titled “Evaluation of Field Personnel” in which the student evaluates the mentor for a particular course. This form is used by students to evaluate mentors, supervising teachers, practicum supervisors—anyone who has served as a mentor for a study contract. The student’s evaluation is confidential, i.e., the Low-Residency Bachelor of Arts Program does not share it with mentors or other field personnel. Instead, the evaluations are used by faculty and administrations to ensure that mentors are meeting their responsibilities in each course. Mentors who consistently receive poor evaluations from students may be discouraged from mentoring in the future. Alternatively, mentors who receive consistently positive evaluations may be encouraged to work with more students or develop additional courses in their area. Evaluation of Field Personnel forms should be completed at the end of each semester for each course. Electronic submission is preferred.

Additional Information
How to Identify Mentors
Students usually locate mentors in their home communities. In Prescott and Tucson, and some other communities, there may already be approved mentors who work with Prescott College students. The student's core faculty may know if such mentors already exist.

Mentors can be recruited from community colleges, public school systems, and the group of practicing professionals in the field. Students should develop a network of multiple mentors. Students often take more than one course from a mentor; however, no more than three (3) courses be taken with one mentor without prior approval from the core faculty. Students seek guidance about their mentors from their core faculty; faculty normally approve mentor selection when they approve a study contact. Students should provide mentors with a copy of the Mentor Handbook before the course begins. The student should also direct the mentor to the electronic version of the Mentor Handbook and the Contract Study handbook on the PC website. Mentors should also be encouraged to call the student's core faculty with any academic questions.

Mentor Qualifications
The following qualifications are required of each mentor (see the Mentor Handbook for additional details):
1. A minimum of a master's degree in the subject area of the course. In a few rare cases, students may work with qualified mentors with bachelor's degrees, but only with prior approval from their core faculty.

2. College-level teaching experience. In some cases, work experience in the field being taught may substitute for college-level teaching experience.

When meeting for the first time, students should direct their prospective mentors to the Mentor Handbook at http://www.prescott.edu/students/adp/forms.html or give them a hard copy. A hard copy of the Mentor Handbook is included in the materials students receive at Orientation. It can be photocopied for use with each new mentor.

Sample Course Descriptions
The following courses have been offered in recent terms and are typical of the courses offered via cohort or e-learning delivery methods. Some may be taken as a mentored study course.

Community Writing Project
This is a service-learning course in which the student volunteers as a writing intern at a local organization whose mission is relevant to the student's competence. Working with the instructor, the student will identify an appropriate organization for the internship and create a set of writing tasks that will be the focus of the student's service. These tasks might include: brochures, reports, press releases, grant proposals, flyers, newsletters, signage, manuals, handbooks. Routine secretarial or word-processing activities do not qualify as writing tasks in this context. Students will subscribe also to a Moodle component of the course that allows the students to interact, learn and reflect on: collaboration in the workplace, document design and composition for various audiences, research techniques, using technology to create appropriate documents, getting and giving feedback on writing, revising and editing, evaluating documents for improvement. Although the details of each student's internship will vary, the course will demonstrate the key role writing skills play in achieving organizational goals.
Ecology, Basic Concepts
This is an introductory, field-oriented course that is designed to give the student an understanding of basic ecological concepts by direct examination of the complex interplay between biotic and abiotic components of the environment. Using the ecosystems of your local region as a classroom, this course looks at how organisms have adapted to the earth's physical processes, how organisms interact within and between species, in populations and communities, and the dynamics of how communities interact with the physical environment in ecosystems. The student will be encouraged to think ecologically and to develop their power of inquiry to pose and attempt to answer meaningful questions about the environment and its organisms. He/she will also be encouraged to study and reflect upon the human impacts on the ecology and ecosystems of the region. Another goal for the student is to become a better observer and recorder of nature.

Deep Ecology
Deep Ecology is an environmental movement that spawned from Arne Naess’ Ecosophy and is a radical approach to the ecological crisis. Deep Ecology calls for humans to live in harmony with the entire living world, recognizing that the living world has intrinsic value separate from human needs. Within this course, students will examine the philosophy and practice of Deep Ecology and related disciplines. Each student will develop a unique course contract and will engage with the course learning community. As a result of this course, students will be able to apply principles of Deep Ecology on an individual, community, and global level.

Ecological Economics
Ecological economics is an emerging trans-disciplinary field of theory, research and application based around the intention of creating an appropriate balance and integration between economic, social and ecological values. This course will provide students with a basic understanding of ecological economics, a broader perspective on current events and issues of concern from local to global as well as exposure to tools and methods for future studies or practical application.

Ecopsychology
Ecopsychology is an emerging area of inquiry concerned with the psychological dimensions of our relationship to non-human nature. Ecopsychology identifies the dysfunctional relationships humans of western civilization have developed with the rest of the natural community, over time, as a result of the dominating values of western culture. It is a study of the rift between the human psyche and that of the natural world. A true ecopsychological view recognizes that the individual’s psyche is embedded within the natural world and that the natural world is, in turn, affected by the individual’s psyche. The relationship is reciprocal. This does not mean that humans are half of the relationship and all other sources of life comprise the other half, but instead, recognizes that all of life is interconnected in infinite ways. Ecopsychology thus provides the opportunity to identify that which constitutes healthy, or conversely degrading, relationships with our planetary system.

Educating for the Future: Cultural and Environmental Issues
The focus of this course is to strengthen the student’s environmental and multicultural awareness. It will explore the evolving issues in the fields of multicultural and environmental education. It is interdisciplinary in nature and will examine the relationship between education, culture, and environment. The student will acquire foundational knowledge of theoretical issues and concepts, and also look at past and current class, ecological, gender, and racial inequities. The student will connect both cultural and environmental issues on a personal, societal, and educational level. In addition, the student will actively apply coursework to her/his local community.

Explorations in Sustainable Community Development
In this course, students explore the authentic roots of sustainable communities. The Butterfly Curriculum, developed by Low-Residency Bachelor of Arts Program faculty Terril Shorb for the Sustainable Community Development program, gives students the opportunity to see if they agree that human relationships with the natural environment and with other humans are indeed the intertwined "DNA" strands of sustainability. Each student creates a small-scale project in some aspect of sustainability within her or his home community.

Eportfolio Development Lab
This lab provides students the basic skills for building graduation eportfolios throughout their time at PC. Eportfolios allow students to personalize the documentation of their learning journey and showcase their accomplishments. The lab will focus on the skills necessary to navigate the eportfolio, upload content, prac-
tice reflective writing, submit artifacts for student and program assessment, and personalize the eportfolio.

**Special Note:** Fall 2010: Required for all incoming liberal arts students enrolling in their first Liberal Arts Seminar. Spring 2011: Required for all incoming liberal arts students and all degree-seeking and post-degree teacher preparation students in early childhood education. Spring 2012: Required of all liberal arts students and all degree-seeking and post-degree teacher preparation students in all areas of study. Students should consult with core faculty.

**Capstone Eportfolio Lab**
This lab provides students with the skills to polish and refine their graduation eportfolios. Instructor input will guide students to enhance their reflective writing, enhance and/or add new content, organize content, incorporate multi-media, and present their senior project or student teaching work. Teacher preparation students will ensure the inclusion of all required signature assignment artifacts and rubric scores documenting standards mastery. This lab is a required co-requisite of the senior project and/or the student teaching experience.

**Special Note:** Required for liberal arts students who began their program in Fall 2010 or later. Required for all liberal arts and all degree-seeking and post-degree teacher preparation students in early childhood education who began their programs in Spring 2011 or later. Required for all liberal arts and all degree-seeking and post-degree teacher preparation students in all programs enrolling Spring 2012 or later.

**Liberal Arts Seminar**
The purpose of this seminar is to develop the ability to examine our assumptions and values and those of others in order to be more aware, receptive, affective, and responsible to the community of all beings. Students enhance their understanding of the human experience through critical thinking, reading, writing, discussion, and creativity. Students express themselves as liberal artists by designing and completing a significant project that applies to theme of the seminar. Seminar themes vary by semester and instructor. Recent themes include: Exploring the Natural History of Reading, Community and Social Change, Creativity, and The Pursuit of Wisdom. Recent themes include: Exploring the Natural History of Reading, Community and Social Change, Creativity, and The Pursuit of Wisdom.

**Life Experience Documentation**
In this Life Experience Documentation (LED) course, students learn to develop their LED toward one of three LED processes: 1) conversion portfolio, 2) life experience portfolio (LEP), or 3) practicum. Within this twelve-week course, the student will explore and synthesize college-level-learning gained from professional or volunteer experiences into a final document for review by experts in the field. Students must be able to verify the learning gained through official documentation. The conversion portfolio is used for transferring non-accredited coursework or trainings into lower division credits. Thirty-clock hours of training equates to 1quarter credit. The student must have at least five years of professional experience in the practicum or portfolio subject(s). Strong academic writing skills are required, along with proficiency in using the student’s style guide for the field. In the LEP, the student will write portfolio chapters that are the equivalent of the learning gained within a college level course and include theoretical and applied learning. The portfolio chapters are specific chapter titles - these must parallel a college course. Each chapter averages twenty pages and includes relevant theory, history, philosophy, people and issues – illustrated with the student’s unique professional experiences. The practicum is written based upon work or volunteer experience and theory. The practicum may substitute for the student’s Demonstration of Competence. Upon successful LED evaluation, the student will be awarded Prescott College credits that will be applied towards applicable course requirements.

**Math Explorations**
Mathematical Explorations provides liberal arts and education students the opportunity to transform a limited or unpleasant math background into a new and positive relationship with math. At their own pace and need, students review and practice useful mathematical operations and quantitative reasoning skills. Meanwhile, math is made tangible and practical through an experiential project of the student’s choice. In addition, students explore math-related interdisciplinary ideas that have helped shape the worldview of modern civilization, drawing on far-reaching discoveries in such fields as cosmology, relativity, chaos theory, and quantum theory. Throughout the course emphasis is placed on appreciating mathematics as an integral part of the human need to investigate, understand, and live harmoniously within the world around us.

**Multicultural Counseling/Intercultural Communication**
Multicultural Counseling is designed to help students increase their capacity to become skilled multicultu-
tural counselors, teachers, or communicators. In this course, the student will examine her or his own membership in cultures that may include aspects of life such as family structure, language(s), sexual orientation, gender, “race” and ethnicity, religious or spiritual practices, social class, political affiliation, country of origin, differing abilities, life experiences, physical and mental health issues, war/violence, home or place, and education. From this self-awareness, students will examine the history and dynamics of dominant or ethnocentric relationships in the United States. Students will gain theoretical perspectives and appropriate actions for living within a multicultural world. Furthermore, students will develop intercultural social skills to build stronger and more respectful relationships in their family, workplace, and/or community. They will begin to participate in a more vibrant and diverse community moving toward the ability to engage in culturally appropriate activities for social justice.

* This course could also be modified into Intercultural Communication, Multicultural Education, or Multicultural Leadership.

Natural History Writing
This course invites students to develop a deeper understanding of and appreciation for local nature. Students have the opportunity to practice skills of direct observation of a local place where nature lives, learning to read what nature has written in her leaves, stones, ripples of water, and in the colorful calligraphy of wild creatures’ feathers, fur, or scales. Students also will learn some of the fundamental dynamics of ecology and will have opportunities to make memorable field notes, sketches, and/or photographs of native plants, animals, and geologic and climatic features. In addition, the course invites students to do research on the environmental and related cultural history of the local place, as well as on contemporary (and proposed) human impacts which may affect the long-term health of your chosen place on the earth. Each student writes a mutually agreed upon number of pieces of nonfiction inspired by local nature and workshop these with peers and the instructor to a degree of readiness for community presentation or eventual publication.

Structured English Immersion
This course provides pre-service and in-service teachers the opportunity to master the knowledge and skills necessary to meet the requirements in Structured English Immersion (SEI) for full endorsement as required for the standard Arizona teacher education certificate. Building directly on the knowledge and skills acquired through successful completion of the first Prescott College course in the two-SEI-course sequence, ED 2002, “Structured English Immersion Methods,” pre-service and in-service teachers will examine, extend, and apply material related to the following State SEI goal areas: ELL Proficiency Standards; Data Analysis and Application; Formal and Informal Assessment; SEI Foundations; Learning Experiences – SEI Strategies; and, 4Parent/Home/School Interactions and Communication. Students will gain increased competence to teach in an exemplary manner in inclusive classrooms through research, observation, and practicum experiences. Students will analyze disaggregated data and interpret results to effectively differentiate instruction for ELL and maximize home/school/community involvement and resources. Students must obtain, for use with this course, specific study and professional materials as designated by the Arizona Department of Education.

Advanced Structured English Immersion
This course provides pre-service and in-service teachers the opportunity to master the knowledge and skills necessary to meet the requirements in Structured English Immersion (SEI) for full endorsement as required for the standard Arizona teacher education certificate. Building directly on the knowledge and skills acquired through successful completion of the first Prescott College course in the two-SEI-course sequence, ED 2002, “Structured English Immersion Methods,” pre-service and in-service teachers will examine, extend, and apply material related to the following State SEI goal areas: ELL Proficiency Standards; Data Analysis and Application; Formal and Informal Assessment; SEI Foundations; Learning Experiences – SEI Strategies; and, 4Parent/Home/School Interactions and Communication. Students will gain increased competence to teach in an exemplary manner in inclusive classrooms through research, observation, and practicum experiences. Students will analyze disaggregated data and interpret results to effectively differentiate instruction for ELL and maximize home/school/community involvement and resources. Students must obtain, for use with this course, specific study and professional materials as designated by the Arizona Department of Education.

Prerequisites: Admission to the Prescott College Degree or Post-Degree Teacher Education Certification Program or Permission of the Associate Dean Professional Preparation Programs, and completion of Structured English Immersion or a comparable Arizona state-approved, 3 semester credit course with the grade of “B” or better.
Writing Across the Curriculum: Research Paper Clinic
To enroll, students should have a complete draft of a research paper that they wish to develop into their Required Research Paper. During the course, students will examine, revise, and refine their draft research papers to meet all Low-Residency Bachelor of Arts Program requirements and deadlines. Students will be guided and assisted by coursemates, the instructor, and selected electronic resources as they manage and meet established deadlines. Timeliness and participation in all course activities will be key to achieving the learning outcomes of the course. Students must be at least three to six months away from their intended graduation date to enroll in this course.

Who to Contact in the Low-Residency Bachelor of Arts Program
Toll free to Prescott (877) 350-2100 (Use last four digits of Prescott phone number as extension)
Toll free to Tucson Center (888)797-4680 (Use extensions noted below)

Prescott-based Academic Program Specialist
Deborah Wilson (928) 350-3215 dwilson@prescott.edu

Tucson-based Academic Program Specialist
Amara Mitchell (520) 319-9868 ext. 102 amaramitchell@prescott.edu

Academic Advising Questions, Graduation Portfolio Questions, Math Certification Questions, Assistance with Locating Mentors, Teacher Certification
Your core faculty or academic program specialist

Life Experience Documentation
Jan Kempster, Prescott (928) 350-3213 jkempster@prescott.edu

Mentor Payments
Jody Lichtenberg (928) 350-3211 jlichtenberg@prescott.edu

Registration, Academic Standing, Graduation Requirements, and Leaves of Absence
Carly Rudzinski (928) 350-1113 cruszinski@prescott.edu
(Also contact your core faculty regarding Leaves of Absence)

E-Learning Questions (including Moodle)
Kistie Simmons (928) 350-3219 ksimmons@prescott.edu

Writing Proficiency Requirements
Nancy Mattina (928) 350-3204 nmattina@prescott.edu

Writing Support
Prescott College Writing & Learning Center, writingcenter@prescott.edu

Faculty and Staff

Ted Bouras, Director of Admissions, ADGP
M.S., Education Administration, University of Wisconsin, Madison; B.A., Music and Communications Studies, University of Missouri, Kansas City

Jen Brown, Associate Faculty, Prescott
M.A. Teacher Certification, Rhode Island College; B.S., Natural Resource Services, University of Rhode Island

Paul Burkhardt, Dean, ADGP
Ph.D., Comparative Cultural and Literary Studies, University of Arizona; M.A., Comparative Literature and Literary Theory, University of Arizona; B.A., English and American Literature, University of Arizona

Jeanine M. Canty, Associate Faculty, Prescott
Ph.D., Transformative Learning and Change, California Institute of Integral Studies; M.A., Cultural Ecopsychology, Prescott College; B.A., International Relations, Colgate University
Frank Cardamone, Director of Academic Operations, ADGP
M.A., Education, Prescott College; M.A., Applied Psychology, University of Santa Monica; B.S., Chemical Engineering, Penn State University

Ellen Greenblum, Faculty, Prescott
M.Ed., Education, Antioch College; B.F.A., Massachusetts College of Art

David Greenwood, Operations Coordinator, Tucson

Deborah J. Heiberger, Faculty, Associate Dean for Professional Preparation Programs
Ed.D., Administration/Supervision, University of Maryland; M.S., Administration/Supervision, University of Maryland; B.S., Elementary Education/Biology/Mathematics, Towson University

Melanie Lefever, Admissions Counselor, Prescott
B.S., Horticulture, Cornell University

Jody Lichtenberg, Mentor Payments Specialist, ADGP
A.A., Johnson County Community College

Jan Kempster, Faculty, Associate Dean of Academic Affairs
Ph.D., Education Leadership, Colorado State University; M.A, English, Northern Arizona University; B.S., English, Lewis Clark State University.

Rich Lewis, Library Director
M.A., University of Arizona, Library and Information Science; B.A., University of Washington, English.

Vance Luke, Faculty, Tucson
Ph.D., Secondary Education, University of Arizona; Ed.S., Educational Media, University of Arizona; M.Ed., Educational Administration, University of Arizona; M.Ed., Elementary Education, University of Arizona; B.F.A., Art Education, University of Arizona

Nancy Mattina, Faculty, Writing and Learning Center Coordinator, and ADP Program Director, Prescott
Ph.D., Linguistics, Simon Fraser University; M.I.S., Native American Linguistics, University of Montana; B.A., English, Allegheny College

Amara Mitchell, ADP Academic Program Specialist, Tucson
B.A., Humanities, Near Eastern Studies, Prescott College

Sandy Paris, Office Coordinator, Tucson
B.A., General Studies, University of Arizona

Vita Marie Phares, Residency and Special Event Manager, ADGP
B.A.I.L.S., Business, Northern Arizona University; A.A., Arts, Yavapai College

Lydia Rowe, Director of Education Outreach and Recruitment, Tucson
B.A., Management, Prescott College

Carly Rudzinski, Associate Registrar for Undergraduate Programs
B.A., Anthropology, University of Arizona

Beth Scott, Faculty, Tucson
Ed.D, Educational Leadership, Higher Education, University of Rochester; C.A.S., Educational Administration, State University of NY at Brockport; M.A., Linguistics, University of Rochester; B.A., Secondary Education, French/Spanish, State University of New York at Buffalo

Terril L. Shorb, Faculty, Prescott
Ph.D., Sustainability Education, Prescott College; M.A., Interdisciplinary Studies, Sonoma State University; Journalism Certificate, Sonoma State University; B.A., Communications Studies, Sonoma State University
Kisti Simons, Faculty, Coordinator of E-Learning, Prescott
M.A., History, Prescott College; B.S., Applied Statistics, Utah State University

Gary Stogsdill, Faculty, Prescott
M.A., Community College Education, Northern Arizona University; B.A., Elementary Education, Prescott College

Deborah Wilson, Prescott
ADP Academic Program Specialist

Susan Yeich, Faculty, Tucson
Ph.D., Ecological/Community Psychology, Michigan State University; M.A., Ecological/Community Psychology, Michigan State University; B.S., Psychology, Virginia Tech University

Vicky Young, Faculty, Coordinator for Native American Students, Prescott
Ph.D., Human Development, Fielding Graduate University; M.Ed., Educational Leadership, Northern Arizona University; M.Ed., Counseling/Human Relations, Northern Arizona University; M.A., Human and Organizational Systems, Fielding Graduate Institute; B.A., Human Services, Prescott College
Teacher Preparation Programs
Teacher Preparation Programs
Prescott College recognizes that teaching is a demanding profession requiring knowledge of specific theories and practical knowledge, comprehensive understanding of state and national standards, direct applications, and on-going professional development. While students in our program will learn and apply traditional approaches to teaching, they will also be exposed to alternative theories and experiential strategies, develop critical analysis skills, as well as research emerging trends within the field.

The Prescott College teacher education program emphasizes:
• Knowledge of core competencies, standards, and emerging approaches
• Participative, experiential instruction involving learners in action, discussion, and thought-provoking activities
• Classroom management techniques stressing praise and positive regard, conflict resolution, and enhancing motivation by learner chosen activities
• Development of critical thinking skills and interdisciplinary learning
• Use of multiple teaching strategies based on variations in learner styles and cultural backgrounds within school-based teaching settings
• Student-centered learning
• Sensitivity to the environment

Students may fulfill requirements for a teaching credential while earning their bachelor’s degree; or, if already possessing a degree, may complete the requirements for teacher certification. Upon successful completion of the Teacher Preparation Program, students apply to the College for an institutional recommendation, which facilitates the students’ certification through the Arizona Department of Education or through their home state’s department of education. Also see webpage: http://www.prescott.edu/academics/teachercert/adp-cert.html.

The Teacher Preparation Program requires that students be dedicated, informed, and resourceful learners. These are the same qualities teachers need in order to provide a dynamic, learner-centered classroom for their students. Courses emphasize current educational research and theory as well as practical experience in the classroom. Students are expected to master educational principles and experiential strategies. They are expected to apply their learning in problem-solving situations in their courses and student teaching assignments as they pass on the skills, knowledge, and tools of successful learning.

Students entering the Teacher Preparation Program generally enter the program with a background of courses in the liberal arts. Students without this background may be advised to take courses at a local community college before enrolling in the program.

Arizona State Certification Requirements
For an institutional recommendation leading to Arizona certification in education, students are required to complete or to have already earned a bachelor’s degree; meet the College’s general education requirements; and complete student teaching. Students are also required to complete Structured English Immersion and Advanced Studies in Structured English Emerson requirements and pass the Arizona Educator Proficiency Assessments (AEPa). Students schedule and take these series of tests in professional knowledge and content area knowledge (for more information on these tests, see www.aepa.illustrate.com). If a student is planning to obtain certification in a state other than Arizona, he/she will be required to research that state’s requirements for certification to ensure compliance. Arizona Constitution and U.S. Constitution are not required for provisional certification, however students complete both within certain time frame to for full certification in Arizona. See the Arizona Department of Education website for details.

Prescott College offers programs approved by the Arizona Department of Education in the following areas:
   Early Childhood Education
   Early Childhood Special Education
   Elementary Education
   Secondary Education
   Special Education (with the following areas of exceptionality):
      Learning Disability
      Mental Retardation
      Serious Emotional Disability
   School Guidance Counseling (post-master’s level program)
Post-Bachelor’s Teacher Certification

Some Prescott College education students have already earned an undergraduate degree in education, or have been involved with local schools and communities, and wish to become certified teachers. Others who possess an undergraduate degree in subjects ranging from engineering to fine art are discovering their desire to pursue the teaching profession. For those who already hold an undergraduate degree and are interested in teacher certification, we offer two options:

**Option 1:** A Post-bachelor’s teacher certification program in the Low-Residency Bachelor of Arts Program

**Option 2:** Post-bachelor students can complete their teacher certification while obtaining a master’s degree through the Low-Residency Master of Arts Program. In the Master of Arts Program each student works with a graduate advisor (usually at a distance) who assists and guides the student in planning, carrying out, and evaluating all stages of graduate study. For more information on this option, see the Master of Arts Program section.

**How Does Option 1 Work?**

In Option #1, courses in the Low-Residency Bachelor of Arts Program are designed as mentored study with mentors who are typically working teachers or school administrators from the students’ home communities. Core Faculty provide support and oversight throughout the program.

The Low-Residency Bachelor of Arts Program model operates on a three semester system, consisting of 15-week enrollment periods. A student with no prior credit in education can expect to spend approximately 1 1/2 years (3 enrollments) in the Low-Residency Bachelor of Arts Program for elementary or secondary education and 2 years (4 enrollments) for special education. Secondary education students who have not completed a teaching competence (teaching subject area) will need to extend their programs to obtain the necessary coursework. Students who enroll with pre-existing, transferable credits in education may have shorter programs. In addition to certification-required courses, all post-degree teacher preparation students are required to complete the following Prescott College courses (1-credit each) for program completion: Orientation to Teacher Education (OTE); Eportfolio Development Lab; and Capstone Eportfolio Lab. All students work with faculty to plan the timing of their courses and student teaching.

**Teacher Preparation Program Personnel**

**Adult Degree and Graduate Programs**

Paul Burkhardt, Ph.D., Dean of the Adult Degree and Graduate Programs

Noël Cox Caniglia, M.S., Faculty - Prescott

Ellen Greenblum, M.Ed., Faculty - Prescott

Deborah Heiberger, Ed.D., Faculty, Director of Professional Preparation Programs, Executive and Academic Director - Tucson

Vance Luke, Ph.D., Faculty - Tucson

Beth Scott, Ph.D., Faculty - Tucson

Gary Stogsdill, M.A., Faculty - Prescott

Vicky Young, M.Ed., Faculty and Coordinator for Native American Students - Prescott

**On-Campus Bachelor of Arts Program**

Gret Antilla, M.C., Education Faculty

Maggie Cox, M.S., Education Instructor

Bob Ellis, M.S., Education and Environmental Studies Faculty

Anita E. Fernández, Ph.D., Education Faculty

Jordana DeZeeuw Spencer, M.S., Education Instructor
Bachelor of Arts and Post-Bachelor of Arts
Course Sequences

Elementary Education Program
Course Sequence
In order to qualify for an Institutional Recommendation leading to Arizona Elementary Education Provisional Certification, students must complete 46 semester credits in education coursework:

Foundations and Theory:
- Foundations of Education (3 semester credits)
- Learning Theories (3 semester credits)
- Curriculum Design (3 semester credits)
- Educating for the Future: Multicultural and Environmental Issues (3 semester credits)
- Assessment and Measurement (3 semester credits)
- Introduction to Special Education (3 semester credits)

Methods:
- Reading: Methods and Practice (3 semester credits)
- Language Arts: Methods and Practice (2 semester credits)
- Social Studies: Methods and Practice (2 semester credits)
- Science: Methods and Practice (2 semester credits)
- Mathematics: Methods and Practice (2 semester credits)
- Classroom Management (3 semester credits)
- Structured English Immersion Methods (3 semester credits)
- Advanced Study in Structured English Immersion (3 semester credits)

Capstone:
- Student Teaching: Elementary Education (8 semester credits)

Secondary Education Program
Course Sequence
In order to qualify for an Institutional Recommendation leading to Arizona Elementary Education Provisional Certification, students must complete 38 semester credits in education coursework:

Foundations and Theory:
- Foundations of Education (3 semester credits)
- Learning Theories (3 semester credits)
- Curriculum Design (3 semester credits)
- Educating for the Future: Multicultural and Environmental Issues (3 semester credits)
- Assessment and Measurement (3 semester credits)
- Introduction to Special Education (3 semester credits)

Methods:
- Teaching Methods and Reading Strategies in the Secondary Content Area (3 semester credits)
- Classroom Management (3 semester credits)
- Structured English Immersion Methods (3 semester credits)
- Advanced Study in Structured English Immersion (3 semester credits)

Capstone:
- Student Teaching: Secondary Education (8 semester credits)

Special Education: Learning Disability Program
Course Sequence
In order to qualify for an Institutional Recommendation leading to Arizona Special Education Provisional Certification with a focus in Learning Disabilities, students must complete 49 semester credits in Special Education coursework:

Foundations and Theory:
- Foundations of Education (3 semester credits)
Learning Theories (3 semester credits)
Curriculum Design (3 semester credits)
Educating for the Future: Multicultural and Environmental Issues (3 semester credits)
Characteristics of Exceptional Children: Foundations of Special Education (3 semester credits)
Characteristics of the Specific Exceptionality: Learning Disability (3 semester credits)
Special Education Diagnosis and Evaluation (3 semester credits)

Methods:
Reading Methods for the Exceptionality: Learning Disability (3 semester credits)
Language Arts Methods for the Exceptionality: Learning Disability (2 semester credits)
Social Studies Methods for the Exceptionality: Learning Disability (2 semester credits)
Science Methods for the Exceptionality: Learning Disability (2 semester credits)
Mathematics Methods for the Exceptionality: Learning Disability (2 semester credits)
Classroom Management for Special Education (3 semester credits)
Structured English Immersion Methods (3 semester credits)
Advanced Study in Structured English Immersion (3 semester credits)

Capstone:
Student Teaching: Special Education: Learning Disability (8 semester credits)

Students must pass the Arizona Educator Proficiency Assessments (AEPA) in both professional and content area knowledge. If a student is planning to obtain certification in a state other than Arizona, he/she will be required to research that state’s requirements for certification to ensure compliance.

Special Education: Mental Retardation Program

Course Sequence
In order to qualify for an Institutional Recommendation leading to Arizona Special Education Provisional Certification with a focus in Mental Retardation, students must complete 49 semester credits in Special Education coursework:

Foundations and Theory:
Foundations of Education (3 semester credits)
Learning Theories (3 semester credits)
Curriculum Design (3 semester credits)
Educating for the Future: Multicultural and Environmental Issues (3 semester credits)
Characteristics of Exceptional Children: Foundations of Special Education (3 semester credits)
Characteristics of the Specific Exceptionality: Mental Retardation (3 semester credits)
Special Education Diagnosis and Evaluation (3 semester credits)

Methods:
Reading Methods for the Exceptionality: Mental Retardation (3 semester credits)
Language Arts Methods for the Exceptionality: Mental Retardation (2 semester credits)
Social Studies Methods for the Exceptionality: Mental Retardation (2 semester credits)
Science Methods for the Exceptionality: Mental Retardation (2 semester credits)
Mathematics Methods for the Exceptionality: Mental Retardation (2 semester credits)
Classroom Management for Special Education (3 semester credits)
Structured English Immersion Methods (3 semester credits)
Advanced Study in Structured English Immersion (3 semester credits)

Capstone:
Student Teaching: Special Education: Mental Retardation (8 semester credits)

Students must pass the Arizona Educator Proficiency Assessments (AEPA) in both professional and content area knowledge. If a student is planning to obtain certification in a state other than Arizona, he/she will be required to research that state’s requirements for certification to ensure compliance.

Special Education: Serious Emotional Disability Program

Course Sequence
In order to qualify for an Institutional Recommendation leading to Arizona Special Education Provisional Certification with a focus in Serious Emotional Disability, students must complete 49 semester credits in Special Education coursework:

Foundations and Theory:
Foundations of Education (3 semester credits)
Learning Theories (3 semester credits)
Curriculum Design (3 semester credits)
Educating for the Future: Multicultural and Environmental Issues (3 semester credits)
Characteristics of Exceptional Children: Foundations of Special Education (3 semester credits)
Characteristics of the Specific Exceptionality: Learning Disability (3 semester credits)
Special Education Diagnosis and Evaluation (3 semester credits)

Methods:
Reading Methods for the Exceptionality: Serious Emotional Disability (3 semester credits)
Language Arts Methods for the Exceptionality: Serious Emotional Disability (2 semester credits)
Social Studies Methods for the Exceptionality: Mental Retardation (2 semester credits)
Science Methods for the Exceptionality: Mental Retardation (2 semester credits)
Mathematics Methods for the Exceptionality: Mental Retardation (2 semester credits)
Classroom Management for Special Education (3 semester credits)
Structured English Immersion Methods (3 semester credits)
Advanced Study in Structured English Immersion (3 semester credits)

Capstone:
Student Teaching: Special Education: Mental Retardation (8 semester credits)

Students must pass the Arizona Educator Proficiency Assessments (AEPA) in both professional and content area knowledge. If a student is planning to obtain certification in a state other than Arizona, he/she will be required to research that state’s requirements for certification to ensure compliance.
Certification with a focus in Serious Emotional Disability, students must complete 49 semester credits: in Special Education coursework:

**Foundations and Theory:**
- Foundations of Education (3 semester credits)
- Learning Theories (3 semester credits)
- Curriculum Design (3 semester credits)
- Educating for the Future: Multicultural and Environmental Issues (3 semester credits)
- Characteristics of Exceptional Children: Foundations of Special Education (3 semester credits)
- Characteristics of the Specific Exceptionality: Serious Emotional Disability (3 semester credits)
- Special Education Diagnosis and Evaluation (3 semester credits)

**Methods:**
- Reading Methods for the Exceptionality: Serious Emotional Disability (3 semester credits)
- Language Arts Methods for the Exceptionality: Serious Emotional Disability (2 semester credits)
- Social Studies Methods for the Exceptionality: Serious Emotional Disability (2 semester credits)
- Mathematics Methods for the Exceptionality: Serious Emotional Disability (2 semester credits)
- Classroom Management for Special Education (3 semester credits)
- Structured English Immersion Methods (3 semester credits)
- Advanced Study in Structured English Immersion (3 semester credits)

**Capstone:**
- Student Teaching: Special Education: Serious Emotional Disability (8 semester credits)

Students must pass the Arizona Educator Proficiency Assessments (AEPA) in both professional and content area knowledge. If a student is planning to obtain certification in a state other than Arizona, he/she will be required to research that state's requirements for certification to ensure compliance.

**Early Childhood Special Education (ECSE) Program**

**Course Sequence**
In order to qualify for an Institutional Recommendation from Prescott College leading to Arizona Special Education: Early Childhood Certification, students must complete 50 semester credits in education coursework, which includes 8 semester credits in student teaching/practicum. Students must also pass the Arizona Educator Proficiency Assessments (AEPA) in both professional and subject/content area knowledge. If a student is planning to obtain certification in a state other than Arizona, that student will be required to research that state's requirements for certification to ensure compliance.

**Foundations and Theory:**
- Foundations of Early Childhood Special Education (3 semester credits)
- Learning Theories and Early Childhood Special Education (3 semester credits)
- Educating for the Future: Multicultural and Environmental Issues (3 semester credits)
- Early Childhood Special Education Curriculum Development and Implementation (3 semester credits)
- Normal and Atypical Language Development and Literacy in Early Childhood Special Education (3 semester credits)
- Child Growth and Development in Early Childhood Special Education (3 semester credits)

**Methods:**
- Child Guidance and Behavior Management in Early Childhood Special Education (3 semester credits)
- Methods of Teaching Early Childhood Special Education (3 semester credits)
- The Exceptional Child and the Special Education Process (3 semester credits)
- Diagnosis and Evaluation of Early Childhood Special Education Learners (3 semester credits)
- Structured English Immersion Methods (3 semester credits)
- Advanced Study in Structured English Immersion (3 semester credits)

Note: All candidates for Arizona Provisional Teacher Certification must have completed a total of 6 semester credits in state-approved Structured English Immersion coursework beginning in the fall 2009. Elective in Early Childhood Special Education (3 semester credits)
- Observation and Participation: Field Experience with Early Childhood Special Education Learners (3 semester credits)
Capstone Experience:
Practicum in Early Childhood Special Education: Birth to Age 5 (8 semester credits)

Early Childhood Education (ECE) Program
Course Sequence
In order to qualify for an institutional recommendation leading to Arizona Early Childhood Education Certification, students must complete 49 semester credits (a minimum 36 upper division credits and the practicum must be completed with Prescott College) in education coursework:

Foundation and Theory:
- Foundations of Early Childhood Education (ECE) (3 semester credits)
- Child Growth and Development (2 semester credits)
- Social and Emotional Development (3 semester credits)
- Curriculum Development and Implementation (3 semester credits)
- The Exceptional Child and Special Education Processes (3 semester credits)
- Educating for the Future: Multicultural and Environmental Issues (3 semester credits)
- Assessment and Evaluation (3 semester credits)

Methods:
- Early Language and Literacy (3 semester credits)
- Parent, Family, School, and Community (3 semester credits)
- ECE Instructional Techniques and Methodologies (2 semester credits)
- Health, Safety, and Nutrition (2 semester credits)
- Child Guidance and Classroom Management (3 semester credits)
- Characteristics and Practices in a Young Child's Behavior (2 semester credits)
- Structured English Immersion Methods (3 semester credits)
- Advanced Study in Structured English Immersion (3 semester credits)

NOTE: Teacher Education Candidates seeking Arizona Provisional Certification must complete both Structured English Immersion courses beginning fall 2009.

Capstone:
Practicum (in the two required age groups: birth to pre-K and K to age 8) (8 semester credits total)

Bachelor of Arts and Post-Bachelor of Arts Course Descriptions
Foundations of Education
This course provides an introduction to the field of teacher education and presents knowledge of the social, cultural, historical, and political dimensions of public school education. The course challenges students to think critically about education and learning strategies, and to begin to understand the academic study of the legal, financial and ideological constraints on the public school system. Of particular interest will be the development of a critical, multicultural, inquiring perspective which reviews the more recent schooling reforms including, but not limited to, the “No Child Left Behind” Act of 2002. The broader implications of different legal and political constraints that apply to federal, state and local school curricula and policy will receive significant attention.

Structured English Immersion Methods
This course provides teacher education students with an introduction to Structured English Immersion (SEI) issues, challenges, and methods designed to meet Arizona State Board-approved standards for pre-service and in-service teachers of English Language Learners (ELL). Students will examine ELL Proficiency Standards, assessment strategies and tools for use with ELL, and SEI foundations and strategies. Students of early childhood education with study the Standards, strategies and tools with a focus on ELL needs from birth to prekindergarten and from kindergarten to grade three/age 8. Students will gain the competence to teach in an inclusive classroom, maximizing opportunities for proficiency in oral and written skills as a result of research, observation, and practicum experiences. Students will analyze disaggregated data to differentiate instruction and parental involvement. Students must obtain, for use with this course, specific study and professional materials as designated by the Arizona Department of Education. This course meets ESL Endorsement requirements in conjunction with other coursework.

Prerequisite: Admission to the Degree or Post-Degree Teacher Education Certification Program or Permission of the Dean of the Prescott College Adult Degree and Graduate Programs.
Advanced Study in Structured English Immersion

Note: This second SEI course, of the state-approved two-course sequence, will be required of all teacher education certification candidates for Arizona Provisional Teacher Certification beginning in the fall 2009.

This course provides pre-service and in-service early childhood education teachers the opportunity to master the knowledge and skills necessary to meet the requirements in Structured English Immersion (SEI) for full endorsement as required for the standard Arizona teacher education certificate. Early childhood students will focus on the requirements as they are applied to ELL from birth to prekindergarten and from kindergarten to grade three/age 8. Building directly on the knowledge and skills acquired through successful completion of the first Prescott College course in the two-SEI-course sequence, ED 2002. “Structured English Immersion Methods,” pre-service and in-service teachers will examine, extend, and apply material related to the following State SEI goal areas: ELL Proficiency Standards; Data Analysis and Application; Formal and Informal Assessment; SEI Foundations; Learning Experiences – SEI Strategies; and, Parent/Home/School Interactions and Communication. Students will gain increased competence to teach in an exemplary manner in inclusive classrooms through research, observation, and practicum experiences. Students will analyze disaggregated data and interpret results to effectively differentiate instruction for ELL and maximize home/school/community involvement and resources. Students must obtain, for use with this course, specific study and professional materials as designated by the Arizona Department of Education.

Prerequisites: Admission to the Prescott College Degree or Post-Degree Teacher Education Certification Program or Permission of the Dean of the Prescott College Adult Degree and Graduate Programs, and completion of EDU47002 or a comparable state-approved 3 semester credit course with the grade of “B” or better.

Learning Theories

This course provides an overview of the process of learning. Various theorists, such as Bloom, Dewey, and Vygotsky, who have made contributions within the field of education will be compared as a way to provide further insight into effective teaching strategies. Students will explore topics such as optimal conditions for learning and how relationships within the classroom affect learning, and will gain an understanding of learning differences. Psychological and developmental factors will be examined, as well as the impact of environmental and cultural conditions.

Curriculum Design

This course explores curriculum at a theoretical and practical level as it prepares the student to interpret and present standards based curricula in the classroom. Students examine curriculum theory, issues of curriculum making, current trends in curriculum design, and the role of state and national standards. Curriculum philosophy, aims, and processes are included to enable the student to develop a definition of curriculum within the context of standards, district guidelines, school expectations, and classroom culture. Additionally, the course examines relevant applications for curriculum, strategies for successful curricular implementation, effective use of technology to support curriculum, and accommodations for special situations and individual differences. The student will explore curriculum applications that can expand out of the classroom into the natural learning environment. The student will ensure that curricula designed and implemented embrace appropriate multiple cultural perspectives. This course will also address how multicultural and environmental factors inform curriculum theory.

Educating for the Future: Multicultural and Environmental Issues

The focus of this course is to strengthen students’ environmental and multicultural awareness. The course will explore the emerging issues in multicultural and environmental education, inclusive of children from birth to prekindergarten and kindergarten to grade three/age 8. The course is interdisciplinary in nature and the relationships among education, culture, and environment will be examined. Students will acquire foundational knowledge of theoretical issues and concepts, as well as identify real issues in today’s world for young children. Students will develop, through personal action, personal, societal, and educational perspectives on cultural and environmental issues.

Eportfolio Development Lab

This lab provides students the basic skills for building graduation eportfolios throughout their time at PC. Eportfolios allow students to personalize the documentation of their learning journey and showcase their accomplishments. The lab will focus on the skills necessary to navigate the eportfolio, upload content, practice reflective writing, submit artifacts for student and program assessment, and personalize the eportfolio.

Special Note: Spring 2011: Required for all degree-seeking and post-degree teacher preparation
students in early childhood education teacher. Spring 2012: Required of all degree-seeking and post-degree teacher preparation students in all areas of study. Students should consult with core faculty.

**Capstone Eportfolio Lab**
This lab provides students with the skills to polish and refine their graduation eportfolios. Instructor input will guide students to enhance their reflective writing, enhance and/or add new content, organize content, incorporate multi-media, and present their senior project or student teaching work. Teacher preparation students will ensure the inclusion of all required signature assignment artifacts and rubric scores documenting standards mastery. This lab is a required co-requisite of the senior project and/or student teaching experience.

**Special Note:** Required for all degree-seeking and post-degree teacher preparations students in early childhood education who began their program Spring 2011 or later. Required for all teacher preparation students in all areas who begin their programs in spring 2012 or later.

**Reading: Methods and Practice**
The student will examine the Arizona K-12 Reading/Language Arts Academic Standards, in order to identify and understand the components of a comprehensive reading program designed to ensure student mastery in grade level skills. The student will understand legislative and state board of education mandates pertaining to the elementary reading program. The student will explore diagnostic and remedial strategies which can be incorporated as part of an effective classroom reading program. The student will investigate environmental and cultural factors that influence reading, as well as methods for teaching diverse learners.

**Language Arts: Methods and Practice**
This course provides an opportunity for future elementary teachers to gain knowledge of and demonstrate competence in the development of language arts curriculum. Students will explore the relationship between reading and writing skills, examine methods for language arts instruction, and design developmentally appropriate lesson plans. Students will be expected to implement original lesson plans in a grade appropriate setting. This course also requires that students research effective strategies to meet the needs of cognitively and culturally diverse learners.

**Social Studies: Methods and Practices**
This course provides opportunities for students to explore the field of social science education as presented in the elementary classroom in order to meet state and district standards. The different subject areas to be addressed include: citizenship, government, current events, history, geography, global studies, economics, culture, and the environment. Students will explore historical events, environmental and cultural issues, and methods for teaching the social sciences to diverse populations.

**Science: Methods and Practice**
This course explores various elements of science and environmental education for elementary school students. Students will gain an in-depth knowledge of the science curricular areas specific to their school district, state, and national education standards. Topics covered include: a variety of manipulative tools for science and environmental education; teaching science to diverse populations; science as problem solving; and a variety of specific experiential exercises for teaching ecology and science concepts. Students will prepare original lesson plans, engage in several classroom observations, and experience a wide range of “hands-on” exercises for science and environmental education.

**Mathematics: Methods and Practice**
This course explores various elements of mathematics education for elementary school students. Topics covered include: use of a Constructivist approach to mathematics teaching and learning; methods for teaching mathematical to diverse populations; and, methods for teaching specific mathematical operations. The integration of mathematics into other subject areas, as well as environmental topics, will be explored. Students will prepare original lesson plans, engage in classroom observations, and experience a wide range of experiential exercises for mathematics education.

**Assessment and Measurement**
This course examines the rationale for numerous measurement and assessment methods utilized in the education of diverse student populations. The course compares standardized testing with criterion-referenced testing and other assessment formats. Knowledge of concepts and procedures involved in student evaluation, the development and selection of assessment instruments, the analysis and interpretation of results, and the utilization and reporting of results will be explored. Applications to the classroom setting will be emphasized.
Introduction to Special Education
This course introduces the various categories of special education eligibility and provides information about accommodating individuals with exceptional learning needs in the regular classroom setting. Categories addressed include learning disabilities, mental retardation, emotional and behavioral disorders, physical handicaps, sensory and speech impairments, severe and multiple disabilities, and the gifted and talented. Current special education law and pertinent state and national standards are examined. Attention is also given to issues of culturally and environmentally diverse backgrounds in the education of individuals with exceptional learning needs.

Classroom Management
This course provides students with the opportunity to examine the theories and practices necessary for an effectively managed classroom. Students gain the understanding that there is a direct correlation between effective classroom management and optimal learning. Through observation and study, students will identify and analyze various discipline programs and techniques for their utility in particular classrooms. Students will learn to create optimal learning environments designed to meet the needs of diverse learners.

Student Teaching: Elementary Education
Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment, the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a grade and subject appropriate classroom.

Teaching Methods and Reading Strategies in the Secondary Content Area
During this course, students will study methods and practices for instruction in the student's selected content area. Students will become familiar with the content of texts in the subject area, state and national standards for the grade levels of the subject, and a variety of methods of instruction relevant to the subject area. Emphasis will be placed upon creating effective strategies to meet the needs of a diverse population of learners as well as any environmental or ethical issues impacting the specific field of study. Additionally, the student will engage in an in-depth study of systems involved in the reading process at the secondary level.

The student will review secondary reading standards and core English and Language Arts curriculum in order to support skills and include them into her/his specific content area(s). Topics such as vocabulary, reading fluency and comprehension are central components of this course, as well as comprehension in both literary and informational texts such as expository, functional, and persuasive writing. The student will consult with district reading specialists to become informed of reading diagnostic tools used within the district and state as well as additional tools and technology available to assist the struggling reader. The student will review the Arizona Department of Education (or the state in which she/he is being certified) website to maintain a working knowledge of legislation and programs that address literacy issues.

Student Teaching: Secondary Education
Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment, the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a grade and subject appropriate classroom.

Characteristics of Exceptional Children: Foundations of Special Education
This course introduces the various categories of special education eligibility. Students overview the primary characteristics, prevalence, and current placement and educational practices for individuals with exceptional learning needs, including learning disabilities, mental retardation, emotional and behavioral disorders, physical handicaps, sensory and speech impairments, and severe and multiple disabilities. Characteristics and educational practices for the gifted and talented are also introduced. Current special education law and pertinent state and national standards are examined. Attention is also given to issues of culturally and lin-
guistically diverse backgrounds in the education of individuals with exceptional learning needs.

**Characteristics of Specific Exceptionality: Learning Disability**
This course provides in-depth information about the student's chosen category of special education (learning disability, mental retardation, or serious emotional disability). Topics addressed include the characteristics, causes, and management protocol for the exceptionality; diagnostic and eligibility criteria; placement and IEP considerations; and common academic and behavioral strategies in the context of state and national standards. Students also consider issues of culturally and linguistically diverse backgrounds pertinent to the exceptionality.

**Characteristics of Specific Exceptionality: Mental Retardation**
This course provides in-depth information about the student's chosen category of special education (learning disability, mental retardation, or serious emotional disability). Topics addressed include the characteristics, causes, and management protocol for the exceptionality; diagnostic and eligibility criteria; placement and IEP considerations; and common academic and behavioral strategies in the context of state and national standards. Students also consider issues of culturally and linguistically diverse backgrounds pertinent to the exceptionality.

**Characteristics of Specific Exceptionality: Serious Emotional Disability**
This course provides in-depth information about the student's chosen category of special education (learning disability, mental retardation, or serious emotional disability). Topics addressed include the characteristics, causes, and management protocol for the exceptionality; diagnostic and eligibility criteria; placement and IEP considerations; and common academic and behavioral strategies in the context of state and national standards. Students also consider issues of culturally and linguistically diverse backgrounds pertinent to the exceptionality.

**Classroom Management for Special Education**
This course provides students with the opportunity to examine the theories and practices necessary for an effectively managed special education classroom. Students gain the understanding that there is a direct correlation between effective classroom management and optimal learning. Through observation and study, students will identify, implement, and analyze various discipline programs and techniques for their utility in particular classrooms and with particular learners with identified needs. Students will learn to create optimal learning environments designed to meet the needs of diverse special education learners.

**Special Education Diagnosis and Evaluation**
This course examines all aspects of assessment for special education including diagnostic instruments, procedures for identifying and placing individuals with exceptional learning needs, appropriate uses and limitations of such assessments, legal and ethical considerations, pertinent state and national standards, measurement theory and key terminology, IEP procedures, and sensitivity to culturally and linguistically diverse backgrounds. Attention is also give to informal assessment practices addressing learning and behavior of individuals with exceptional learning needs.

**Reading Methods for the Exceptionality: Learning Disability**
The student will examine the Arizona K-12 Reading/Language Arts Academic Standards, in order to identify and understand the components of a comprehensive reading program designed to ensure student mastery in grade level skills. The student will understand legislative and state board of education mandates pertaining to the reading program. The student will explore diagnostic and remedial strategies which can be incorporated as part of an effective classroom reading program that addresses the needs of special education students, especially in the area of Learning Disability. The student will investigate environmental and cultural factors that influence reading, as well as methods for teaching diverse learners.

**Reading Methods for the Exceptionality: Mental Retardation**
The student will examine the Arizona K-12 Reading/Language Arts Academic Standards, in order to identify and understand the components of a comprehensive reading program designed to ensure student mastery in grade level skills. The student will understand legislative and state board of education mandates pertaining to the reading program. The student will explore diagnostic and remedial strategies which can be incorporated as part of an effective classroom reading program that addresses the needs of special education students, especially in the area of Learning Disability. The student will investigate environmental and cultural factors that influence reading, as well as methods for teaching diverse learners.
Reading Methods for the Exceptionality: Serious Emotional Disability
The student will examine the Arizona K-12 Reading/Language Arts Academic Standards, in order to identify and understand the components of a comprehensive reading program designed to ensure student mastery in grade level skills. The student will understand legislative and state board of education mandates pertaining to the reading program. The student will explore diagnostic and remedial strategies which can be incorporated as part of an effective classroom reading program that addresses the needs of special education students, especially in the area of Learning Disability. The student will investigate environmental and cultural factors that influence reading, as well as methods for teaching diverse learners.

Language Arts Methods for the Exceptionality: Learning Disability
This course provides an opportunity for future special education: learning disability teachers to gain knowledge of and demonstrate competence in the development of language arts curriculum. Students will explore the relationship between reading and writing skills, examine methods for language arts instruction, and design developmentally and IEP-appropriate lesson plans. Students will be expected to implement original lesson plans in a grade appropriate setting. This course also requires that students research effective strategies to meet the needs of cognitively and culturally diverse learners.

Language Arts Methods for the Exceptionality: Mental Retardation
This course provides an opportunity for future special education: mental retardation teachers to gain knowledge of and demonstrate competence in the development of language arts curriculum. Students will explore the relationship between reading and writing skills, examine methods for language arts instruction, and design developmentally and IEP-appropriate lesson plans. Students will be expected to implement original lesson plans in a grade appropriate setting. This course also requires that students research effective strategies to meet the needs of cognitively and culturally diverse learners.

Language Arts Methods for the Exceptionality: Serious Emotional Disability
This course provides an opportunity for future special education: serious emotional disability teachers to gain knowledge of and demonstrate competence in the development of language arts curriculum. Students will explore the relationship between reading and writing skills, examine methods for language arts instruction, and design developmentally and IEP-appropriate lesson plans. Students will be expected to implement original lesson plans in a grade appropriate setting. This course also requires that students research effective strategies to meet the needs of cognitively and culturally diverse learners.

Social Studies Methods for the Exceptionality: Learning Disability
This course provides opportunities for students to explore the field of social science education as presented in the special education classroom with learning disabled students in order to meet state and district standards. The different subject areas to be addressed include: citizenship, government, current events, history, geography, global studies, economics, culture, and the environment. Students will explore historical events, environmental and cultural issues, and methods for teaching the social sciences to diverse populations.

Social Studies Methods for the Exceptionality: Mental Retardation
This course provides opportunities for students to explore the field of social science education as presented in the special education classroom with students exhibiting mental retardation in order to meet state and district standards. The different subject areas to be addressed include: citizenship, government, current events, history, geography, global studies, economics, culture, and the environment. Students will explore historical events, environmental and cultural issues, and methods for teaching the social sciences to diverse populations.

Social Studies Methods for the Exceptionality: Serious Emotional Disability
This course provides opportunities for students to explore the field of social science education as presented in the special education classroom with students identified as seriously emotionally disabled in order to meet state and district standards. The different subject areas to be addressed include: citizenship, government, current events, history, geography, global studies, economics, culture, and the environment. Students will explore historical events, environmental and cultural issues, and methods for teaching the social sciences to diverse populations.

Science Methods for the Exceptionality: Learning Disability
This course explores various elements of science and environmental education for special education: learning disabled learners. Students will gain an in-depth knowledge of the science curricular areas specific to their school district, state, and national education standards. Topics covered include: a variety of
manipulative tools for science and environmental education; teaching science to diverse populations; science as problem solving; and a variety of specific experiential exercises for teaching ecology and science concepts. Students will prepare original lesson plans, engage in several classroom observations, and experience a wide range of “hands-on” exercises for science and environmental education that meet the needs of special education: learning disabled learners.

Science Methods for the Exceptionality: Mental Retardation
This course explores various elements of science and environmental education for special education: mental retardation learners. Students will gain an in-depth knowledge of the science curricular areas specific to their school district, state, and national education standards. Topics covered include: a variety of manipulative tools for science and environmental education; teaching science to diverse populations; science as problem solving; and a variety of specific experiential exercises for teaching ecology and science concepts. Students will prepare original lesson plans, engage in several classroom observations, and experience a wide range of “hands-on” exercises for science and environmental education that meet the needs of special education: mental retardation learners.

Science Methods for the Exceptionality: Serious Emotional Disability
This course explores various elements of science and environmental education for special education seriously emotionally disabled learners. Students will gain an in-depth knowledge of the science curricular areas specific to their school district, state, and national education standards. Topics covered include: a variety of manipulative tools for science and environmental education; teaching science to diverse populations; science as problem solving; and a variety of specific experiential exercises for teaching ecology and science concepts. Students will prepare original lesson plans, engage in several classroom observations, and experience a wide range of “hands-on” exercises for science and environmental education that meet the needs of special education seriously emotionally disabled learners.

Mathematics Methods for the Exceptionality: Learning Disability
This course explores various elements of mathematics education for special education: learning disabled students. Topics covered include: use of a Constructivist approach to mathematics teaching and learning; methods for teaching mathematics to diverse populations which include learning disabled students; and, methods for teaching specific mathematical operations. The integration of mathematics into other subject areas, as well as environmental topics, will be explored. Students will prepare original lesson plans, engage in special education classroom observations, and experience a wide range of experiential exercises for mathematics education.

Mathematics Methods for the Exceptionality: Mental Retardation
This course explores various elements of mathematics education for special education students diagnosed as mentally retarded. Topics covered include: use of a Constructivist approach to mathematics teaching and learning; methods for teaching mathematics to diverse populations which include students exhibiting mental retardation; and, methods for teaching specific mathematical operations. The integration of mathematics into other subject areas, as well as environmental topics, will be explored. Students will prepare original lesson plans, engage in special education classroom observations, and experience a wide range of experiential exercises for mathematics education of challenged learners.

Mathematics Methods for the Exceptionality: Serious Emotional Disability
This course explores various elements of mathematics education for special education students diagnosed as mentally retarded. Topics covered include: use of a Constructivist approach to mathematics teaching and learning; methods for teaching mathematics to diverse populations, which include students formally identified as seriously emotionally disabled, and methods for teaching specific mathematical operations. The integration of mathematics into other subject areas, as well as environmental topics, will be explored. Students will prepare original lesson plans, engage in special education classroom observations, and experience a wide range of experiential exercises for mathematics education of challenged learners.

Student Teaching: Special Education: Learning Disability
Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment, the student is expected to respond to critical feedback and participate in every facet of special education classroom teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the spe-
cific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a Special Education: Learning Disability classroom.

Note: In accordance with State Board of Education Rule, placement of student teachers pursuing the specific special education exceptionality must be with a cooperating teacher certified in learning disabilities and in a special education classroom comprised of at least 51% of students formally diagnosed with this disability. A Prescott College form must be completed by the cooperating teacher and the student teacher verifying that these two conditions for placement have been met.

Student Teaching: Special Education: Mental Retardation
Student Teaching is the final capstone field experience allowing the student to practice the theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment, the student is expected to respond to critical feedback and participate in every facet of special education classroom teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a Special Education: Mental Retardation classroom.

Note: The Arizona State Board of Education and the Arizona Department of Education require, for Certification purposes, that students complete their student teaching in special education classroom wherein the cooperating teacher is certified in the specific area of exceptionality being pursued by the student teacher, and that at least 51% of the students in the special education classroom have been formally diagnosed with that same exceptionality, (in this case, Mental Retardation). Prescott College requires completion of a specific form verifying that these two conditions have been met in the placement of the student teacher.

Student Teaching: Special Education: Serious Emotional Disability
Student Teaching is the final capstone field experience allowing the student to practice the theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment, the student is expected to respond to critical feedback and participate in every facet of special education classroom teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a Special Education: Serious Emotional Disability classroom.

Note: The Arizona State Board of Education requires, for Certification purposes, that students complete their student teaching in special education classroom wherein the cooperating teacher is certified in the specific area of exceptionality being pursued by the student teacher, and that at least 51% of the students in the special education classroom have been formally diagnosed with that same exceptionality, (in this case, Serious Emotional Disability). Prescott College requires completion of a specific form verifying that these two conditions have been met in the placement of the student teacher.

Foundations of Early Childhood Special Education
The aim of this course is to provide students of early childhood special education with broad foundational knowledge of the social, cultural, historical, theoretical, socio-economic, environmental, legal, financial, ideological, and political dimensions of early childhood special education, which involves knowledge and experience of the birth to age five developmental and instructional levels. The course challenges students to think about commonly held ideas and learning strategies; examine current special education law, pertinent state and national standards; and to begin to understand the influencing factors within the learning environment.

Students will be actively engaged in developing a personal perspective on the functions and purposes of early childhood special education. Students overview the primary characteristics, prevalence, eligibility, and current placement and educational practices for individuals with exceptional learning needs including learning disabilities, mental retardation, autistic spectrum disorder, emotional and behavioral disorders, physical handicaps, sensory and speech impairments, and severe and multiple disabilities. Students will develop a critical linguistically diverse and multicultural perspective which reviews the more recent schooling reforms, including but not limited to the “Leave No Child Behind Act” of 2002, within the broader implications of early childhood special education in federal, military, state, public, private, and tribal systems. Students will examine the impacts of education on the natural environment and the diverse human community. Students will begin a compilation of academic and professional resources and materials for their future study and early childhood special education career.
Learning Theories and Early Childhood Special Education
This course provides an overview of the process of learning, and gives the student opportunity to apply the process of learning within the field of early childhood special education. Various theorists, such as Bloom, Dewey, and Vygotsky, who have made contributions within the field of education will be compared as a way to provide further insight into effective teaching strategies to be implemented in response to identified diverse learner needs, especially as those strategies which support exceptional learners, from birth to age 5. Students will explore topics such as optimal conditions for learning and how relationships within the classroom or other educational settings affect learning, and will gain an understanding of learning differences. Psychological and developmental factors will be examined, as well as the impact of environmental and cultural conditions.

Child Growth and Development in Early Childhood Special Education
Through this course, students will gain knowledge on the theories of child growth and development. The course will focus specifically on content about the stages of typical and atypical growth and developmental patterns in the cognitive, physical, social, and emotional growth domains for children from birth to age 5. Students will study children’s developmental patterns through a review of learning theories including research on brain-based cognitive development, multiple intelligences, natural and place-based environments, and culturally appropriate approaches to learning. Critical to an educator’s professional development is the teacher’s ability to create age-and ability-appropriate learning strategies and environments which enhance young children’s physical, cognitive, social, and emotional growth and development.

Normal and Atypical Language Development and Literacy in Early Childhood Special Education
This course examines the acquisition and development of language skills in young children, birth to age 5. Topics researched include oral language development, print awareness, name and letter recognition, pre-writing skills, the Arizona Department of Education’s essential components of reading, atypical language development, and language disorders. Students will have an emphasis on developmentally-appropriate language development, teaching phonological awareness, personal name and letter recognition, print awareness, and pre-writing skills. The student will gain knowledge of the Arizona Department of Education’s (ADE) five essential components of reading – phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension, and the Early Childhood Language and Literacy Standard and concepts. In this course, awareness of the benefits of the Individual Education Plan (IEP) will be investigated. The student will create a foundation of knowledge on atypical language patterns in order to recognize and plan instructional support for maximizing young children’s with special needs language development from birth to age 5.

Also addressed are appropriate methods and instructional techniques to honor and support cultural and linguistic diversity in early childhood special education, birth to age 5, language development. The student will develop a culturally and developmentally appropriate repertoire of songs, poems, rhymes, finger plays; and library of classroom readings and literature for young children, from birth to age 5. The student will engage children in learning through literacy materials that honor their local natural environment.

Methods of Teaching Early Childhood Special Education
This course focuses on the methodology involved in teaching early childhood individuals from birth to age 5 with exceptional learning needs. Topics addressed include IEP development, curriculum modification and individualization, classroom layout, social skills training, instructional and behavioral strategies, appropriate assessment, alignment with state and national standards, working effectively with parents and other IEP members, and collaborating with other special education personnel and agencies. Students also learn to incorporate an awareness of culturally and linguistically diverse backgrounds into the special education methodology.

Early Childhood Special Education Curriculum Development and Implementation
Through this course the student will create developmentally and culturally appropriate curriculum for early childhood special education learners birth to age 5 to be implemented in classroom settings with developmental and instructional groups. Curriculum will encourage active exploration and the opportunity for self-discovery by the children and teacher initiated or selected activities. The student will create as appropriate for the special education environment, integrated thematic units and lesson plans for mathematics, natural science, literacy, language arts, social studies, art, music, movement, educational play, and social/emotional development. The student will explore curriculum applications that can expand out of the classroom into the natural learning environment. The student will ensure that the curriculum embraces appropriate multiple cultural perspectives. Through this course, the student will develop an understanding of the Arizona Department of Education’s (ADE) curriculum standards, benchmarks, and performance objectives.

Child Guidance and Behavior Management in Early Childhood Special Education
This course explores the theoretical and practical aspects of child guidance and behavior management for
early childhood special education individuals (birth to age 5) with emphasis on creating learning environments that foster safety, emotional well-being, positive social interactions, cultural understanding, respect for diversity, natural consequences of behavior, and active engagement. Consideration is given to culturally and linguistically diverse backgrounds as well as developmental differences. Behavior management strategies are applied to a variety of early childhood special education settings including individual and small group instruction, self-contained classrooms, and inclusion classrooms and experiences.

The Exceptional Child Birth to Age 5 and the Special Education Process
The student will gain an understanding about the physical, social, and cognitive characteristics and classifications of the exceptional child starting at birth to age 5. Through high expectations set by developmental specialists and educational professionals, the student will learn strategies for the inclusion of all young children with disabilities and other challenges. The course will examine the implications for inclusive practices for children in both indoor and outdoor educational environments.

Through this course the student will understand the required compliance with the local, district, state, federal, and tribal special education laws, rules, policies, and regulations. The student will develop appropriate modifications to meet the social, cognitive, and physical environment requirements in order to optimize exceptional children’s learning needs. The course will offer the student the opportunity to examine the strategies of the team of educators, parents or guardians, therapists, and support people who help exceptional children during the birth to age 5 years maximize their learning opportunities in order to reach their highest potential. The student will complete a project/research paper based upon a specific exceptionality (e.g., attention deficit/hyperactivity disorder, autism, birth defects from premature birth, mental retardation, sensory processing disorder, cerebral palsy, etc.).

Observation and Participation: Field Experience with Early Childhood Special Education Learners
This course provides extensive opportunity for observation and active participation in a variety of early childhood special education settings. Attention is given to similarities and differences in curriculum, diagnostic practices, IEP implementation through planning and delivery of instruction, environmental influences, behavior management, and social interactions. Also considered are opportunities for nature-based activities and issues pertaining to cultural and linguistic diversity.

Diagnosis and Evaluation of Early Childhood Special Education Learners
This course examines all aspects of assessment for early childhood special education (birth to age 5) learners, including diagnostic instruments, procedures for identifying and placing individuals with exceptional learning needs, appropriate uses and limitations of such assessments, legal and ethical considerations, pertinent state and national standards, measurement theory and key terminology, IEP procedures, implications of PL99-457, and sensitivity to culturally and linguistically diverse backgrounds. Attention is also given to informal assessment practices addressing learning and behavior of birth to age 5 individuals with exceptional learning needs.

Elective in Early Childhood Special Education
This elective provides the opportunity to delve more deeply into a self-chosen area of interest within early childhood special education. Students combine in-depth research with field experience to document substantial new learning vital to the education of individuals from birth to age five with exceptional learning needs.

Practicum/Student Teaching: Early Childhood Special Education: Birth to Age 5
The Practicum/Student Teaching is the final 12-week full-day capstone field experience allowing students to practice the application of theoretical knowledge as well as to demonstrate mastery in early childhood special education planning, instructing, evaluating, managing classrooms or other appropriate early childhood special education settings, and professional proficiency. Throughout the practicum assignment the student is expected to respond to critical feedback and participate in every facet of the daily learning environment activities from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the supervisor or cooperating teacher within the specific early childhood special education teaching environment. The final preparation will assist the student in obtaining a professional special education position working with young children, from birth to age 5, such as that of an early childhood special education classroom lead teacher.

Note: Students have the responsibility to be cognizant of the current Arizona (or their states’) and Prescott College teacher certification requirements. Students are responsible for reading, downloading, and completing the current student teaching/practicum documents from the Prescott College website. State teacher certification requirements are subject to change and students must comply with teacher certification requirements current at the time of their graduation/certification application.
Foundations of Early Childhood Education (ECE)
The aim of this course is to provide early childhood educators with broad foundational knowledge of the social, cultural, historical, theoretical, socio-economic, environmental, legal, financial, ideological, and political dimensions of early childhood education, which involves knowledge and experience both of the birth to prekindergarten and kindergarten to grade three/age 8 developmental and instructional levels. The course challenges students to think about commonly held ideas and learning strategies, and to begin to understand the influencing factors within the learning environment. The student will be actively engaged in developing a personal perspective on the functions and purposes of early childhood education (ECE). The student will develop a critical multicultural perspective which reviews the more recent schooling reforms, including but not limited to the “Leave No Child Behind Act” of 2002, within the broader implications of early childhood education in federal, military, state, public, private, and tribal systems. The student will examine the impacts of education on the natural environment and the diverse human community. Students will begin a compilation of academic and professional resources and materials for their Low-Residency Bachelor of Arts Program studies and ECE career.

Child Growth and Development
Through this course, the student will gain knowledge on the theories of child growth and development. The course will include content on stages of typical cognitive and physical growth for children from birth to prekindergarten and kindergarten to grade three/age 8. The student will study children's development through learning theories including research on brain-based cognitive development, multiple intelligences, natural and place-based environments, and culturally appropriate approaches to learning. Critical to an educator's professional development is the teacher's ability to create age-appropriate learning strategies and environments which enhance young children's physical growth and cognitive development.

Social and Emotional Development
Through this course the student will study the theories of social and emotional development, as they relate to the developmental and instructional stages of birth to prekindergarten and kindergarten to grade three/age 8, which can include the work of E.L. Thorndike, Howard Gardner, Albert Bandura, L.S. Vygotsky, Jean Piaget, and Daniel Goleman. In studying social intelligence, the student will develop an understanding of children's ability to understand and relate to people, including intra- and interpersonal intelligences. The student will create an understanding of the five characteristics and abilities of emotional intelligences: 1) self-awareness, 2) mood management, 3) self-motivation, 4) empathy, and 5) managing relationships. In addition, the student will demonstrate her or his understanding of why social and emotional health is fundamental to effective learning and why children must have an understanding of themselves and how they best learn. An overview of how the brain and emotions work and the neuropsychology of emotions will be covered. Students will also investigate cultural and environmental factors that influence social and emotional development.

Early Language and Literacy
Through this course the student will study early language and literacy, including development and acquisition of oral language for children in early childhood education (ECE) placements, from birth to prekindergarten and kindergarten to grade three/age 8. The student will have an emphasis on developmentally-appropriate language development, teaching phonological awareness, personal name and letter recognition, print awareness, and pre-writing skills. The student will gain knowledge of the Arizona Department of Education's (ADE) essential components of reading and the Early Childhood Language and Literacy Standard and concepts. The student will also engage in activities that meet the National Association for the Education of Young Children (NAEYC) Professional Performance Standards. This course is a major component of the ECE program of study. The student will develop a culturally and developmentally appropriate repertoire of songs, poems, rhymes, finger plays; and library of classroom readings and literature for young children, from birth to prekindergarten and kindergarten to grade three/age 8. The student will engage children in learning through literacy materials that honor their local natural environment.

Curriculum Development and Implementation
Through this course the student will create developmentally and culturally appropriate curriculum for early childhood education and classroom implementation for both birth to prekindergarten and kindergarten to grade three/age 8 developmental and instructional groups. Curriculum will encourage active exploration and the opportunity for self-discovery by the children and teacher initiated or selected activities. The student will create integrated thematic units and lesson plans for mathematics, natural science, literacy, language arts, social studies, art, music, movement, educational play, and social/emotional development. The student will explore curriculum applications that can expand out of the classroom into the
natural learning environment for both ECE groups. The student will ensure that the curriculum embraces appropriate multiple cultural perspectives. Through this course, the student will develop an understanding of the Arizona Department of Education’s (ADE) curriculum standards and benchmarks.

**Parent, Family, School, and Community**
The student will study the social, emotional, and psychological aspects of child, parent, family, school, and community relationships for young children, from birth to prekindergarten and kindergarten to grade three/age 8. The student will develop technology-based and other types of outreach strategies to create links and materials that can facilitate a communication flow to and from the parent or guardian, family, school, and community resources. The student will become competent in understanding the diversity of the families and the community, including looking at culture, languages, genders, abilities, family and social structures, ethnicity, socio-economical, environmental, and educational factors. In this course, the student will develop professional practices which will honor and engage the young children’s family cultural traditions, customs, and celebrations into the learning process and curriculum. Furthermore, the student will create learning opportunities that appropriately enhance and embrace the natural and human communities.

**ECE Instructional Techniques and Methodologies**
The student will study instructional techniques and methodologies in early childhood education settings, for children from birth to prekindergarten and kindergarten to grade three/age 8, which can include curriculum that uses culturally and developmentally appropriate practices; different types of activity/learning centers; individualized and differentiated instruction; educational play; and multi-sensory approaches. The student will develop instructional techniques and methods for teaching subject-area knowledge in art, music, literature, language, reading, movement, mathematics, natural science, and social studies. In this course, the student will create strategies to formulate a consistent and predictable learning environment. The early learning environment shall consist of activities in indoor, outdoor, and community-based arenas offering the young children ways to be challenged and grow to their capacity.

**The Exceptional Child and Special Education Processes**
The student will gain an understanding about the physical, social, and cognitive characteristics and classifications of the exceptional child starting at birth to prekindergarten and from kindergarten to grade three/age 8. Through high expectations set by developmental specialists and educational professionals, the student will learn strategies for the inclusion of all young children with disabilities and other challenges. The course will examine the implications for inclusive practices for children in both indoor and outdoor educational environments. Through this course the student will understand the required compliance with the local, district, state, federal, and tribal special education laws, rules, policies, and regulations. The student will develop appropriate modifications to meet the social, cognitive, and physical environment requirements in order to optimize exceptional children’s learning needs. The course will offer the student the opportunity to examine the strategies of the team of educators, parents or guardians, therapists, and support people who help exceptional children during the birth to prekindergarten and kindergarten to grade three/age 8 years maximize their learning opportunities in order to reach their highest potential.

**Health, Safety, and Nutrition**
This course will focus on procedures to protect the health and safety of young children, in both birth to prekindergarten and kindergarten to grade three/age 8, at home, in the community, and while engaged in learning and school environments. The student will explore methods to develop and promote healthy lifelong habits including the fundamentals of good nutrition, rest, and exercise. This course will examine cultural and environmental factors that can impact the health, safety, and nutrition of young children. Research will be completed which examines how brain development, nutrition, and safe environments are related. The students will develop skills to share knowledge with families and the greater community in order to provide the safest possible environment for young children 24-hours a day. This course will advocate for the educator to establish appropriate and safe human and natural community interactions inclusive of the local environment (e.g., plants, animals, firefighters, public safety officers, and medical personnel). Furthermore, the student will understand the importance of developing curriculum to encourage safe and vigorous movement, active exploration, and opportunities for self-discovery by the children.

**Assessment and Evaluation**
Educators must acquire knowledge of the current research on the assessment and evaluation of young children, from birth to prekindergarten and kindergarten to grade three/age 8, and their classroom activities and environment. This course will focus on using assessments to evaluate how young children learn starting at
birth; understand how to monitor the young child’s progress; determine levels of young student’s knowledge and skills; ensure developmentally and age-appropriate systems are in place; and to guarantee educators use the young child’s language(s) and culturally appropriate instruction. The assessment tools evaluated will support individual student progress, a variety of learning styles, and the diverse abilities of young children. The analysis of the different types of assessments will take into regard their characteristics, cultural application, uses, advantages, and limitations. Assessments will consider student initiated and adult facilitated activities, learning in indoor and outdoor environments, observable behaviors, anecdotal record keeping, and portfolios of children’s work as means to document progress. Through this course the student will develop competence in reporting, as required and appropriate, young children’s progress to parents or guardians, educators, school/district, health care, and community, tribal, and state, and national governmental agencies.

Child Guidance and Classroom Management
This course will focus on child guidance and classroom management procedures to protect the health and safety of young children, from birth to prekindergarten and kindergarten to grade three/age 8, and optimize learning opportunities in all early childhood settings. The student will examine cultural and environmental factors that can facilitate and enhance learning strategies for all young children. Through this course the student will develop an understanding of how the physical layout of the learning environment or classroom and outdoor play areas can impact child guidance and classroom management strategies. The early childhood educator will help young children learn developmentally appropriate skills for self-awareness, mood management, self-motivation, and empathy in order to create positive relationships with other children and adults.

Characteristics and Practices in the Young Child’s Behavior
This course will focus on recognition of the range of typical and atypical behaviors in young children from birth to prekindergarten and from kindergarten to grade three/age 8. The student will explore practices that facilitate a learning environment where the young child can develop his or her own physical, social, and cognitive skills and age-appropriate behaviors. Using the knowledge of age-appropriate behaviors, the student can develop practices which will enhance children’s critical thinking, good health, and physical development. The student will study behavioral factors for both indoor and outdoor learning situations, including appropriate behavior in the classroom, on playgrounds, and during community visits and field trips for children from birth to prekindergarten and kindergarten to grade three/age 8. This course will examine cultural and environmental factors that can support developmentally appropriate behaviors in young children.

Early Childhood Practicum (2 parts)
Section I: Practicum/Student Teaching - Birth to Pre-Kindergarten – 4 semester credits
Section II: Student Teaching - Kindergarten to Grade Three/Age 8 – 4 semester credits
The practicum is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. The early childhood practicum must include a minimum of 6 quarter hours in a supervised field experience, practicum, internship, or student teaching setting serving children birth through prekindergarten and a minimum of 6 quarter hours in a supervised student teaching setting serving children kindergarten through grade three/age 8. Throughout the practicum assignment the student is expected to respond to critical feedback and participate in every facet of the daily learning environment activities and classroom teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the supervisor or cooperating teacher within the specific early childhood teaching environment. The final preparation will assist the student in obtaining a professional position working with young children, from birth to prekindergarten and kindergarten to grade three/age 8, such as an early childhood classroom lead teacher.

Note: Students have the responsibility to be cognizant of the current Arizona (or their states’) and Prescott College teacher certification requirements. Students are responsible for reading, downloading, and completing the current student teaching/practicum documents from the Prescott College website. State teacher certification requirements are subject to change and students must comply with teacher certification requirements current at the time of their graduation/certification application.
Master of Arts Course Sequences

Elementary Education Program

Course Sequence
In order to qualify for an Institutional Recommendation leading to Arizona Elementary Education Provisional Certification, students must complete 46 semester credits in education coursework:

Foundations and Theory:
- Foundations of Education (3 semester credits)
- Learning Theories (3 semester credits)
- Curriculum Design (3 semester credits)
- Educating for the Future: Multicultural and Environmental Issues (3 semester credits)
- Assessment and Measurement (3 semester credits)
- Introduction to Special Education (3 semester credits)

Methods:
- Reading: Methods and Practice (3 semester credits)
- Language Arts: Methods and Practice (2 semester credits)
- Social Studies: Methods and Practice (2 semester credits)
- Science: Methods and Practice (2 semester credits)
- Mathematics: Methods and Practice (2 semester credits)
- Classroom Management (3 semester credits)
- Methods of Structured English Immersion (3 semester credits)
- Advanced Study in Structured English Immersion (3 semester credits)

Capstone:
- Student Teaching: Elementary Education (8 semester credits)

Secondary Education Program

Course Sequence
In order to qualify for an Institutional Recommendation leading to Arizona Elementary Education Provisional Certification, students must complete 38 semester credits in education coursework:

Foundations and Theory:
- Foundations of Education (3 semester credits)
- Learning Theories (3 semester credits)
- Curriculum Design (3 semester credits)
- Educating for the Future: Multicultural and Environmental Issues (3 semester credits)
- Assessment and Measurement (3 semester credits)
- Introduction to Special Education (3 semester credits)

Methods:
- Teaching Methods and Reading Strategies in the Secondary Content Area (3 semester credits)
- Classroom Management (3 semester credits)
- Structured English Immersion Methods (3 semester credits)
- Advanced Study in Structured English Immersion (3 semester credits)

Capstone:
- Student Teaching: Secondary Education (8 semester credits)

Special Education: Learning Disability Program

Course Sequence
In order to qualify for an Institutional Recommendation leading to Arizona Special Education Provisional Certification with a focus in Learning Disabilities, students must complete 49 semester credits in Special Education coursework:

Foundations and Theory:
- Foundations of Education (3 semester credits)
- Learning Theories (3 semester credits)
Curriculum Design (3 semester credits)
Educating for the Future: Multicultural and Environmental Issues (3 semester credits)
Characteristics of Exceptional Children: Foundations of Special Education (3 semester credits)
Characteristics of the Specific Exceptionality: Learning Disability (3 semester credits)
Diagnosis and Evaluation (3 semester credits)

Methods:
- Reading Methods for the Exceptionality: Learning Disability (3 semester credits)
- Language Arts Methods for the Exceptionality: Learning Disability (2 semester credits)
- Social Studies Methods for the Exceptionality: Learning Disability (2 semester credits)
- Science Methods for the Exceptionality: Learning Disability (2 semester credits)
- Mathematics Methods for the Exceptionality: Learning Disability (2 semester credits)
- Classroom Management for Special Education (3 semester credits)
- Structured English Immersion Methods (3 semester credits)
- Advanced Study in Structured English Immersion (3 semester credits)

Capstone:
- Student Teaching: Special Education: Learning Disability (8 semester credits)

Students must pass the Arizona Educator Proficiency Assessments (AEPA) in both professional and content area knowledge. If a student is planning to obtain certification in a state other than Arizona, he/she will be required to research that state’s requirements for certification to ensure compliance.

**Special Education: Mental Retardation Program**

**Course Sequence**
In order to qualify for an Institutional Recommendation leading to Arizona Special Education Provisional Certification with a focus in Mental Retardation, students must complete 49 semester credits: in Special Education coursework:

**Foundations and Theory:**
- Foundations of Education (3 semester credits)
- Learning Theories (3 semester credits)
- Curriculum Design (3 semester credits)
- Educating for the Future: Multicultural and Environmental Issues (3 semester credits)
- Characteristics of Exceptional Children: Foundations of Special Education (3 semester credits)
- Characteristics of the Specific Exceptionality: Mental Retardation (3 semester credits)
- Special Education Diagnosis and Evaluation (3 semester credits)

**Methods:**
- Reading Methods for the Exceptionality: Mental Retardation (3 semester credits)
- Language Arts Methods for the Exceptionality: Mental Retardation (2 semester credits)
- Social Studies Methods for the Exceptionality: Mental Retardation (2 semester credits)
- Science Methods for the Exceptionality: Mental Retardation (2 semester credits)
- Mathematics Methods for the Exceptionality: Mental Retardation (2 semester credits)
- Classroom Management for Special Education (3 semester credits)
- Methods of Structured English Immersion (3 semester credits)
- Advanced Study in Structured English Immersion (3 semester credits)

**Capstone:**
- Student Teaching: Special Education: Mental Retardation (8 semester credits)

Students must pass the Arizona Educator Proficiency Assessments (AEPA) in both professional and content area knowledge. If a student is planning to obtain certification in a state other than Arizona, he/she will be required to research that state’s requirements for certification to ensure compliance.

**Special Education: Serious Emotional Disability Program**

**Course Sequence**
In order to qualify for an Institutional Recommendation leading to Arizona Special Education...
Provisional Certification with a focus in Serious Emotional Disability, students must complete 49 semester credits: in Special Education coursework:

**Foundations and Theory:**
- Foundations of Education (3 semester credits)
- Learning Theories (3 semester credits)
- Curriculum Design (3 semester credits)
- Educating for the Future: Multicultural and Environmental Issues (3 semester credits)
- Characteristics of Exceptional Children: Foundations of Special Education (3 semester credits)
- Characteristics of the Specific Exceptionality: Serious Emotional Disability (3 semester credits)
- Special Education Diagnosis and Evaluation (3 semester credits)

**Methods:**
- Reading Methods for the Exceptionality: Serious Emotional Disability (3 semester credits)
- Language Arts Methods for the Exceptionality: Serious Emotional Disability (2 semester credits)
- Social Studies Methods for the Exceptionality: Serious Emotional Disability (2 semester credits)
- Science Methods for the Exceptionality: Serious Emotional Disability (2 semester credits)
- Mathematics Methods for the Exceptionality: Serious Emotional Disability (2 semester credits)
- Classroom Management for Special Education (3 semester credits)
- Methods of Structured English Immersion (3 semester credits)
- Advanced Study in Structured English Immersion (3 semester credits)

**Capstone:**
- Student Teaching: Special Education: Serious Emotional Disability (8 semester credits)

Students must pass the Arizona Educator Proficiency Assessments (AEPA) in both professional and content area knowledge. If a student is planning to obtain certification in a state other than Arizona, he/she will be required to research that state’s requirements for certification to ensure compliance.

**Early Childhood Special Education (ECSE) Program**

**Course Scope and Sequence**
In order to qualify for an Institutional Recommendation from Prescott College leading to Arizona Special Education: Early Childhood Certification, students must complete 50 semester credits in education coursework, which includes 8 semester credits in student teaching/practicum. Students must also pass the Arizona Educator Proficiency Assessments (AEPA) in both professional and subject/content area knowledge. If a student is planning to obtain certification in a state other than Arizona, that student will be required to research that state’s requirements for certification to ensure compliance.

**Foundations and Theory Coursework:**
- Foundations of Early Childhood Special Education (3 semester credits)
- Learning Theories and Early Childhood Special Education (3 semester credits)
- Educating for the Future: Multicultural and Environmental Issues (3 semester credits)
- Early Childhood Special Education Curriculum Development and Implementation (3 semester credits)
- Normal and Atypical Language Development and Literacy in Early Childhood Special Education (3 semester credits)
- Child Growth and Development in Early Childhood Special Education (3 semester credits)

**Methods:**
- Child Guidance and Behavior Management in Early Childhood Special Education (3 semester credits)
- Methods of Teaching Early Childhood Special Education (3 semester credits)
- The Exceptional Child Birth to Age 5 and Special Education Processes (3 semester credits)
- Diagnosis and Evaluation of Early Childhood Special Education Learners (3 semester credits)
- Structured English Immersion Methods (3 semester credits)
- Advanced Study in Structured English Immersion (3 semester credits)

Note: All candidates for Arizona Provisional Teacher Certification must have completed a total of 6 semester credits in state-approved Structured English Immersion coursework beginning in the fall 2009.

Elective in Early Childhood Special Education (3 semester credits)
Observation and Participation: Field Experience with Early Childhood Special Education Learners (3 semester credits)

**Capstone Experience:**
Practicum in Early Childhood Special Education: Birth to Age 5 (8 semester credits)

**Early Childhood Education Program**
**Course Sequence**
In order to qualify for an institutional recommendation leading to Arizona Early Childhood Education Certification, students must complete 49 semester credits in education coursework and the practicum must be completed with Prescott College.

**Foundation and Theory Coursework:**
- Foundations of Early Childhood Education (ECE) (3 semester credits)
- Child Growth and Development (2 semester credits)
- Social and Emotional Development (3 semester credits)
- Curriculum Development and Implementation (3 semester credits)
- The Exceptional Child and Special Education Processes (3 semester credits)
- Educating for the Future: Multicultural and Environmental Issues (3 semester credits)
- Assessment and Evaluation (3 semester credits)

**Methods:**
- Early Language and Literacy (3 semester credits)
- Parent, Family, School, and Community (3 semester credits)
- ECE Instructional Techniques and Methodologies (3 semester credits)
- Health, Safety, and Nutrition (2 semester credits)
- Child Guidance and Classroom Management (3 semester credits)
- Characteristics and Practices in a Young Child’s Behavior (2 semester credits)
- Structured English Immersion Methods (3 semester credits)
- Advanced Study in Structured English Immersion (3 semester credits)

*Note: Candidates for Arizona Provisional Certification in Teacher Education must have completed two courses/6 semester credits in state-approved Structured English Immersion coursework beginning fall 2009.)*

**Capstone:**
Practicum (in the 2 required age groups: birth to pre-K and K to age 8) (8 semester credits total)

**Post-Master’s School Guidance and Counseling Program**
**Course Sequence**
In order to qualify for an institutional recommendation leading to Arizona School Guidance Counseling Certification, students must complete 33 semester credits in School Guidance Counseling coursework:

**Foundation and Theory**
- Counseling Theory (3 semester credits)
- Social and Ecological Perspectives (3 semester credits)
- Human Growth and Development (3 semester credits)
- Group Dynamics Processing and Counseling (4 semester credits)
- Foundations of School Counseling (3 semester credits)
- Vocational Counseling and Career Development (3 semester credits)
- School Guidance Counseling: Program Development, Implementation, and Evaluation (3 semester credits)

**Methods:**
- Research Methodologies (3 semester credits)

**Capstone:**
Supervised School Guidance Counseling Practicum (8 semester credits)

In addition, students must have earned a masters degree from a regionally accredited post-secondary institution prior to receiving an Institutional Recommendation from Prescott College for a School Guidance
Counseling Certificate. If a student is planning to obtain certification in a state other than Arizona, he/she will be required to research that state's requirements for certification to ensure compliance.

**Master of Arts Course Sequences**

**Elementary Education Program**

**Foundations of Education**
This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will master the course content and expectations for teacher certification, and that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course is an introduction to the field of teacher education and includes knowledge of the social, cultural, historical, and political dimensions of public school education. The course challenges students to think critically about education and learning strategies, and to begin to understand the academic study of the legal, financial and ideological constraints on the public school system. Of particular interest will be the development of a critical, multicultural, inquiring perspective that reviews the more recent schooling reforms including but not limited to the federal “No Child Left Behind” Act of 2002. The broader implications of different legal and political constraints that apply to federal, state and local school curricula and policy will also be a focus.

**Structured English Immersion Methods**
This course provides teacher education students with an introduction to Structured English Immersion (SEI) issues, challenges, and methods designed to meet Arizona State Board-approved standards for pre-service and in-service teachers of English Language Learners (ELL). Students will examine ELL Proficiency Standards, assessment strategies and tools for use with ELL, and SEI foundations and strategies. Students of early childhood education with study the Standards, strategies and tools with a focus on ELL needs from birth to prekindergarten and from kindergarten to grade three/age 8. Students will gain the competence to teach in an inclusive classroom, maximizing opportunities for proficiency in oral and written skills as a result of research, observation, and practicum experiences. Students will analyze disaggregated data to differentiate instruction and parental involvement. Students must obtain, for use with this course, specific study and professional materials as designated by the Arizona Department of Education. This course meets ESL Endorsement requirements in conjunction with other coursework.

Prerequisite: Admission to the Degree or Post-Degree Teacher Education Certification Program or Permission of the Dean of the Prescott College Adult Degree and Graduate Programs.

**Advanced Study in Structured English Immersion**
Note: This second SEI course, of the state-approved two-course sequence, will be required of all teacher education certification candidates for Arizona Provisional Teacher Certification beginning in the fall 2009.

This course provides pre-service and in-service early childhood education teachers the opportunity to master the knowledge and skills necessary to meet the requirements in Structured English Immersion (SEI) for full endorsement as required for the standard Arizona teacher education certificate. Early childhood students will focus on the requirements as they are applied to ELL from birth to prekindergarten and from kindergarten to grade three/age 8. Building directly on the knowledge and skills acquired through successful completion of the first Prescott College course in the two-SEI-course sequence, ED 2002. “Structured English Immersion Methods,” pre-service and in-service teachers will examine, extend, and apply material related to the following State SEI goal areas: ELL Proficiency Standards; Data Analysis and Application; Formal and Informal Assessment; SEI Foundations; Learning Experiences – SEI Strategies; and, Parent/Home/School Interactions and Communication. Students will gain increased competence to teach in an exemplary manner in inclusive classrooms through research, observation, and practicum experiences. Students will analyze disaggregated data and interpret results to effectively differentiate instruction for ELL and maximize home/school/community involvement and resources. Students must obtain, for use with this course, specific study and professional materials as designated by the Arizona Department of Education.

Prerequisites: Admission to the Prescott College Degree or Post-Degree Teacher Education Certification Program or Permission of the Dean of the Prescott College Adult Degree and Graduate Programs, and completion of ED 2002 or a comparable state-approved 3 semester credit course with the grade of “B” or better.
Learning Theories
This graduate course builds upon the student’s undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course provides an overview of the process of learning. Theorists examined will include but not be limited to Benjamin Bloom, Lev Vygotsky, John Dewey, Erik Erickson, Geoffrey and Renate Nummela Caine, Maria Montessori, Howard Gardner, and Paulo Freire. Students will explore topics such as optimal conditions for learning and how relationships within the classroom affect learning, and will gain an understanding of learning differences. Psychological and developmental factors will be examined as well as the impact of environmental and cultural conditions. Various theorists who have contributed to the field of education will be compared and contrasted as a way to provide further insight into effective teaching strategies.

Curriculum Design
This graduate course builds upon the student’s undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course explores curriculum at a theoretical and practical level as it prepares the student to interpret and present standards based curricula in the classroom. Students examine curriculum theory, issues of curriculum making, current trends in curriculum design, and the role of state and national standards. Curriculum philosophy, aims, and processes are included to enable the student to develop a definition of curriculum within the context of standards, district guidelines, school expectations, and classroom culture. Additionally, the course examines relevant applications for curriculum, strategies for successful curricular implementation, effective use of technology to support curriculum, and accommodations for special situations and individual differences. The student will explore curriculum applications that can expand out of the classroom into the natural learning environment. The student will ensure that curricula designed and implemented embrace appropriate multiple cultural perspectives. This course will also address how multicultural and environmental factors inform curriculum theory.

Educating for the Future: Multicultural and Environmental Issues
This graduate course builds upon the student’s undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

The focus of this course is to strengthen the graduate student’s environmental and multicultural awareness, with a primary focus on young children. It will explore the evolving issues in the fields of multicultural and environmental education for children from birth to prekindergarten and from kindergarten to grade three/age 8. It is interdisciplinary in nature and will examine the relationship among education, culture, and environment. The graduate student will acquire foundational knowledge of theoretical issues and concepts, and also look at past and current class, ecological, gender, and racial inequities. The graduate student will connect both cultural and environmental issues on a personal, societal, and educational level. In addition, the graduate student will actively apply coursework to her/his local community.

Eportfolio Development Lab
This lab provides students the basic skills for building graduation eportfolios throughout their time at PC. Eportfolios allow students to personalize the documentation of their learning journey and showcase their accomplishments. The lab will focus on the skills necessary to navigate the eportfolio, upload content, practice reflective writing, submit artifacts for student and program assessment, and personalize the eportfolio.

Special Note: Spring 2011: Required for all M.A. +teacher certification students in early childhood education. Spring 2012: Required for all teacher preparation students in all areas of study.
Capstone Eportfolio Lab
This lab provides students with the skills to polish and refine their graduation eportfolios. Instructor input will guide students to enhance their reflective writing, enhance and/or add new content, organize content, incorporate multi-media, and present their senior project or student teaching work. Teacher preparation students will ensure the inclusion of all required signature assignment artifacts and rubric scores documenting standards mastery. This lab is a required co-requisite of the practicum and/or student teaching experience.

Special Note: Required for all M.A. + teacher certification students in early childhood education who began their program in Spring 2011 or later. Required for all teacher preparation students in all areas of study beginning in Spring 2012 or later.

Reading: Methods and Practice
This graduate course builds upon students’ undergraduate studies and prior field experiences. The expectation is that students will not only cover the course content and expectations for teacher certification, but that they will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the students will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

During this course of study, students will examine the Arizona K-12 Reading/Language Arts Academic Standards, in order to identify and understand the components of a comprehensive reading program designed to ensure student mastery in grade level skills. Students will gain an understanding of legislative and state board of education mandates pertaining to the elementary reading program. Students will be expected to master instructional strategies for each of the five research-based essential components of reading: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension which are age and grade appropriate. Students will explore diagnostic and remedial reading strategies for use with diverse learners, including ELL. Students will investigate environmental and cultural factors that influence reading, and plan for their accommodation within an effective classroom reading program.

Language Arts: Methods and Practice
This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course.

In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

The purpose of this course is for future elementary teachers to gain knowledge of and demonstrate competence in the development of language arts curriculum. Students will explore the relationship between reading and writing skills, examine methods for language arts instruction, and be able to design developmentally appropriate lesson plans. Students will be expected to implement original lesson plans in a grade appropriate setting. This course also requires students to research the needs of cognitively and culturally diverse learners, students impacted by specific environmental conditions as well as demonstrate sensitivity to these areas through the design and implementation of lessons.

Social Studies: Methods and Practices
This graduate course builds upon the student’s undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course.

In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course explores the field of social science education as presented in the elementary classroom in order to meet the state and district standards. The different subject areas included are citizenship, government, current events, history, geography, global studies, economics, culture, and the environment. Students will read and review published texts for social science instruction, and develop lessons and units to accommodate a variety of learning styles. Students will critique the district's social science curricula. Students will compare and contrast traditional and alternative methodologies related to the teaching of social science and design activities to motivate and stimulate classroom interest. Potential areas of exploration are: Whose history is valid? How do students learn about other times and places in a reflective, sub-
stantive manner? Do textbooks engage students or do real stories about real people? Furthermore, the student will investigate environmental and cultural factors that influence the teaching of social studies and methods for teaching social studies to diverse populations.

Science: Methods and Practice
This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course explores various elements of science and environmental education for elementary school students. Students will gain an in depth knowledge of the science curricular areas specific to their school district to include state and national standards. Topics covered include: a variety of manipulative tools for science and environmental education; teaching science to diverse populations; science as problem solving; and a variety of specific experiential exercises for teaching ecology and science concepts. Students will prepare original lesson plans, engage in several classroom observations, and experience a wide range of "hands-on" exercises for science and environmental education.

Mathematics: Methods and Practice
This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course explores various elements of mathematics education for elementary school students. Topics covered include: the importance of concrete manipulation in the formation of symbolic levels of understanding and reasoning; a variety of specific manipulative tools for math education; methods for teaching mathematics to diverse populations; and methods for teaching specific mathematical operations. The notion of integrating the mathematics into other areas such as environmental topics will be explored. Students will prepare original lesson plans, engage in several classroom observations, and experience a wide range of experiential exercises for mathematics education.

Assessment and Measurement
This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she also will be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that evidences graduate level synthesis, perspective, and foci.

This course examines the characteristics and types of measurement and assessments utilized in the education of students. Knowledge of concepts and procedures involved in student evaluation, the development and selection of assessment instruments, the analysis and interpretation of results, and the utilization and reporting of results will be explored. Cultural and environmental impacts on assessment will be considered. Applications to the classroom setting will be emphasized.

Introduction to Special Education
This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

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

**Classroom Management**

This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course explores the theories and practices for an effectively managed classroom. Different theories and a variety of practices related to effective classroom management will be studied. Students will observe various approaches to classroom management in order to formulate their own classroom management style and practices. Students will learn to create optimal learning environments designed to meet the needs of diverse students considering both cultural and learning differences.

**Student Teaching: Elementary**

This capstone experience for graduate students builds upon the student's undergraduate studies and prior field experience. Student Teaching is the final field experience in the program, providing the student the opportunity to practice the application of theoretical knowledge as well as to demonstrate mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. In addition to the practicum content of the course, the graduate student will submit at least two 15-20 page scholarly papers that discuss the student's practical experience within student teaching in relation to education theorists previously studied. These scholarly papers evidence graduate level synthesis, perspective, and foci in the context of the capstone experience.

Throughout the Student Teaching assignment the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. This final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a grade and subject appropriate classroom.

**Teaching Methods and Reading Strategies in the Secondary Content Area**

This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she also will be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that evidences graduate level synthesis, perspective, and foci.

This course covers methods and practices for instruction in the student's content area. Students will become familiar with the content of texts in the subject area, state and national standards for the grade levels of the subject, and a variety of methods of instruction relevant to the subject area. Emphasis will be placed upon creating effective strategies to meet the needs of a diverse population of learners as well as any environmental or ethical issues impacting the specific field of study. Additionally, the student will engage in an in-depth study of systems involved in the reading process at the secondary level. The student will review secondary reading standards and core English and Language Arts curriculum in order to support skills and include them into her/his specific content area(s). Topics such as vocabulary, reading fluency and comprehension are central components of this course, as well as comprehension in both literary and informational texts such as expository, functional, and persuasive writing. The student will consult with district reading specialists to become informed of reading diagnostic tools used within the district and state as well as additional tools and technology available to assist the struggling reader. The student will review the Arizona Department of Education (or the state in which he/she is being certified) website to maintain a working knowledge of legislation and programs that address literacy issues.

**Student Teaching: Secondary Education**

This capstone experience for graduate students builds upon the student's undergraduate studies and prior field experience. Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the
Student Teaching assignment the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment.

The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a grade and subject appropriate classroom. In addition to the practicum content of the course, the graduate student will submit at least two 15-20 page scholarly papers that discuss the student’s practical experience within student teaching in relation to education theorists previously studied. These scholarly papers evidence graduate level synthesis, perspective, and foci in the context of the capstone experience.

Characteristics of Exceptional Children: Foundations of Special Education
This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course introduces the various categories of special education eligibility. Students overview the primary characteristics, prevalence, and current placement and educational practices for individuals with exceptional learning needs, including learning disabilities, mental retardation, emotional and behavioral disorders, physical handicaps, sensory and speech impairments, and severe and multiple disabilities. Characteristics and educational practices for the gifted and talented are also introduced. Current special education law and pertinent state and national standards are examined. Attention is also given to issues of culturally and linguistically diverse backgrounds in the education of individuals with exceptional learning needs.

Characteristics of Specific Exceptionality: Learning Disability
This graduate course builds upon the student’s undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of this course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course provides in-depth information about the student’s chosen category of special education (learning disability, mentally retardation, or serious emotional disability). Topics addressed include the characteristics, causes, and management protocol for the exceptionality; diagnostic and eligibility criteria; placement and IEP considerations; and common academic and behavioral strategies in the context of state and national standards. Students also consider issues of culturally and linguistically diverse backgrounds pertinent to the exceptionality.

Characteristics of Specific Exceptionality: Mental Retardation
This graduate course builds upon the student’s undergraduate studies and prior field experience. The expectation is that the student will master the course content and expectations for teacher certification, and that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of this course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course provides in-depth information about the student’s chosen category of special education (learning disability, mental retardation, or serious emotional disability). Topics addressed include the characteristics, causes, and management protocol for the exceptionality; diagnostic and eligibility criteria; placement and IEP considerations; and common academic and behavioral strategies in the context of state and national standards. Students also consider issues of culturally and linguistically diverse backgrounds pertinent to the exceptionality.

Characteristics of Specific Exceptionality: Serious Emotional Disability
This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will master the course content and expectations for teacher certification, and that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of this course, the graduate student will submit a 15-20 page scholarly...
research paper that demonstrates graduate level synthesis, perspective, and foci.

This course provides in-depth information about the student’s chosen category of special education (learning disability, mental retardation, or serious emotional disability). Topics addressed include the characteristics, causes, and management protocol for the exceptionality; diagnostic and eligibility criteria; placement and IEP considerations; and common academic and behavioral strategies in the context of state and national standards. Students also consider issues of culturally and linguistically diverse backgrounds pertinent to the exceptionality.

**Classroom Management for Special Education**

This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course provides students with the opportunity to examine the theories and practices necessary for an effectively managed special education classroom. Students gain the understanding that there is a direct correlation between effective classroom management and optimal learning. Through observation and study, students will identify, implement, and analyze various discipline programs and techniques for their utility in particular classrooms and with particular learners with identified needs. Students will learn to create optimal learning environments designed to meet the needs of diverse special education learners.

**Special Education Diagnosis and Evaluation**

This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course examines all aspects of assessment for special education including diagnostic instruments, procedures for identifying and placing individuals with exceptional learning needs, appropriate uses and limitations of such assessments, legal and ethical considerations, pertinent state and national standards, measurement theory and key terminology, IEP procedures, and sensitivity to culturally and linguistically diverse backgrounds. Attention is also give to informal assessment practices addressing learning and behavior of individuals with exceptional learning needs.

**Reading Methods for the Exceptionality: Learning Disability**

This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

The student will examine the Arizona K-12 Reading/Language Arts Academic Standards, in order to identify and understand the components of a comprehensive reading program designed to ensure student mastery in grade level skills. The student will understand legislative and state board of education mandates pertaining to the reading program. The student will explore diagnostic and remedial strategies which can be incorporated as part of an effective classroom reading program that addresses the needs of special education students, especially in the area of Learning Disability. The student will investigate environmental and cultural factors that influence reading, as well as methods for teaching diverse learners.

**Reading Methods for the Exceptionality: Mental Retardation**

This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will master the course content and expectations for teacher certification, and that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of this course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

The student will examine the Arizona K-12 Reading/Language Arts Academic Standards, in order to
identify and understand the components of a comprehensive reading program designed to ensure student mastery in grade level skills. The student will understand legislative and state board of education mandates pertaining to the reading program. The student will explore diagnostic and remedial strategies which can be incorporated as part of an effective classroom reading program that addresses the needs of special education students, especially in the area of Learning Disability. The student will investigate environmental and cultural factors that influence reading, as well as methods for teaching diverse learners.

**Reading Methods for the Exceptionality: Serious Emotional Disability**

This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will master the course content and expectations for teacher certification, and that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of this course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

The student will examine the Arizona K-12 Reading/Language Arts Academic Standards, in order to identify and understand the components of a comprehensive reading program designed to ensure student mastery in grade level skills. The student will understand legislative and state board of education mandates pertaining to the reading program. The student will explore diagnostic and remedial strategies which can be incorporated as part of an effective classroom reading program that addresses the needs of special education students, especially in the area of Learning Disability. The student will investigate environmental and cultural factors that influence reading, as well as methods for teaching diverse learners.

**Language Arts Methods for the Exceptionality: Learning Disability**

This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 10-15 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course provides an opportunity for future special education: learning disability teachers to gain knowledge of and demonstrate competence in the development of language arts curriculum. Students will explore the relationship between reading and writing skills, examine methods for language arts instruction, and design developmentally and IEP-appropriate lesson plans. Students will be expected to implement original lesson plans in a grade appropriate setting. This course also requires that students research effective strategies to meet the needs of cognitively and culturally diverse learners.

**Language Arts Methods for the Exceptionality: Mental Retardation**

This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will master the course content and expectations for teacher certification, and that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of this course, the graduate student will submit a 10-15 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course provides an opportunity for future special education: mental retardation teachers to gain knowledge of and demonstrate competence in the development of language arts curriculum. Students will explore the relationship between reading and writing skills, examine methods for language arts instruction, and design developmentally and IEP-appropriate lesson plans. Students will be expected to implement original lesson plans in a grade appropriate setting. This course also requires that students research effective strategies to meet the needs of cognitively and culturally diverse learners.

**Language Arts Methods for the Exceptionality: Serious Emotional Disability**

This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will master the course content and expectations for teacher certification, and that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of this course, the graduate student will submit a 10-15 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course provides an opportunity for future special education: serious emotional disability teach-
ers to gain knowledge of and demonstrate competence in the development of language arts curriculum. Students will explore the relationship between reading and writing skills, examine methods for language arts instruction, and design developmentally and IEP-appropriate lesson plans. Students will be expected to implement original lesson plans in a grade appropriate setting. This course also requires that students research effective strategies to meet the needs of cognitively and culturally diverse learners.

**Social Studies Methods for the Exceptionality: Learning Disability**
This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 10-15 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course provides opportunities for students to explore the field of social science education as presented in the special education classroom with learning disabled students in order to meet state and district standards. The different subject areas to be addressed include: citizenship, government, current events, history, geography, global studies, economics, culture, and the environment. Students will explore historical events, environmental and cultural issues, and methods for teaching the social sciences to diverse populations.

**Social Studies Methods for the Exceptionality: Mental Retardation**
This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will master the course content and expectations for teacher certification, and that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of this course, the graduate student will submit a 10-15 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course provides opportunities for students to explore the field of social science education as presented in the special education classroom with students exhibiting mental retardation in order to meet state and district standards. The different subject areas to be addressed include: citizenship, government, current events, history, geography, global studies, economics, culture, and the environment. Students will explore historical events, environmental and cultural issues, and methods for teaching the social sciences to diverse populations.

**Social Studies Methods for the Exceptionality: Serious Emotional Disability**
This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will master the course content and expectations for teacher certification, and that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of this course, the graduate student will submit a 10-15 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course provides opportunities for students to explore the field of social science education as presented in the special education classroom with students identified as seriously emotionally disabled in order to meet state and district standards. The different subject areas to be addressed include: citizenship, government, current events, history, geography, global studies, economics, culture, and the environment. Students will explore historical events, environmental and cultural issues, and methods for teaching the social sciences to diverse populations.

**Science Methods for the Exceptionality: Learning Disability**
This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 10-15 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course explores various elements of science and environmental education for special education: learning disabled learners. Students will gain an in-depth knowledge of the science curricular areas specific to their school district, state, and national education standards. Topics covered include: a variety of manipulative tools for science and environmental education; teaching science to diverse populations; science as problem solving; and a variety of specific experiential exercises for teaching ecology and science.
concepts. Students will prepare original lesson plans, engage in several classroom observations, and experience a wide range of “hands-on” exercises for science and environmental education that meet the needs of special education: learning disabled learners.

Science Methods for the Exceptionality: Mental Retardation
This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will master the course content and expectations for teacher certification, and that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of this course, the graduate student will submit a 10-15 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course explores various elements of science and environmental education for special education: mental retardation learners. Students will gain an in-depth knowledge of the science curricular areas specific to their school district, state, and national education standards. Topics covered include: a variety of manipulative tools for science and environmental education; teaching science to diverse populations; science as problem solving; and a variety of specific experiential exercises for teaching ecology and science concepts. Students will prepare original lesson plans, engage in several classroom observations, and experience a wide range of “hands-on” exercises for science and environmental education that meet the needs of special education: mental retardation learners.

Science Methods for the Exceptionality: Serious Emotional Disability
This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will master the course content and expectations for teacher certification, and that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of this course, the graduate student will submit a 10-15 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course explores various elements of science and environmental education for special education seriously emotionally disabled learners. Students will gain an in-depth knowledge of the science curricular areas specific to their school district, state, and national education standards. Topics covered include: a variety of manipulative tools for science and environmental education; teaching science to diverse populations; science as problem solving; and a variety of specific experiential exercises for teaching ecology and science concepts. Students will prepare original lesson plans, engage in several classroom observations, and experience a wide range of “hands-on” exercises for science and environmental education that meet the needs of special education seriously emotionally disabled learners.

Mathematics Methods for the Exceptionality: Learning Disability
This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 10-15 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course explores various elements of mathematics education for special education: learning disabled students. Topics covered include: use of a Constructivist approach to mathematics teaching and learning; methods for teaching mathematic to diverse populations which include learning disabled students; and, methods for teaching specific mathematical operations. The integration of mathematics into other subject areas, as well as environmental topics, will be explored. Students will prepare original lesson plans, engage in special education classroom observations, and experience a wide range of experiential exercises for mathematics education.

Mathematics Methods for the Exceptionality: Mental Retardation
This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will master the course content and expectations for teacher certification, and that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of this course, the graduate student will submit a 10-15 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course explores various elements of mathematics education for special education students diag-
nosed as mentally retarded. Topics covered include: use of a Constructivist approach to mathematics teaching and learning; methods for teaching mathematics to diverse populations which include students exhibiting mental retardation; and, methods for teaching specific mathematical operations. The integration of mathematics into other subject areas, as well as environmental topics, will be explored. Students will prepare original lesson plans, engage in special education classroom observations, and experience a wide range of experiential exercises for mathematics education of challenged learners.

Mathematics Methods for the Exceptionality: Serious Emotional Disability
This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will master the course content and expectations for teacher certification, and that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of this course, the graduate student will submit a 10-15 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course explores various elements of mathematics education for special education students diagnosed as mentally retarded. Topics covered include: use of a Constructivist approach to mathematics teaching and learning; methods for teaching mathematics to diverse populations, which include students formally identified as seriously emotionally disabled, and methods for teaching specific mathematical operations. The integration of mathematics into other subject areas, as well as environmental topics, will be explored. Students will prepare original lesson plans, engage in special education classroom observations, and experience a wide range of experiential exercises for mathematics education of challenged learners.

Student Teaching: Special Education: Learning Disability
Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment, the student is expected to respond to critical feedback and participate in every facet of special education classroom teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a Special Education: Learning Disability classroom.

Note: In accordance with State Board of Education Rule, placement of student teachers pursuing the specific special education exceptionality must be with a cooperating teacher certified in learning disabilities and in a special education classroom comprised of at least 51% of students formally diagnosed with this disability. A Prescott College form must be completed by the cooperating teacher and the student teacher verifying that these two conditions for placement have been met.

Student Teaching: Special Education: Mental Retardation
Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment, the student is expected to respond to critical feedback and participate in every facet of special education classroom teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a Special Education: Mental Retardation classroom.

Note: The Arizona State Board of Education and the Arizona Department of Education require, for Certification purposes, that students complete their student teaching in special education classroom wherein the cooperating teacher is certified in the specific area of exceptionality being pursued by the student teacher; and that at least 51% of the students in the special education classroom have been formally diagnosed with that same exceptionality, (in this case, Mental Retardation). Prescott College requires completion of a specific form verifying that these two conditions have been met in the placement of the student teacher.

Student Teaching: Special Education: Serious Emotional Disability
Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment, the student is expected to respond to critical feedback and participate in every facet of spe-
cial education classroom teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a Special Education: Serious Emotional Disability classroom.

Note: The Arizona State Board of Education requires, for Certification purposes, that students complete their student teaching in special education classroom wherein the cooperating teacher is certified in the specific area of exceptionality being pursued by the student teacher, and that at least 51% of the students in the special education classroom have been formally diagnosed with that same exceptionality, (in this case, Serious Emotional Disability). Prescott College requires completion of a specific form verifying that these two conditions have been met in the placement of the student teacher.

**Foundations of Early Childhood Special Education**

This graduate course builds upon the student’s prior studies and field experiences. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

The overarching goal of this course is to provide students of early childhood special education, birth to age 5, with broad foundational knowledge of the social, cultural, historical, theoretical, socio-economic, environmental, legal, financial, ideological, and political dimensions of early childhood special education, which involves knowledge and experience of the birth to age 5 developmental and instructional levels. The course challenges students to think about commonly held ideas and learning strategies; examine current special education law, pertinent state and national standards; and to begin to understand the influencing factors within the learning environment.

Students will be actively engaged in developing a personal perspective on the functions and purposes of early childhood special education. Students overview the primary characteristics, prevalence, eligibility, and current placement and educational practices for individuals with exceptional learning needs including learning disabilities, mental retardation, autistic spectrum disorder, emotional and behavioral disorders, physical handicaps, sensory and speech impairments, and severe and multiple disabilities. Students will develop a critical linguistically diverse and multicultural perspective which reviews the more recent schooling reforms, including but not limited to the “No Child Left Behind” Act of 2002, within the broader implications of early childhood special education in federal, military, state, public, private, and tribal systems. Students will examine the impacts of education on the natural environment and the diverse human community. Students will begin a compilation of academic and professional resources and materials for their future study and early childhood special education career.

**Learning Theories and Early Childhood Special Education**

This graduate course builds upon the student’s prior studies and field experiences. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course provides an overview of the process of learning, and gives the student opportunity to apply the process of learning within the field of early childhood special education. Various theorists, such as Bloom, Dewey, and Vygotsky, who have made contributions within the field of education will be compared as a way to provide further insight into effective teaching strategies to be implemented in response to identified diverse learner needs, especially as those strategies which support exceptional learners, from birth to age 5. Students will explore topics such as optimal conditions for learning and how relationships within the classroom or other educational settings affect learning, and will gain an understanding of learning differences. Psychological and developmental factors will be examined, as well as the impact of environmental and cultural conditions.

**Child Growth and Development in Early Childhood Special Education**

This graduate course builds upon the student’s prior studies and field experiences. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive
specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

Through this course, students will gain knowledge on the theories of child growth and development. The course will focus specifically on content about the stages of typical and atypical growth and developmental patterns in the cognitive, physical, social, and emotional growth domains for children from birth to age 5. Students will study children's developmental patterns through a review of learning theories including research on brain-based cognitive development, multiple intelligences, natural and place-based environments, and culturally appropriate approaches to learning. Critical to an educator's professional development is the teacher's ability to create age-and ability-appropriate learning strategies and environments which enhance young children's physical, cognitive, social, and emotional growth and development.

Normal and Atypical Language Development and Literacy in Early Childhood Special Education

This graduate course builds upon the student's prior studies and field experiences. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course examines the acquisition and development of language skills in young children, birth to age 5. Topics researched include oral language development, print awareness, name and letter recognition, pre-writing skills, the Arizona Department of Education's essential components of reading, atypical language development, and language disorders. Students will have an emphasis on developmentally-appropriate language development, teaching phonological awareness, personal name and letter recognition, print awareness, and pre-writing skills. The student will gain knowledge of the Arizona Department of Education's (ADE) five essential components of reading – phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension, and the Early Childhood Language and Literacy Standard and concepts. In this course, awareness of the benefits of the Individual Education Plan (IEP) will be investigated. The student will create a foundation of knowledge on atypical language patterns in order to recognize and plan instructional support for maximizing young children's with special needs language development from birth to age 5.

Also addressed are appropriate methods and instructional techniques to honor and support cultural and linguistic diversity in early childhood special education, birth to age 5, language development. The student will develop a culturally and developmentally appropriate repertoire of songs, poems, rhymes, finger plays; and library of classroom readings and literature for young children, from birth to age 5. The student will engage children in learning through literacy materials that honor their local natural environment.

Methods of Teaching Early Childhood Special Education

This graduate course builds upon the student's prior studies and field experiences. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course focuses on the methodology involved in teaching early childhood individuals from birth to age 5 with exceptional learning needs. Topics addressed include IEP development, curriculum modification and individualization, classroom layout, social skills training, instructional and behavioral strategies, appropriate assessment, alignment with state and national standards, working effectively with parents and other IEP members, and collaborating with other special education personnel and agencies. Students also learn to incorporate an awareness of culturally and linguistically diverse backgrounds into the special education methodology.

Early Childhood Special Education Curriculum Development and Implementation

This graduate course builds upon the student's prior studies and field experiences. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.
Through this course the student will create developmentally and culturally appropriate curriculum for early childhood special education learners birth to age 5 to be implemented in classroom settings with developmental and instructional groups. Curriculum will encourage active exploration and the opportunity for self-discovery by the children and teacher initiated or selected activities. The student will create as appropriate for the special education environment, integrated thematic units and lesson plans for mathematics, natural science, literacy, language arts, social studies, art, music, movement, educational play, and social/emotional development. The student will explore curriculum applications that can expand out of the classroom into the natural learning environment. The student will ensure that the curriculum embraces appropriate multiple cultural perspectives. Through this course, the student will develop an understanding of the Arizona Department of Education’s (ADE) curriculum standards, benchmarks, and performance objectives.

**Child Guidance and Behavior Management in Early Childhood Special Education**

This graduate course builds upon the student’s prior studies and field experiences. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course explores the theoretical and practical aspects of child guidance and behavior management for early childhood special education individuals (birth to age 5) with emphasis on creating learning environments that foster safety, emotional well-being, positive social interactions, cultural understanding, respect for diversity, natural consequences of behavior, and active engagement. Consideration is given to culturally and linguistically diverse backgrounds as well as developmental differences. Behavior management strategies are applied to a variety of early childhood special education settings including individual and small group instruction, self-contained classrooms, and inclusion classrooms and experiences.

**The Exceptional Child Birth to Age 5 and Special Education Processes**

This graduate course builds upon the student’s prior studies and field experiences. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

The student will gain an understanding about the physical, social, and cognitive characteristics and classifications of the exceptional child starting at birth to age 5. Through high expectations set by developmental specialists and educational professionals, the student will learn strategies for the inclusion of all young children with disabilities and other challenges. The course will examine the implications for inclusive practices for children in both indoor and outdoor educational environments.

Through this course the student will understand the required compliance with the local, district, state, federal, and tribal special education laws, rules, policies, and regulations. The student will develop appropriate modifications to meet the social, cognitive, and physical environment requirements in order to optimize exceptional children’s learning needs. The course will offer the student the opportunity to examine the strategies of the team of educators, parents or guardians, therapists, and support people who help exceptional children during the birth to age 5 years maximize their learning opportunities in order to reach their highest potential. The student will complete a project/research paper based upon a specific exceptionality (e.g., attention deficit/hyperactivity disorder, autism, birth defects from premature birth, mental retardation, sensory processing disorder, cerebral palsy, etc.).

**Observation and Participation: Field Experience with Early Childhood Special Education Learners**

This graduate course builds upon the student’s prior studies and field experiences. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course provides extensive opportunity for observation and active participation in a variety of early childhood special education birth to age 5 settings. Attention is given to similarities and differences in curriculum, diagnostic practices, IEP implementation through planning and delivery of instruction, environmental influences, behavior management, and social interactions. Also considered
are opportunities for nature-based activities and issues pertaining to cultural and linguistic diversity.

**Diagnosis and Evaluation of Early Childhood Special Education Learners**

This graduate course builds upon the student's prior studies and field experiences. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course examines all aspects of assessment for early childhood special education (birth to age 5) learners, including diagnostic instruments, procedures for identifying and placing individuals with exceptional learning needs, appropriate uses and limitations of such assessments, legal and ethical considerations, pertinent state and national standards, measurement theory and key terminology, IEP procedures, implications of PL99-457, and sensitivity to culturally and linguistically diverse backgrounds. Attention is also given to informal assessment practices addressing learning and behavior of birth to age 5 individuals with exceptional learning needs.

**Elective in Early Childhood Special Education**

This elective provides the opportunity to delve more deeply into a self-chosen area of interest within early childhood special education. Students combine in-depth research with field experience to document substantial new learning vital to the education of individuals from birth to age five with exceptional learning needs.

**Practicum/Student Teaching: Early Childhood Special Education: Birth to Age 5**

The Practicum/Student Teaching is the final 12-week full-day capstone field experience providing students with the opportunities to practice the application of theoretical knowledge as well as to demonstrate mastery in early childhood special education planning, instructing, assessing, managing classrooms or other appropriate early childhood special education settings, and professional proficiency. Throughout the practicum assignment the student is expected to respond to critical feedback and participate in every facet of the daily learning environment activities from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the supervisor or cooperating teacher within the specific early childhood special education teaching environment. The final preparation will assist the student in obtaining a professional special education position working with young children, from birth to age 5, such as that of an early childhood special education classroom lead teacher.

In addition to the practicum content of the course, the graduate student will submit at least two scholarly papers that discuss the graduate student's practical experience with student teaching in relation to education theorists previously studied. These scholarly papers demonstrate graduate level synthesis, analysis, perspective, and foci within the context of the capstone experience.

Note: Students have the responsibility to be cognizant of the current Arizona (or their states’) and Prescott College teacher certification requirements. Students are responsible for reading, downloading, and completing the current student teaching/practicum documents from the Prescott College website. State teacher certification requirements are subject to change and students must comply with teacher certification requirements current at the time of their graduation/certification application.

**Foundations of Early Childhood Education**

This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

The aim of this course is to provide early childhood educators with broad foundational knowledge of the social, cultural, historical, theoretical, socio-economic, environmental, legal, financial, ideological, and political dimensions of early childhood education for children from birth to prekindergarten and from kindergarten to grade three/age 8. The course challenges students to think about commonly held ideas and learning strategies, and to begin to understand the influencing factors within the learning environment.

The graduate student will be actively engaged in developing a personal perspective on the functions and purposes of early childhood education. The student will develop a critical multicultural perspective.
which reviews the more recent schooling reforms, including but not limited to the “No Child Left Behind Act” of 2002, within the broader implications of early education in federal, military, state, public, private, and tribal systems. The student will examine the impact of education on the natural environment and the diverse human community. Graduate students will begin a compilation of academic and professional resources and materials for their Program studies and career.

Note: Students have the responsibility to be cognizant of the current Arizona (or their state’s) and Prescott College teacher certification requirements. Students are responsible for reading, uploading, and completing the current student teaching/practicum documents from the Prescott College website. State teacher certification requirements are subject to change and students must comply with teacher certification requirements current at the time of their graduation/certification application.

**Child Growth and Development**

This graduate course builds upon the student’s undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

Through this course, the early childhood education graduate student will gain knowledge on the theories of child growth and development for children from birth to prekindergarten and from kindergarten to grade three/age 8. The course will include content on stages of typical cognitive and physical growth for children from birth to age eight. The graduate student will study children’s development through learning theories including research on brain-based cognitive development, multiple intelligences, natural and place-based environments, and culturally appropriate approaches to learning. Critical to an educator’s professional development is the teacher’s ability to create age-appropriate learning strategies and environments which enhance young children’s physical growth and cognitive development.

**Social and Emotional Development**

This graduate course builds upon the student’s undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this early childhood education course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

Through this course, the graduate student will study the theories of social and emotional development, which can include the work of E.L. Thorndike, Howard Gardner, Albert Bandura, L.S. Vygotsky, Jean Piaget, and Daniel Goleman. In studying social intelligence, the graduate student will develop an understanding of young children’s (from birth to prekindergarten and from kindergarten to grade three/age 8) ability to understand and relate to people, including intra and interpersonal intelligences. The graduate student will create an understanding of the five characteristics and abilities of emotional intelligences: 1) self-awareness, 2) mood management, 3) self-motivation, 4) empathy, and 5) managing relationships. In addition, the graduate student will demonstrate her/his understanding of why social and emotional health is fundamental to effective learning and why children must have an understanding of themselves and how they best learn. An overview of how the brain and emotions work and the neuropsychology of emotions will be covered. Graduate students will also investigate cultural and environmental factors that influence social and emotional development.

**Early Language and Literacy**

This graduate course builds upon the student’s undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

Through this course the graduate student will study early language and literacy, including development and acquisition of oral language for children in Early Childhood Education (ECE) placements, for children from birth to prekindergarten and from kindergarten to grade three/age 8. The graduate student will have an emphasis on teaching phonological awareness, personal name and letter recognition, print awareness, and pre-writing skills. The graduate student will gain knowledge of the Arizona Department of Education’s (ADE) essential components of reading and the Early Childhood Language and Literacy
Standard and concepts. The graduate student will also engage in activities that meet the National Association for the Education of Young Children (NAEYC) Professional Performance Standards. This course is a major component of the ECE program of study. The graduate student will develop a culturally and developmentally appropriate repertoire of songs, poems, rhymes, finger plays; and library of classroom readings and literature for young children. The graduate student will engage children in learning through literacy materials that honor their local natural environment.

Curriculum Development and Implementation
This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

Through this course, the graduate student will create developmentally and culturally appropriate curriculum for early childhood education, from birth to prekindergarten and from kindergarten to grade three/age 8, and learning environments and classroom implementation. Curriculum will encourage active exploration and the opportunity for self-discovery by children, from birth to grade three/age 8, and teacher initiated or selected activities. The graduate student will create integrated thematic units and lesson plans for mathematics, natural science, literacy, language arts, social studies, art, music, movement, educational play, and social/emotional development. The graduate student will explore curriculum applications that can expand out of the classroom into the natural learning environment. The graduate student will ensure that the curriculum embraces appropriate multiple cultural perspectives. Through this course, the graduate student will develop an understanding of the Arizona Department of Education's (ADE) curriculum standards and benchmarks.

Parent, Family, School, and Community
This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

The graduate student will study the social, emotional, and psychological aspects of child, parent, family, school, and community relationships. The course is focused on children from birth to prekindergarten and from kindergarten to grade three/age 8. The graduate student will develop technology-based and other types of outreach strategies to create links and materials that can facilitate a communication flow to and from the parent or guardian, family, school, and community resources. The graduate student will become competent in understanding the diversity of the families and the community, including looking at culture, languages, genders, abilities, family and social structures, ethnicity, socio-economical, environmental, and educational factors. In this course, the graduate student will develop professional practices which will honor and engage the children's family cultural traditions, customs, and celebrations into the learning process and curriculum. Furthermore, the graduate student will create learning opportunities which embrace the natural and human communities.

ECE Instructional Techniques and Methodologies
This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

The graduate student will study instructional techniques and methodologies which can include curriculum that uses culturally and developmentally appropriate practices; different types of activity/learning centers; individualized and differentiated instruction; educational play; and multi-sensory approaches for children from birth to prekindergarten and from kindergarten to grade three/age 8. The graduate student will develop instructional techniques and methods for teaching subject-area knowledge in art, music, literature, language, reading, movement, mathematics, natural science, and social studies. In this course, the graduate student will create strategies to formulate a consistent and predictable learning environment.
The learning environment shall consist of activities in indoor, outdoor, and community-based arenas offering the children ways to be challenged and grow to their capacity.

**The Exceptional Child and Special Education Processes**

This graduate course builds upon the student’s undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

The graduate student will gain an understanding about the physical, social, and cognitive characteristics and classifications of the exceptional child from birth to prekindergarten and from kindergarten to grade three/age 8. Through high expectations set by educational professionals, the graduate student will learn strategies for the inclusion of young children with disabilities and other challenges. The course will examine the implications for inclusive practices for children in both indoor and outdoor educational environments. Through this course the graduate student will understand the required compliance with the local, district, state, federal, and tribal special education laws, rules, policies, and regulations. The graduate student will develop appropriate modifications to meet the social, cognitive, and physical environment requirements in order to optimize exceptional children’s learning needs. The course will offer the graduate student the opportunity to examine the strategies of the team of educators, parents or guardians, therapists, and support people who help exceptional children, from birth to prekindergarten and from kindergarten to grade three/age 8, maximize their learning opportunities to help them reach their highest potential.

**Health, Safety, and Nutrition**

This graduate course builds upon the student’s undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, students will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course will focus on procedures to protect the health and safety of young children (from birth to prekindergarten and from kindergarten to grade three/age 8) in home, community, and school environments. The graduate student will explore methods to develop and promote healthy lifelong habits including the fundamentals of good nutrition, rest, and exercise. This course will examine cultural and environmental factors that can impact the health, safety, and nutrition of young children. Research will be completed which examines how brain development, nutrition, and safe environments are related. The graduate students will develop skills to share knowledge with families and the greater community in order to provide the safest possible environment for children 24 hours a day. This course will advocate for the educator to establish appropriate and safe human and natural community interactions inclusive of the local environment (e.g., plants, animals), firefighters, public safety officers, and medical personnel. Furthermore, the graduate student will understand the importance of developing curriculum to encourage safe and vigorous movement, active exploration, and opportunities for self-discovery by the children.

**Assessment and Evaluation**

This graduate course builds upon the student’s undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

Educators must acquire knowledge of the current research on the assessment and evaluation of young children, from birth to prekindergarten and from kindergarten to grade three/age 8, and their classroom activities and environment. This course will focus on using assessments to evaluate how students learn; understand how to monitor student progress; determine levels of student knowledge and skills; ensure age-appropriate systems are in place, and to guarantee educators use developmentally and culturally appropriate instruction. The assessment tools evaluated will support individual student progress, a variety of learning styles, and the diverse abilities of young children. The analysis of the different types of assessments will take into regard their characteristics, cultural application, uses, advantages, and limitations. Assessments will consider student initiated and adult facilitated activities, learning in indoor and outdoor environments, observable behaviors, anec-
and participate in every facet of classroom teaching from daily instruction to playground duties, extra-curricular activities, lead teacher. In addition to the practicum content of the course, the graduate student will submit at least 6 quarter hours in a supervised student teaching setting serving children from kindergarten through grade three/age 8. Throughout this practicum the graduate student is expected to respond to critical feedback and empathy in order to create positive relationships with other children and adults.

Characteristics and Practices in the Young Child’s Behavior
This graduate course builds upon the student's undergraduate studies and prior field experience. The expectation is that the student will not only cover the course content and expectations for teacher certification, but that he/she will also be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course will focus on recognition of the range of typical and atypical behaviors in young children from birth to prekindergarten and from kindergarten to grade three/age 8. The graduate student will explore practices that facilitate a learning environment where the young child can develop his or her own physical, social, and cognitive skills and age-appropriate behaviors. Using the knowledge of age-appropriate behaviors, the graduate student can develop practices which will enhance children's critical thinking, health, and physical development. The graduate student will study behavioral factors for both indoor and outdoor learning situations, including appropriate behavior in the classroom, on playgrounds, and during community visits and field trips. This course will examine cultural and environmental factors that can support developmentally appropriate behaviors in young children.

Early Childhood Practicum (2 parts)
Section I: Practicum/Student Teaching - Birth to Pre-K
Section II: Student Teaching - Kindergarten to Grade Three/Age 8
This capstone experience for graduate students builds upon the student's undergraduate and graduate studies and prior field experience. The Early Childhood Practicum is the final field experience allowing the graduate student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. The early childhood practicum must include a minimum of 6 quarter hours in a supervised field experience, practicum, internship, or student teaching setting serving children birth through prekindergarten and a minimum of 6 quarter hours in a supervised student teaching setting serving children from kindergarten through grade three/age 8. Throughout this practicum the graduate student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the graduate student teacher for obtaining a position working with young children such as an early childhood lead teacher. In addition to the practicum content of the course, the graduate student will submit at least two scholarly papers that discuss the graduate student's practical experience within student teaching in relation to education theorists previously studied. These scholarly papers evidence graduate level synthesis, perspective, and foci in the context of the capstone experience.

Note: Students have the responsibility to be cognizant of the current Arizona (or their states') and Prescott College teacher certification requirements. Students are responsible for reading, uploading, and completing the current student teaching/practicum documents from the Prescott College website. State...
teacher certification requirements are subject to change and students must comply with teacher certification requirements current at the time of their graduation/certification application.

**Counseling Theory**
This graduate course builds upon the student's undergraduate studies and any prior field experience in working with P-12 students in paraprofessional school counseling contexts. The expectation is that the student will not only cover the course content and expectations for school guidance counseling certification, but that he/she also will be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. This course introduces counseling theories for the field of Counseling Psychology and School Guidance Counseling. The developmental needs of individuals at all levels will be examined. It includes the study of major counseling theories, principles, and their application. This shall include five of the following theories: Cognitive Behavioral, Person-Centered, Brief Solution Focused, Behaviorism, Psychoanalytic, Neopsychoanalytic, Gestalt, Rational-Emotive, Reality, Adlerian, and Jungian. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that that demonstrates graduate level synthesis, perspective, and foci.

**Social and Ecological Perspectives**
This graduate course builds upon the student's undergraduate studies and any prior field experience in working with P-12 students in paraprofessional school counseling contexts. The expectation is that the student will not only cover the course content and expectations for school guidance counseling certification, but that he/she also will be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20-page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course provides a broad understanding of the social contexts of P-12 students. These social contexts may include factors such as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, adoption, religious and spiritual values, socioeconomic status and unique characteristics of individuals. Graduate students may explore the implications for counseling of the major racial cultural groups in the U.S., such as Hispanics, Asians, Afro-Americans, and Native-Americans. Students will also relate the concepts of ecological health to the diverse human environment within a School Guidance Counseling Program.

**Human Growth and Development**
This graduate course builds upon the student's undergraduate studies and any prior field experience in working with P-12 students in paraprofessional school counseling contexts. The expectation is that the student will not only cover the course content and expectations for school guidance counseling certification, but that he/she also will be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

Through this course, the student will study individual, family, and life-span developmental theories, which can include the work of Howard Gardner, Lev Vygotsky, Albert Bandura, Jean Piaget, Erik Erikson, Carol Gilligan, Lawrence Kohlberg, and Mary Field Belenky. Developmental differences influenced by social forces, cultural background, socioeconomic status, gender, race, ability, sexual orientation, age, and environment will be examined. Both typical and atypical development will be studied, as well as an overview of how the brain and emotions work. The neuropsychology of emotions also will be addressed. In addition, the student will demonstrate her/his understanding of the impact school, family, community, and peers have on children, why social and emotional health is fundamental to effective learning, and how these concepts relate to school guidance counseling.

**Group Dynamics, Processing, and Counseling**
This graduate course builds upon the student's undergraduate studies and any prior field experience in working with P-12 students in paraprofessional school counseling contexts. The expectation is that the student will not only cover the course content and expectations for school guidance counseling certification, but that he/she also will be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.
Through this course, the student will gain a theoretical and experiential understanding of group development, dynamics, group counseling theories, group leadership styles, and basic and advanced group counseling methods and skills. The student will explain and defend the process for planning and organizing small groups in a school setting. This course will explore individual and small group appraisal and advisement, in addition to group process assessment. The student will also examine counseling and consultation processes, as well as the knowledge and skill requirements for school counselors. Course objectives are aligned with national standards proscribed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**Foundations of School Guidance Counseling**
This graduate course builds upon the student's undergraduate studies and any prior field experience in working with P-12 students in paraprofessional school counseling contexts. The expectation is that the student will not only cover the course content and expectations for school guidance counseling certification, but that he/she also will be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course introduces the roles and responsibilities of a school counselor. The course provides an overview of the functions and skills critical to delivering a comprehensive competency-based guidance program (ASCA Model) for ALL students in grades pre-k-12. The course will provide an introduction to school counseling knowledge and skill competencies including historical perspectives, professional identity of the school counselor, knowledge of school setting, current policies and legislation relevant to school counseling, the role of technology in school counseling, and ethical and legal considerations in school counseling as endorsed by CACREP and ASCA.

**Vocational Counseling and Career Development**
This course builds upon the student's undergraduate studies and any prior field experience in working with P-12 students in paraprofessional school counseling contexts. The expectation is that the student will not only cover the course content and expectations for school guidance counseling certification, but that he/she also will be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course examines career and vocational development theories; occupational and advanced education planning information sources and systems; career and leisure counseling, guidance, and education; decision-making and vocational and career development program planning and placement, and evaluation.

**School Guidance Counseling: Program Development, Implementation, and Evaluation**
This graduate course builds upon the student's undergraduate studies and any prior field experience in working with P-12 students in paraprofessional school counseling contexts. The expectation is that the student will not only cover the course content and expectations for school guidance counseling certification, but that he/she also will be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.

This course is based on the study of design, implementation, monitoring, and evaluation of comprehensive competency-based developmental school counseling programs including an awareness of various systems that affect all P-12 students, school, and home. This course will explore the means to work collaboratively in a competency–based program with students, teachers, administrators, school support personnel, business partners and community leaders.

**Research Methodologies**
This graduate course builds upon the student's undergraduate studies and any prior field experience in working with P-12 students in paraprofessional school counseling contexts. The expectation is that the student will not only cover the course content and expectations for school guidance counseling certification, but that he/she also will be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20 page scholarly research paper that demonstrates graduate level synthesis, perspective, and foci.
This course will provide students with fundamental knowledge about the area of research method and design in the field of school guidance counseling. After demonstrating competency in research methodologies students should be versed well enough in research methods to 1) read and critically review current research in the field of school guidance counseling, and 2) design, implement, and confidently articulate the underlying theoretical principles used in the required scholarly research project. This course will require a demonstrated understanding of the following: individual and group approaches to assessment and evaluation, appropriate research methods within the field, statistical analysis, needs assessment, and program evaluation.

Supervised School Guidance Counseling Practicum
The school guidance counseling practicum is designed to provide the opportunity for graduate students to participate in all forms of counseling services in the school setting under the supervision of a certified school guidance counselor and Prescott College core faculty. The 600 supervised clock hours (with a minimum of 240 direct service clock hours) of graduate practicum builds upon the student’s graduate and undergraduate studies in counseling as well as any prior field experience in working with P-12 students in paraprofessional school counseling contexts. The expectation is that the student will not only professionally address the daily practicum requirements and expectations for school guidance counseling certification, but that he/she also will be responsible for demonstrating graduate level scholarship and application of research in the completion of this course. In addition to the practicum content and log, the graduate student will submit at least two 15-20 page scholarly papers that discuss the student’s practical experience within the school guidance counseling in relation to counseling theories previously studied. These scholarly papers evidence graduate level synthesis, perspective, and foci in the context of the capstone experience.

Students will work in a school setting under the supervision of an experienced school counselor. Throughout the school guidance counseling assignment the student is expected to respond to critical feedback and participate in every facet of school guidance counseling. This will include daily direct and indirect interaction with students and staff to involvement with parents, administrators, and other community members, and any other additional responsibilities typically conducted by the supervising certified school guidance counseling practicum supervisor within the school environment. This final preparation will serve to prepare the practicum student for obtaining a position as a school guidance counselor in a P-12 setting.
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Low-Residency Master of Arts Program

Mission Statement
The mission of the Master of Arts Program is to support passionate scholarship. We provide a space for students to design individualized programs in consultation with graduate faculty. We are committed to rigorous and innovative academic practices characterized by self-direction, critical discourse, thorough research, experiential learning, and service. Low-Residency Master of Arts Program students are given the freedom and encouragement to integrate theory and practice in their own disciplines while developing social and ecological literacies.

Program Overview
The Low-Residency Master of Arts Program is a limited- or low-residency, research-based, student-centered graduate program designed for creative working people. When Low-Residency Master of Arts Program was first dreamed about and then actually designed, we were thinking specifically of the mature and experienced graduate student ready to work creatively and independently. We wanted to free highly competent mid-career learners from the constraints of one-size-fits-all courses and classrooms, enabling them to design unique, individual programs that exactly meet their needs and interests. The master’s program provides students with a great deal of flexibility in designing their own studies. Within one of the five degree programs – Adventure Education, Counseling Psychology, Education, Environmental Studies, and the Humanities – students design highly individualized programs that are interdisciplinary while extending beyond the confines of traditionally departmentalized graduate study. This design is presented as a study plan that is finalized with input from the graduate advisor and core faculty and then updated each semester of enrollment, and is documented through the study packets – a process that allows the student to document her learning for her graduate advisor, who will respond with feedback, challenges, encouragement, and suggestions.

The Master of Arts Program consists of three primary components – theory, practicum, and thesis. We begin the educational journey with a core foundations course carried out in each of the five degree programs; through that course we provide students with a learning cohort through which they move through the process. The program requires students to consider, explore, and develop social and ecological literacies as they relate to their work and the subjects they are studying. We also require that students understand research design and research methods in their fields and complete some method of graduate level research during their program, which must be documented in the master’s thesis.

The majority of students take four full semesters (two years) to complete their graduate work. Some programs, like Counseling Psychology (CP) and Education (ED), specifically require four semesters if the student’s goal is state certification or licensure. A fourth semester is also required for students with limited academic preparation in their fields. But many students who come to the program with strong preparation and a flexible schedule are able to complete the program in as little as three semesters (18 months) of fulltime study. Minimum enrollment for master’s students to receive the Master of Arts degree is three semesters completed in the Low-Residency Master of Arts Program. The minimum requirements are higher for students seeking certification or licensure in counseling or education.

In their first semester of enrollment students are required to attend a one and one half day orientation before the first colloquium and six days in residency in Prescott, Arizona. After the first semester, a student enrolled for 9 or more credits will continue to attend six days in residency every semester and students enrolled for 8 or fewer credits will attend three days in residency every semester. Students in one of our site-based programs may also be required by the faculty to attend occasional site-based colloquium meetings during the semester. Regular and site-based colloquia provide the opportunity to present ideas and work-in-progress to peers and faculty, receiving both support and challenge in return. Colloquia also include opportunities for individual study planning, dialogue on scholarship with the graduate faculty, consultations with the library research staff, interdisciplinary workshops, conferences with one’s graduate advisor, and more.

Each student has a core faculty (CF) who oversees and evaluates the student’s program. The core faculty is assigned by the chair and faculty of the degree program based on academic focus, geographical location, or other reasons. Upon acceptance into the program, the CF works with the student to select a graduate advisor who will serve as guide and evaluator for the student as graduate study is carried out. Throughout the student’s program, the student, advisor, and CF select other faculty members who assist with different program requirements.
The Low-Residency Master of Arts Program model requires six hours of advisor and advisee in-person meetings each semester, the form and timing of which is negotiated by the student and advisor.

Students and graduate advisors write a narrative evaluation of each course as it is completed and at the end of the semester include those evaluations in a larger packet of evaluative materials. Further evaluation is done by other faculty members throughout the program, including: the core faculty, practicum supervisor, QP readers, and thesis readers. At no time or circumstance are letter grades given to a student. Students are asked to stretch their limits, to go beyond business as usual, beyond their familiar interests, values, and beliefs.

Three Primary Components
Students are expected to complete two or three semesters in which the focus is a combination of theoretical and practical learning, followed by one or more final semesters that are devoted to the thesis.

Theory
Theoretical work can be completed through any number of research means. Books, it seems, are the most obvious learning tool. A student might use three to five scholarly books, a popular text, and a selection of journal articles for one 3 semester hour course. The Low-Residency Master of Arts Program recommends that students use one to two standard scholarly texts or principal texts for each course. Other reading materials may be current journal articles, additional scholarly texts, contemporary or popular theory, a book which goes into more depth on a unique aspect of the general theory, or a text on an area which is specific to the student's individual interests. Other theoretical learning tools include professional conferences in the field; informational interviews; seminars, classes, or workshops presented by schools or professional organizations; hands-on, field, studio, or primary research; or any other method that supports a student in her graduate learning.

There is no specific requirement for how many theoretical credit hours a student completes. Six credits of the theory coursework must be allocated for the Core Foundations Course (3 credits) and Research Methods (3 credits); all remaining credits are to be determined by the student and approved by the graduate advisor and core faculty.

Practicum
The graduate practicum is a period of praxis relating to the theoretical work that the student is completing for the MA degree. Praxis, the practical application of one's learning, therefore requires not only that the work be hands-on or practical, but also that it be a clear demonstration of the theoretical learning carried out during the coursework.

Low-Residency Master of Arts Program requires a minimum of 6 semester hours of practicum from every student. There are no set requirements for number of hours per week for practica and internships; students and graduate advisors need to take into account individual needs and, where appropriate, outside requirements (e.g. for Counseling Psychology and Education students who need state certification). Generally, 125 – 150 clock hours is the equivalent of a 3 semester hour practicum.

Thesis
Each student writes a master's thesis combining theory and praxis and constituting a relevant contribution to her area of study. In every case the thesis is expected to combine theory and praxis, to document the literature review, to present the research (including defining(describing the methods) that the student completed, to reflect the student's unique combination of interests and studies, and to make a socially and/or ecologically responsible contribution to the field.

Students enroll for thesis development credits to carry out any preparation, planning, research, data gathering or crunching, documenting, and so on that are necessary to complete the master's thesis. Students must have a minimum of 12 semester hour of thesis development to graduate from the Low-Residency Master of Arts Program. In most cases the thesis is carried over the final two semesters and is generally the only work being completed during the final semester. The thesis is read by the student's graduate advisor, a second reader of the student's choosing, and the core faculty third reader. The thesis may be descriptive (textual), qualitative, or empirical (quantitative) in form.

Additional Program Components and Requirements
The Study Plan
Students create a unique plan of graduate study as part of the admission process; once admitted the stu-
dent will work with her graduate advisor to develop the plan according to standards in the field and the student's specific passions and interests.

Core Foundations Course
Low-Residency Master of Arts Program requires a 3 credit core foundations course of all first semester students. This course covers material that is required of all students, but which may be unique to the specific degree program. For example in the humanities program this course covers general graduate level scholarship and research design and meets 2 of the 3 required credits for research methods; in the counseling psychology program the course focuses on foundations in mental health counseling and meets state the requirements for licensure as a professional counselor.

Study Packets
All work completed is documented by study packets sent to the graduate advisor. The exception to this is all work assigned for instructed and catalog-listed courses, such as the core foundations course in the first semester and courses offered by instructors on-campus, via Moodle, or through some other form. In addition, some work, such as the qualifying packet, practicum, and thesis, is also reviewed and evaluated by additional faculty. Extensive information about the study packets, which are the heart of the MAP model of learning and interaction between students and advisors, is presented in the online Low-Residency Master of Arts Program Handbook.

Qualifying Packet
Each student is required to submit to the Master’s Office one of the first five study packets for review by faculty readers.

Competence in Research Methods
All students are required to demonstrate competency in the basic research methods and terminology that are traditionally used in their fields of study before beginning their thesis. This is generally done through the completion of one or more Research Methods courses (minimum of 3 credits). For students working in the human or social sciences (counseling, education, anthropology, etc.) this means some familiarity with quantitative and qualitative approaches to research, as well as in-depth knowledge about the method that will be used in completing the thesis. Students in traditional humanities disciplines (literature, history, art, language, and culture) are expected to be familiar with the textual or theoretical research methods most commonly used in their specific disciplines. Students in the natural sciences will need to develop a background in various field methods as well as interpretive processes that are commonly used in the particular research they are conducting. This requirement is meant to provide students with fundamental knowledge about the area of research methods and design in their particular field. After demonstrating this competency, students should be versed well enough in research methods to 1) read and critically review current research in their particular field and 2) design and implement a research project.

Research Component/Graduate Level Research
Each student is responsible for completing graduate level research in her field of study. This may be extensive textual research with a new hypothesis, a traditional quantitative or empirical research project, a qualitative field study, or any number of other options approved by the student’s advisor and CF. Each student’s thesis must document graduate level research regardless of the form of the results of the research. Students are required to include a comprehensive literature review from their field of study as a component of their final thesis.

Social and Ecological Literacies
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 and the Low-Residency Master of Arts Program, and will be a major consideration for Prescott College’s graduate students. Development of these literacies can be as broad or as specific as the student and her graduate advisor agree is appropriate, but should be approached as a significant factor in the student’s thinking throughout the entire program.

Presentations
Every student will give two oral presentations of her work in progress during their tenure in the program: a qualifying presentation and a presentation of her thesis. These presentations are designed in consultation with the graduate advisor, and approved by the advisor and core faculty before being convened.
End-of-Semester Materials
At the end of each semester students will complete a packet of materials that document and evaluate all of the work completed that semester. Parts of this packet of materials are for the student, advisor, and core faculty to process the semester’s work, and one part, the course evaluation pages, will be added to the student's official Prescott College transcript.

Professional Preparation Programs Policies and Procedures
The handbook is written as it applies to enrollment in without consideration of outside agencies that govern programs in Counseling Psychology (CP) and Education (ED). There are also unique handbooks for the CP and Ed certificate programs and a handbook for the ED cert program, which are maintained and provided by the chairs of CP and ED.

The CP Handbook and ED handbooks address specific requirements and guidelines of state and professional agencies, relating to coursework, practica, and other program components. Except for those differences noted in the CP and ED handbooks, all academic procedures and polices remain the same.

Conclusion
That should be enough to ensure that students understand what this program has ahead for them. All students and faculty are required to read the more detailed information online to gain greater depth of understanding, and should return to specific sections to begin to carry out each aspect of the program.

We often say: “Trust the Process.” This outlook is not meant to discount genuine questions or concerns. It means that the faculty recognize that this is a new approach to education for many learners. Trust the process means to the faculty and staff of the master's program that some parts of the process really cannot be explained because they need to be experienced. They tend to be organic and highly affected by the input and passion of each student and advisor. Trust the process also means that each student can adjust our model in some ways that will better support the process. The faculty believe that all materials define what the absolutes are – the requirements and expectations that cannot be changed and the procedures that we have found best support our students, faculty, and staff in getting the work completed and processed. Beyond that we hope students will enjoy and trust the process of learning, master's style.

Areas of Study
Because each student's situation is unique, the program provides each one a great deal of flexibility in designing his or her own community-based graduate program. Prescott College is accredited to grant the Master of Arts degree in five broadly defined programs of study: Adventure Education, Counseling Psychology, Education, Environmental Studies, and Humanities. Students are able to design individualized programs (concentrations or emphases) within each degree area. Below are examples of concentrations and emphases that master's students have completed. Many more are possible; the options are extensive. The faculty will work with the student to find a suitable graduate advisor for each individualized program of study. students are expected to take an integral approach to graduate study and to consider the relevance of social and ecological issues within their field.

- Adventure Education
  - Therapeutic Applications of Adventure Education
  - Integral Adventure Education
- Counseling Psychology
  - Adventure-Based Psychotherapy
  - Counseling Psychology
  - Expressive Art Therapy
  - Equine Assisted Mental Health
  - Somatic Psychology
- Education
  - Experiential Education
  - Multicultural Education
  - School Guidance Counseling
  - Teacher Certification (Fast Track)
- Environmental Studies
  - Environmental Education
  - Conservation Ecology and Planning
• Sustainability Science and Practice
• Social Ecology
• Humanities
  • Traditional Humanities, including Visual and Literary Arts
  • Critical Social Sciences, including Culture or Social Justice
  • Sustainable Business and Management
  • Spirituality or Religious Studies

Adventure Education
The Adventure Education program provides students the opportunity to pursue studies that cover a range of outdoor and adventure-based programming opportunities. Areas of study may include:

- school and college curricula
- community recreation programs
- social action
- guiding and outfitting
- corrections and therapeutic adventure
- earth-based studies
- rites of passage
- ecopsychology
- integral studies
- nature spirituality

Adventure Education (AE) students create study plans according to their specific interests and backgrounds, emphasizing technical skills, program design, and administration, or focusing on specific populations, processes, or environments. Coursework may include experiential and adventure education, leadership training, wilderness travel, safety and risk management, environmental education, special education programming, challenge course facilitation, and corporate teambuilding. Students may also wish to take coursework in counseling theories, group facilitation, human growth and development, adventure therapy, ecopsychology, and ecotherapy to more ably bring these perspectives and approaches into their work with diverse populations and different educational or therapeutic settings. These courses could lead to a concentration in therapeutic applications of adventure education.

Students in this program should have several years of experience in wilderness backpacking and, preferably, competence in at least one technical activity-based skill such as mountaineering, rock climbing, kayaking, canoeing, ropes course facilitation, or sailing. Experience working in the field and strong skills in interpersonal communication and group facilitation are recommended. Students are expected to continue their skill development and expand their experience base while in the program. First aid training and certification is required for all leaders in this field.

Concentration in Therapeutic Applications of Adventure Education
Students working in therapeutic applications of adventure education will prepare themselves to employ adventure-based theories and techniques in settings that focus on non-clinical counseling methodologies. This focus was created to enrich professional adventure educators’ depth and breadth of knowledge and skills in working with the affective needs of individuals and groups. It will enrich adventure educators’ applied integration of counseling theories and group dynamics, and human development. The concentration is available at various levels, depending on students’ previous experience in combination with their academic and career goals. Therapeutic applications of adventure education is not a clinical licensure degree path.

Concentration in Integral Adventure Education
An integral approach to Adventure Education seeks to bring the broadest range of perspectives, intentions, and strategies to the transformational learning potential of adventure experiences. Examining these situations through the reflective filters of individual development, social interaction, and external behaviors and expressions, unfolds and probes the relationship among humans and between humans and nature. This combination of inner and outer realms of being is a primary focus of this concentration. Each adventure encounter or connection has multiple levels of interpretation that help identify the physical, mental, emotional, and spiritual components to provide a more holistic, integrative, transformative, and transmodernist understanding of its potential value.

Adventure experiences provide a practice ground and reflective context in which to explore the four
dimensions of human experience – the individual or collective, the internal or the external – to more effectively address issues and needs through programs or approaches that support integral sustainable developmental structures. The works of Ken Wilber, Robert Kegan, Andy Fisher, Don Beck, Christopher Cowan, Jenny Wade, Chris Bache, and others provide a rich context for this exploration.

Counseling Psychology
Counseling Psychology is a low-residency professional preparation program for individuals with the goal of becoming licensed mental health counselors or licensed professional counselors. The 60 semester-credit program is aligned with the 2009 Standards for training in mental health counseling that are disseminated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

At the heart of the program is an approach to mental health and healing that is grounded in the client’s experiential awareness. This diverges significantly from the rather manipulative and mechanistic practices that sometimes characterize the medical model of “diagnose-and-treat” that dominates most psychiatric and psychological training programs across the country.

This distinctive and radical approach, with its focus on experiential awareness as essential to authentic mental health and healing, impacts every student who progresses through Counseling Psychology program.

Within the context of the CACREP aligned curriculum, students at Prescott College may optionally enhance and direct their education by choosing from a variety of distinctive concentrations, all of which are offered exclusively by Prescott College and a select handful of other programs in North America. Students seeking to complete the degree with a specific concentration complete additional coursework beyond the 60 credits required for the Master of Arts Program. Each concentration usually requires the completion of five 3-semester credit concentration courses, in addition to the standard 60-credit master’s degree (this requirement may vary for the Expressive Art Therapy program) and requires an additional semester of enrollment. Attendance at one or more fee-based concentration “Institutes” or “Residential Intensives” organized by the College are also required in addition to colloquia.

Concentrations are offered in:
- Adventure-Based Psychotherapy
- Ecopsychology/Ecotherapy
- Equine Assisted Mental Health
- Expressive Arts Therapy
- Somatic Psychology

Students seeking to further personalize their academic program have the flexibility to consult with the Chair of Counseling Psychology and co-design a student directed concentration within the framework of the 60-credit hour Master of Arts program.

Program Features
- A vision of mental health that is founded in the concept of experiential awareness.
- Learning that is grounded in a holistic approach to the client’s personal growth. Mind, body, spirit and cultural context are honored so clients can come to realize their potential for happiness.
- Integration of personal learning goals within state-required courses in Counseling Psychology support a professionally credible, student-directed educational experience.
- Low-residency format that allows students to pursue their programs of study where they live and work without interrupting jobs, family life, or connections to their own communities.
- Core courses are infused with the distinctive Prescott College values of ecological stewardship and social justice, incorporating an awareness of and sensitivity to the environmental and cultural contexts in which learning and the application of learning occur.
- The program is geared toward licensure. We aim to prepare every graduate for a career as an independently functioning Mental Health Counselor who can contribute powerfully to the promotion and facilitation of health and healing.

Core Curriculum
The curriculum consists of ten well-structured and carefully crafted courses that are delivered online and are aligned with the highest national standards promulgated by the Council for Accreditation of Counseling and Related Educational Programs, and that ensure that every student has a thorough imme-
sion in the most up-to-date foundational knowledge that constitutes the field of mental health counseling.

The online format assures students that they are learning everything they need to know to master the foundational knowledge required of a Mental Health Counselor and required to pass licensing exams in this field. The online interactive classroom also helps students to know the academic areas in which they are strong and those in which they need to focus their efforts toward improvement.

The Counseling Psychology core curricula differs in two important ways from those taught in most state universities, private colleges, and other graduate institutions.

First, the College is committed to the vision of social justice together with ecological stewardship, or sustainability. Every course reflects this commitment. In many ways this means that students not only learn the mainstream practices of contemporary psychology and psychiatry, but also develop a critique of the extent to which some of these practices have occasionally been used by dominant social groups to oppress those who are weak, poor, or just different.

Second, the College is committed to the value of experiential awareness as the essential quality of all authentic health and healing. This is significantly different from other programs that teach students to diagnose clients according to the precepts of DSM-IV psychiatry and then to treat them with techniques that are somewhat manipulative and mechanistic. By contrast, the College emphasizes a humanistic, transpersonal, and spiritual approach to the human condition that holds experiential awareness to be the key to personal empowerment and transformation. Both Core and a wide range of elective course options reflect this emphasis.

For example, the curriculum examines how the distinction between “normal” and “abnormal” has often been used as a means by which to contain and constrain dissidents. Whereas many other programs treat The Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) psychiatry as if it were gospel, at Prescott College students learn DSM-IV diagnoses, but also try to develop an understanding of the way in which mainstream psychiatry has often been governed by the interests of the pharmacological industry, the insurance industry, and the ruling class.

The Counseling Psychology program offers optional concentration programs in Expressive Art Therapies, Equine Assisted Mental Health, Somatic Psychology, Ecopsychology/Ecotherapy, and Adventure-Based Psychotherapy. Every student is exposed to these approaches in the core of the program – even those who choose not to take their coursework – and they express the same humanistic, transpersonal, and spiritual, approaches that characterize the entire program.

**Master of Arts Program Core Courses**

- Foundations of Mental Health Counseling: Professional Orientations, Ethics, and Standards
- Psychopathology: Diagnosis and Treatment Planning
- Human Growth and Development
- Social and Cultural Diversity: Advocacy Issues in Mental Health Counseling
- Research and Program Evaluation in Mental Health Counseling
- Counseling Methods: Prevention and Intervention
- Helping Relationships: Basic Counseling Skills
- Career and Lifestyle Development: Challenges of Adulthood
- Group Work: Clinical Theory and Practice
- Assessment: Psychological Testing and Appraisal in Counseling

**Graduation Requirements**

Students complete three components in Counseling Psychology – theory (coursework), practicum and internship, and a thesis capstone project. Full-time students (15 credit hours per semester) complete the 60 semester-credit program in two years. Students seeking to complete a concentration must complete additional coursework and, in some cases, participate in additional experience-based workshops to hone their professional skills.

The 60-credit master’s degree is typically structured as follows:

- Ten, 3-semester credit core courses (30 total credits)
- Seven, 3-semester credit Elective Courses (21 total credits)
- One, 3-semester credit Practicum (3 total credits)
• Two, 3-semester credit Internship Courses (6 total credits)
• Completion of a Thesis/Capstone Project as well as Residency Requirements

Transfer Credit
The Chair of Counseling Psychology will review any request of transfer credits made by an applicant to the program. Up to fifteen semester credits of state-required courses or electives may be transferred from prior graduate work. Students must complete a minimum of 45 semester credits at the College.

Additional Requirements
Students enrolled in the Counseling Psychology program are required to structure their program of study to meet both the licensing requirements of the State in which they intend to work professionally, and the requirements promulgated for Mental Health Counselors by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Students are also required to participate as clients in a therapeutic process with a licensed Mental Health Practitioner while completing their graduate degree at the College. The minimal requirement is 20 full sessions, which must be documented prior to graduation by a letter from the Practitioner. This letter should not give details of the therapeutic process, but simply state that the student participated for the required 20 sessions. It should also indicate the Practitioner's credentials.

Residency
Students are required to attend two colloquia per semester for a total of eight colloquia in the course of the degree program. For all students, one colloquium may be replaced by documented attendance at a professional conference or appropriate training program, but this can only be done with prior faculty approval. For students actively involved in one of the concentrations, attendance at one of the College’s specialized training programs may be substituted for one additional colloquium, with prior faculty approval. If a colloquium is missed without prior approval – for example, due to an emergency – students are required to make special arrangements with the Chair of Counseling Psychology.

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 clinical training experience typically no less than 100 hours, but often 300 or more (depending on the licensure requirements of the state in which the student intends to practice). 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 at least 600 hours, with at least 40% of these hours involving direct client contact under supervision. Clinical training experiences are generally carried out under the direction of an on-site, licensed clinical supervisor assigned by the agency offering the training. Clinical training experiences are also covered by three, 3-credit courses (1 credit for each 100 hours of training) in which a member of the Core Faculty monitors the quality of the student's training and offers additional group supervision.

Employment at Clinical Training Sites
Students are permitted to complete their practicum/internship experiences at their place of employment so long as the goals and objectives of the experiences are clearly and demonstrably related to new learning. Students may also seek paid practicum/internship experiences if available.

Thesis or Capstone Project
Students in Counseling Psychology are required to complete a research-based or project-based Thesis or Capstone Project. This experience is intended to facilitate integration of the learning that has occurred throughout the program. It also demonstrates mastery of a special topic, research question, or area of interest. The Thesis or Capstone Project may report on a small research investigation (qualitative or quantitative), or it may be a report of a project the student has undertaken - developing and delivering a workshop, for example. The report of this work does not usually exceed 40 pages written in APA format and style.

Students are encouraged to consult early and often with their Graduate Instructors and Core Faculty about potential Thesis topics/Capstone Projects. At least a semester in advance of beginning work on the Thesis or Capstone Project, students are required to submit a brief but specific “Thesis or Capstone Project Plan”. This plan must be accepted by the Chair of Counseling Psychology or a designated faculty member before the student is permitted to embark on the project or the research.
Study Plans

Study Plans are reviewed and refined by Core Faculty at the beginning of each semester. They are essentially syllabi, but also constitute a signed agreement between the student and the Core Faculty regarding semester expectations. Core Faculty are also expected to require students to render their study plans in conformity with state licensing requirements.

Mandatory Insurance Requirement for Counseling Psychology Students

Counseling Psychology students must maintain malpractice insurance throughout their entire graduate program. A copy of their insurance policy or verification of coverage (the "Declarations" page) must be submitted to the Counseling Psychology Program Office within fifteen days of New Student Orientation.

Malpractice/liability insurance may be obtained through the American Counseling Association or another private agency for a minimal cost. If the American Counseling Association is chosen as the insurance provider, applications may be obtained by contacting Healthcare Providers Service Organization at 1-800-982-9491 or by email at service@hpso.com.

Concentrations

Several specific concentrations for consideration in addition to Counseling and Psychology certification/licensure are offered. Many students include their special interests in their degree design for counseling and psychology. By combining the following concentrations with the state certification courses, a student will be well prepared to enter into several fields. We have Associate Faculty with expertise in each of the following areas that oversee these concentrations. Do not hesitate to get in touch with them to discuss your personal interest and degree design. In addition, if you have any other concentration that you are looking to pursue, contact admissions with your proposed ideas and we can discuss how to implement them into a Prescott College master's degree.

Concentration in Adventure-Based Psychotherapy

The Adventure Based Psychotherapy program is designed for self-directed learners with some background in either mental health or outdoor/experiential education who wish to specialize in adventure-based intervention. This is one of the very few, if not the only academic program in the US that incorporates the experience of the wilderness in modalities designed to heal clients and facilitate their personal exploration. Graduates possess competencies in both conventional psychotherapy and adventure therapy, including wilderness leadership (as desired), and are employable in a range of settings, from educational to clinical.

Students are required to pursue the appropriate state licensure for professional counseling or marriage and family therapy as an integral aspect of their whole study plan. Students should obtain a current copy of requirements from their respective state's Licensure Board early in the first term of the Master of Arts Program (if not before), and plan to consult them regularly during their course of study. Due to the interdisciplinary nature of this emerging area of study, most students should expect to spend a minimum of five terms (two- and-a-half years, full time) completing this degree concentration.

Graduates of the Adventure-Based Psychotherapy concentration will receive a one-page Concentration Endorsement, included in their official transcript. The endorsement is a detailed summary of the training standards set forth by Prescott College and achieved by the graduate. As the graduate applies for professional positions and the field of therapeutic adventure becomes increasingly standardized and regulated, Prescott College anticipates this achievement will distinguish our graduates from other practitioners with less intentional training.

A Unique Blending of Coursework

Self-directed coursework requirements may include (depending on state licensing requirements): human development; group dynamics; theories of counseling; counseling skills; multi-cultural foundations; professional ethics; helping relationships; career counseling; social and lifestyle issues; psychopharmacology; trauma and addiction; psychopathology; diagnosis and treatment planning; and research and evaluation.

Additional course content areas for this concentration include history and theory of adventure-based psychotherapy, therapeutic facilitation skills, risk management, in-depth study of theory, and wilderness as a healing place.
The Practicum
Qualifying Adventure-Based Psychotherapy practica are recognized in the professional community as delivering clinical psychotherapeutic treatment primarily (or at least partially) from a philosophical and methodological base grounded in adventure and experiential learning. A 700-hour (minimum) applied practicum encompassing both clinical (traditional) and outdoor settings interweaves throughout the ongoing coursework. The practicum focuses on experiential development of outdoor activity skills and includes Wilderness First Responder first aid training for students who are not already certified.

The practicum is not theoretical learning; nor is it skills training. A practicum must consist of work in which the student is applying the previously learned theory in actual counseling with clients.

The total number of practicum hours required varies from state to state. However, a minimum of 400 hours must occur in a qualified Adventure-Based Psychotherapy practicum setting, and a minimum of 300 must occur in a “traditional” counseling setting.

Students receive a fixed amount of academic credits (12 semester credits) for the entire practicum. If a state requires more than 700 hours, students are eligible for more than 12 semester credits.

Of the 400 hours required for the Adventure-Based Psychotherapy practicum, no less than 250 of these must be in direct supervised client contact. No more than 150 may be spent on other clinical duties. Of the 300 hours required in the traditional counseling setting, no less than 200 of these hours must be direct supervised client contact. No more than 100 may be spent on other clinical duties.

The practicum may begin in the second or third term, depending on the student’s needs, and can continue into the fourth or fifth term. Students are encouraged to begin exploring sites and arrangements for the practicum from the earliest possible stage in their program.

It is unlikely that the entire practicum (especially the 450 direct contact hours) will be completed in one term. Students can expect to accumulate practicum hours over the span of at least two semesters and possibly a summer.

A qualified practicum will, ideally, offer an on-site supervisor who is a master or doctoral-level, licensed clinician with an extensive background in Adventure-Based Psychotherapy. If such a combination is not available in one such supervisor, a Master of Arts Program honorarium may be used to pay for a second off-site supervisor (to be arranged with support from Core/associate faculty).

If the student’s state/province does not accept Adventure-Based Psychotherapy practice for practicum credit, the Master of Arts Program student needs to meet the state/province hours in a “traditional” counseling setting in addition to completing the 400 hours. This may result in the need to consider a sixth term in the Master of Arts Program.

Adventure Skills Training (AST)
In order to meet graduation requirements, Adventure-Based Psychotherapy students must demonstrate minimal competencies in backcountry travel/living, and at least one area of skill concentration, e.g., rock-climbing, paddling, challenge course, skiing, etc., as well as Wilderness First Responder (WFR) training in first aid. The student’s chosen practicum site may expect a specific level of prerequisite training in one or more areas.

Students in need of Adventure Skills Training (AST) should arrange to gain these skills during summer or winter breaks. Documentation of this learning (completed in coordination with Core Faculty) is due and semester credits assigned the term immediately following summer or winter break training experiences. Some shorter trainings may be interwoven into related courses during a term.

While students have the option of receiving academic credit for their Adventure Skills Training, this credit qualifies as ‘theory’ in the Master of Arts Program, not towards the practicum. Some may elect to decline credit for this training if they have enough credits to meet the program requirements. To obtain credit, the student will plan with faculty guidance to incorporate scholarly literature, reflection, writing, and the training experience to be submitted in a regular study packet.
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.

Students can receive up to three ‘theory’ credits for documented completion of the WFR course. Suggested (though not endorsed) sources for specific Adventure Skills Trainings include, but are not limited to: 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.

Ecopsychology/Ecotherapy
The Ecotherapy program is a five course concentration that integrates perspectives from ecopsychology, deep ecology, ecofeminism, ecology, nature-based experiential learning, historical and current perspectives on indigenous people's world views, earth based traditional healing practices, eastern philosophy, anthropological study of ritual and rites of passage, transpersonal psychology and consciousness theory as a theoretical underpinning for an approach to practicing counseling within the larger counseling profession. The application of this integration of perspectives is considered in the context of current wilderness therapy and ecotherapy practices. An emphasis on experiential learning, group work and facilitation of insight as therapeutic techniques, as well as an examination of issues of transfer of learning will be included.

Unlike other eco-psychological educational approaches this program requires a commitment to application as a portion of practicum and internship, and as evidenced by records of the student's practice and experiences in the field. Students will be required to document competence in the practice of ecotherapy skills under clinical supervision in a clinical setting as a portion of their training. As this program is low residency, accessing opportunities for application of these skills is a significant expectation to be fulfilled by the student.

Emphasis is placed on the transpersonal nature of ecotherapy and the significance of attachment theory in explaining pathology in an ecopsychological model.

Students interested in wilderness; adventure venues; horticultural; broad based animal assisted situations, or nature-based settings; and counselors aspiring to consult to industry in the area of eco-psychological health and environmental design will find this program worthy.

Courses (15 semester credits)

- Foundations of Ecopsychology/Ecotherapy
- History and Principles of Ecopsychology
- Wilderness as a Healing Environment
- Risk Management in Ecotherapy Practice
- Standards of Practice and Ethics in Ecotherapy

Post-Master’s Certificate in Ecopsychology/Ecotherapy
Students who have already attained a master’s degree in a field of mental health practice may apply to join the program and work toward a Certificate in Ecopsychology/Ecotherapy. This requires completion of five, 3-credit courses, attendance at four colloquia at Prescott College, and successful participation in at least two intensive workshops.

Courses (15 semester credits)

- Foundations of Ecopsychology/Ecotherapy
- History and Principles of Ecopsychology
- Wilderness as a Healing Environment
- Risk Management in Ecotherapy Practice
- Standards of Practice and Ethics in Ecotherapy

Concentration in Expressive Art Therapy
The Expressive Arts Therapy blends a passion for art with the skills of counseling psychology. The program meets the educational standards for the American Art Therapy Association (www.aata.org) and the International Expressive Art Therapy Association (www.ieata.org) for becoming a registered expressive art therapist, and the requirements for licensure with the Arizona Board of Behavioral Health. Students seek-
ing licensure in other states must make sure that their degree program covers the necessary requirements of the licensing board in their state. Depending on the state licensure requirements, the Master of Arts in Expressive Arts Therapy will take two and half to three years to complete.

In combination with the core courses required for professional licensure the student will engage in study of the history, ethics, and practice of expressive art therapy. Expressive art therapies involve the use of visual art, music, movement, poetry and performance, as well as the inter-modal application of these in therapy and healing.

Students have the option of seeking registration as an Art Therapist (ATR) through the American Art Therapy Association or registration as an Expressive Arts Therapist (REAT) through the International Expressive Arts Therapy Association. The Prescott College model allows for flexibility of design to meet either or both registration requirements as far as course content and area of focus, which can be either art therapy or multi-modal expressive arts. Students will be paired with an advisor or mentor who is a licensed Behavioral Health Professional and either an ATR or REAT.

Program Requirements
The Master of Arts in Counseling Psychology with a concentration in Expressive Arts Therapy is an 84 semester-credit-hour program. This includes coursework, a supervised counseling practicum (in some cases a separate Expressive Arts Therapy practicum), attendance at all colloquia, attendance at two Summer Institutes, and a thesis. Descriptions of the required courses are listed in this catalog.

Some states allow the imbedding of specialized Expressive Arts Therapy material into licensure courses. It is the student’s responsibility to research if that is the case in her or his state. The state of Arizona does not allow imbedding.

Students may transfer up to 15 prior graduate semester credits of the state-required courses into the program. If the course has a different title, it can be reviewed to see if it qualifies as comparable.

Expressive Arts Therapy Summer Institutes
Since 2002, students and mental health professionals from around the world meet at Prescott College for two weeks in July/August to take part in this annual event. The goal of the Institute is to provide participants with a residency experience and the ability to study with internationally renowned educators such as Lucia Cappachione, Anne Parker, Dariah K. Halprin, Pat Allen, and Janice Timm-Botos. The Institute is very hands-on and a perfect venue in which educators, counselors, and students can learn in a supervised experiential learning environment.

Questions and information about available Summer Institute Scholarships can be directed to Camille Smith via email at csmith@prescott.edu.

Concentration in Equine-Assisted Learning
This concentration allows students to develop competence in the field of education and learning, as well as other non-mental health areas such organizational development, experiential facilitation among others. Students build upon their existing relational skills with horses, as well as learning theories, to seek professional training opportunities as a means of developing an appropriate curriculum that is based on socially and ecologically responsible processes. This concentration focuses on human and nonhuman systems and patterns that enhance transformative learning experiences for others. In addition to the established core requirements designed for professional practice, this coursework explores the theoretical understanding, ethical issues, facilitation skills, and relational equine skills crucial for mastery. In addition to the Low-Residency Master of Arts Program required residencies, equine assisted learning students also attend two four-day residential intensives per semester following regularly scheduled colloquia. These workshops are imbedded with a learning cohort and are an opportunity for the students to gain hands-on experience in equine assisted learning. The cost for each workshop covers room and board for Sunday through Wednesday is coordinated with the required colloquia to reduce travel expenses for students. Workshop fees can be covered by financial aid and are in addition to tuition.

Post-graduate Concentration in Equine-Assisted Learning
This is a one-year, 15 credit, limited residency program comprised of four courses, a practicum, and four residential colloquia and post colloquia residential intensives. The coursework explores the theoretical
understanding, ethical issues, facilitation skills, and relational equine skills crucial for mastery in the fields associated with EAL. Helping students to sort out the complexity of existing theory and work being done and encouraging thoughtful exploration over judgment enables them to learn and develop critical thinking and an informed basis for their own opinions. In doing so, each student can develop a professional orientation to the work that resonates with his/her own values, beliefs, and strengths. The program stands by the ethical standards inherent in the field and approaches the work with horses as co-facilitators and partners in the process. The faculty and advisors are relationally-oriented with an emphasis on social, ecological, and ethical concerns.

**Concentration in Equine-Assisted Mental Health**

Prescott College’s pioneering Equine Assisted Mental Health (EAMH) program blends a passion for interaction with horses and other equines with the skills of counseling and psychology. Graduates in this rapidly evolving field are prepared to pursue licensure or certification in their home state as a psychotherapist or in counseling and psychology. Faculty assist students with the design of their self-directed, 75 semester-credit hour program.

In addition to the core requirements for professional licensure, the EAMH curriculum explores the theoretical understanding, ethical issues, facilitation skills, and relational equine skills crucial for professionals in this area of counseling.

Practitioners seeking the Master of Arts degree with a concentration in EAMH must possess technical and academic competence in both counseling psychology and horsemanship. Students with strong undergraduate or personal work experience in both areas can complete the program in five semesters of full time study. Those with less experience in their area should plan on a longer program. The estimated length of this program is two and a half years (five semesters).

Students seeking professional certification as equine professionals through the Equine Growth and Learning Association (EAGALA), North American Handicapped Riding Association (NAHRA), or the Equine Facilitated Mental Health Association (EFMA), can partially meet the requirements of these organizations through the Prescott College program.

**Coursework (15 semester credits)**
- Explorations in Equine Assisted Mental Health
- Relational Horsemanship: Facilitating with the Help of Horses
- Group Process and Facilitation Skills for EAMH
- Best Practices in Equine Assisted Mental Health
- Practicum in EAMH (300 supervised hours)

**Practicum Requirements**

Counseling licensure in all states and provinces requires a supervised counseling practicum. In Arizona, this consists of a minimum of 900 hours. To develop and demonstrate applied skills specific to EAMH, Prescott College requires at least 300 hours be completed in a qualified EAMH setting. Depending on the state, students may be able to combine these requirements and fulfill the 900 hours in the same practicum setting. Arizona students will need to complete two separate practica, one for the state (900 hours) and one in an EAMH setting (300 hours).

In addition to required attendance at colloquia, equine-assisted mental health students are also required to attend at least one four-day Residential Intensive each semester at the Prescott College equine facility, Chauncey Ranch. Residential Intensives are held immediately following the required Master of Arts Colloquia in order to reduce the cost of travel.

In addition to learning and networking with a rotating group of experts in their field, required EAMH courses are launched during a Residential Intensive. Students pay a nominal fee of $450 for food, care and feeding of the herd, and facility use. The fee can be covered through financial aid.

Applicants seeking a similar educational experience but are not seeking professional licensure are encouraged to apply to the Equine Assisted Learning concentration through the Education department.

**Post-Master’s Certificate in Equine-Assisted Mental Health (EAMH)**

This hands-on program combines counseling skills training and horsemanship. Students network with
leading experts in this emerging field while sharpening their skills on horseback in the Arizona high desert. This program can be completed in one-year and is comprised of four courses, a practicum, and attendance at four colloquia and four residential intensives.

Students work with faculty to customize coursework according to the students’ interests. Areas of focus might include: special populations (eating disorders, trauma survivors, addictions, personal growth, work team silos, etc.); advanced theoretical perspectives (family systems, personality theories, emotional intelligence, etc.); ecopsychology; or other areas of concentration.

**Post-Master’s Certificate Coursework (15 semester credits)**

- Explorations in Equine Assisted Mental Health: History, Theory and Practice
- Relational Horsemanship: The Role of the Horse. Effective Consideration and Horsemanship Skills
- Group Process and Facilitation in EAMH
- Best Practices in EAMH
- Practicum in EAMH (300 supervised hours)

Students are also required to participate in four Equine Assisted Mental Health Residential Intensives. Scheduled from Sunday to Wednesday following the Master of Arts Colloquia, these special gatherings serve as the beginning point of each required EAMH course. Students live on-site and have access to the Prescott College herd of horses. Students pay a nominal fee of $450 to participate in each Residential Intensive. This fee covers the cost of food, care and feeding of the horses, and facility use.

Students expand their base of theoretical knowledge through coursework, gain hands-on experience in equine assisted mental health, and work side-by-side with the most influential practitioners in the field. Previous guest presenters include Barbara Rector, Leif Hallberg, Greg & Lorraine Esquibel, Shannon Knapp, Pam McFee and Tracy Webber.

Completion of a regionally accredited master's degree in a field of mental health practice (e.g., a master's in Counseling Psychology, Clinical Psychology, Marriage and Family Therapy, or Social Work) or a doctoral degree in a relevant field (e.g., Allopathic Psychiatry, Naturopathy, etc.) is a requirement of admission. See page 45 for a complete list of application requirements.

In 2009, Prescott College will introduce similar Post-Master's Certificates in Adventure-Based Psychotherapy. Contact the Chair of the Counseling Psychology department for additional information.

**Concentration in Somatic Psychology**

Somatic psychology and body-mind therapies are the wave of the future, approaching health and healing as a holistic venture that involves body, mind, soul, as well as the social and natural ecosystem in which the person conducts his/her life's journey. This approach is grounded on the experiential awareness of our embodiment, and thus remedies the shortcomings of most Twentieth Century psychologies that ignore the meaningfulness of our body and its interconnectedness with all that is around it. Somatic psychology teaches us to listen to the way in which our embodiment speaks our stories and our history. Body-mind therapies recruit our whole being in the service of health, healing, and the fullest realization of our life's potential.

In addition to preparing graduates for licensure as a Mental Health Counselor (Licensed Professional Counselor, or Marriage and Family Therapist), this concentration requires the student to become familiar with bodymind modalities of healing, such as Somatic Experiencing, Hakomi, Rubenfeld Synergy, Process Psychology, etc.

The concentration involves up to five courses in addition to the 60-credit Master of Arts degree, including a required course on the “Foundations of Somatic Psychology.” Other courses are designed according to the needs and interests of the individual student.

Students work with faculty to customize the following coursework according to the students’ interests.

**Core courses (15 semester credits):**

- Foundations of Somatic Psychology and Body-mind Therapy
- Somatic Psychology and Contemporary Science
- Survey of Body-mind Therapies
• Practices of Body-mind Therapy
• Standards of Practice and Ethical Issues in Body-mind Therapy

Other possible concentrations
• Marriage and Family Therapy
• Eco-Psychology
• Hypnotherapy
• Grief Counseling
• Child Development
• Lesbian and Gay Issues in Counseling
• and many more

Education
Students interested in the broad interdisciplinary field of Education will design programs enabling them to gain general knowledge and experience in both educational theory and practice in formal and non-formal settings, and in a particular area of special interest. Many students pursue interests in broad non-formal aspects of education, such as experiential education, environmental education, adult learning in education, multicultural education, and global/international education. Alternatively, some students elect the Master of Arts Program’s well-developed and state-approved certification programs that include standards-based Pre-K-12 teacher certifications and guidance counseling.

Education students are expected to expand their learning beyond what has been considered traditional education toward successful experiential, holistic, transformative, or community-based models. Students in this field seek degree foci with a wide variety of emphases, including the following:
• border issues in education
• environmental education
• community-based leadership and education
• interdisciplinary, academic, and creative writing
• social justice in education
• expressive arts in learning
• nonprofit education
• sustainability education
• critical pedagogy
• literacy
• curriculum design
• education leadership in institutions of higher learning
• organized development and education
• English language instruction (both within the U.S. and abroad)
• bilingual education
• early childhood education
• place-based education

Concentration in Experiential Education
This concentration is for students who wish to become innovative educators who ground their educational philosophy in John Dewey's classical belief that all genuine education comes through experience. Students concentrating in experiential education come from a variety of backgrounds as counselors, program specialists, corporate trainers, education directors in nonprofit and government agencies, potential or current teachers, and administrators. The experiential education concentration is trans-disciplinary in nature and mirrors the Prescott College philosophy that assumes students understand that experience is the origin and test of all knowledge.

Students build upon their previous knowledge and background of theories, epistemologies, and methodologies within the field of experiential education. Students research the underlying concepts of experiential education and demonstrate how experiential education can be applied in a wide variety of non-formal and formal educational situations.

Concentration in Multicultural Education
This concentration relates the field of education to the intricate systems of socially constructed identity, as they exist within the U.S. paradigm. Students will be expected to examine theoretical foundations with-
in multicultural education as they relate to the dominant culture within the U.S. educational landscape. This concentration would be appropriate for those students who see themselves activating change in an educational context within the United States. It is designed to prepare teachers and other professionals to assume leadership roles in classrooms, school districts, colleges, universities, and other institutions that have projects, course, and programs related to multicultural education and race relations. Current and prospective educators focusing on this concentration should have a foundation in educational theory and methods as well as some experience in the field of Education. Practicum work is encouraged in a cultural demographic within the U.S. that is substantially different from that of the student. Educators involved in helping school districts move from segregated to effectively integrated educational environments will also benefit from the concentration.

**Concentration in Global and International Education**

Students pursuing this concentration may envision their future work occurring in international schools, overseas immersion programs, educational start-ups outside the U.S., or numerous other teaching venues outside the United States. This concentration examines many of the numerous complexities involved in working in an international educational context. Students are expected to gain skills in developing, analyzing, implementing, and evaluating new educational programs and policies at educational institutions/organizations or private sector jobs by using cross-cultural perspectives in training employees and researching curriculum development. Students in the global and international education concentration are encouraged to pursue a practicum experience in a country other than their own.

**Concentration in Equine-Assisted Learning**

Students having an interest in working with horses to enhance the learning of people in non-therapeutic contexts will be interested in this area of concentration. Students will build upon their previous experience in relational skills with horses as well as learning theory to develop an appropriate curriculum that is based on socially and ecologically responsible processes. This concentration will focus on human and non-human systems and patterns that enhance transformative learning experiences for others. Specific course and practicum requirements will apply.

**Education Certification**

Students intending to earn education certification as Pre-K-12 teachers or school guidance counselors are encouraged to follow the Prescott College Arizona Department of Education approved program. Credential requirements for various state certifications and endorsements may be incorporated into the student’s individualized program as well.

All certification students may also decide to include research in related areas as part of their credential program. Examples include: multicultural education or global and international education, social justice in education, critical pedagogy, literacy, information technology, student services, environmental education, and experiential education. The Education program is ideal for students who want to focus on a very specific research area that relates to their classroom practice, administrative focus, or content area, as well as school reform and holistic management perspectives. Teachers who want to advance their credentials in leadership may seek further knowledge in teaching methods, literacy, or standards-based assessment.

Graduate and postgraduate students may earn education certifications through Prescott College’s state-approved standards-based Education Certification Program.

Certification areas include:

- Early Childhood Education
- Elementary Education
- Secondary Education (e.g., English, History, Biology, Art)
- Special Education
  - Early Childhood
  - Emotionally Disabled
  - Learning Disabled
  - Mental Retardation
- School Guidance Counseling
Concentration in School Guidance Counseling
Post Graduate Certificate in School Guidance Counseling

This state-approved program is designed for students seeking a School Guidance Counseling credential to work in either Elementary or Secondary school (K-12) settings. Students may fulfill these requirements while earning their master's degree; or, if already possessing a graduate degree, may complete the requirements for School Guidance Counseling certification as a postgraduate certification. All coursework, field experiences (minimum of 600 clock hours), and assessments are aligned with standards established for School Guidance Counseling. Students are expected to demonstrate academic excellence in educational and guidance counseling principles and experiential strategies involving the K-12 greater learning community (students, parents, teachers, administrators, paraprofessionals and non-school community members).

Imagine Education
“Let teaching be your classroom.” Imagine Education is an experiential and standards-based teacher certification graduate program option for students wanting to study theory and methodology in a real world context. This place-based teacher education program requires a foundational year taking courses in Taos, New Mexico while completing an internship with a mentor teacher in schools implementing Expeditionary Learning. Graduate advisors, Stephanie Owens and Scott Laidaw, guide the Imagine Education students as they are immersed in the best practices of teaching at local Taos area schools, implementing the innovative Expeditionary Learning Schools Outward Bound™ model.

Environmental Studies
Environmental Studies is by definition multidisciplinary and interdisciplinary in its approach to problem-solving; it acknowledges that environmental concerns crosscut the boundaries of traditional disciplines and require the integration of a broad range of ideas, concepts, practices, and research. Environmental Studies engages students in discovering and understanding Earth’s natural systems and the role of humans who both influence and depend on these systems.

The ultimate aim of the Environmental Studies program is to help develop compassionate, informed, and responsible citizens and scholar-practitioners who are prepared to offer constructive solutions to environmental problems, and to help develop sustainable relationships between people and nature. First, students are asked to advance their understanding based on a variety of disciplines – from the biological and physical to the psychological and social sciences as well as the humanities – and to utilize these insights to illuminate the interrelationships between humans and non-human nature.

Second, students learn specific skills in critical thinking, in research methods, and in oral and written communication.

Third, students are encouraged to cultivate a philosophical understanding of, and an ethical position regarding, human-nature relationships.

Fourth, students develop their abilities to apply their knowledge to “real-world” situations to prepare them for further learning and meaningful employment.

Finally, Environmental Studies students are invited to continue on their personal path toward integration of the aesthetic, emotional, intellectual, and spiritual facets of their lives.

Most students who enter the Environmental Studies track have a background in the natural sciences, social sciences, humanities, environmental advocacy, environmental education, or conservation and/or natural resource management. Environmental Studies students can pursue studies of any aspect of the human-nature relationship. Graduates have completed many individually designed programs in such diverse fields as:

- conservation biology
- ecology
- earth sciences
- agroecology
- natural history
- natural resource management
- environmental education
- marine studies
- environmental ethics and philosophy
• environmental history
• ecological restoration
• ecological design
• ethnobotany

Concentration in Conservation Ecology and Planning
The focus of this concentration is the study and practice of on-the-ground efforts to protect our planet's remaining biophysical diversity. Scholar-practitioners with an interest in interdisciplinary programs as applied ecology, environmental conservation, conservation biology, and/or restoration ecology must be grounded in the natural sciences and understand the sociopolitical context of environmental problems. Students are encouraged to focus on multidimensional conservation, preservation, and restoration issues that integrate ecological science with environmental education, environmental decision-making processes, and natural resource management. Possible focused areas of study and research include biogeography, community-based conservation, riparian and wetland ecology and restoration, conservation and environmental planning, conservation, ecological restoration philosophy, landscape and ecosystem ecology, historical ecology, conservation and environmental policy, wildlife ecology and management, and wilderness and protected-area management.

Concentration in Environmental Education
Students in either Education or Environmental Studies may pursue a concentration in environmental education. A student's choice of degree program for this concentration will depend on personal interests, career goals, study plan emphasis, and degree of interest in curriculum development. This concentration is intended for traditional and nontraditional educators who wish to help others develop ecological literacy and explore human and environment interrelationships. Environmental education students have grounded their graduate research in various organizations and programs: public, private, and charter schools; residential nature centers; adventure-based programs; government agencies; and various public education endeavors. Current and prospective environmental educators focusing on this concentration should have a foundation in ecology and natural history, environmental studies, and/or the field of education. The environmental education concentration includes at least four components that can be given varying degrees of emphasis depending on the students learning and vocational goals:
• education (e.g., learning theories, curriculum design and implementation, experiential methodology, multicultural issues, and assessment praxis);
• natural sciences (e.g., ecology, earth sciences, and natural history);
• human-environment interactions (e.g., environmental history and ethics); and
• environmental stewardship (e.g., ecological conservation and restoration).

Concentration in Sustainability Science and Practice
Perhaps the greatest challenge facing us in the twenty-first century is to learn how we can transform human civilization to reflect patterns of sustainability naturally occurring on Earth. A tremendous community-based response has already begun to unfold in a way that spans the disciplines and integrates physical and natural sciences as well as the humanities.

The Master of Arts Program was designed to give students the opportunity to design their own program for studying sustainability from within their own community. Our unique style of experiential education helps students combine scholarly research, appreciative and critical inquiry, and collaborative learning.

Students are also encouraged to draw from theory-based courses while working on practical applications of their learning in an organization, community, or ecosystem of their choice. This is particularly important for students of sustainability because local communities are increasingly in need of information, tools, skills, and leadership for creating a sustainable future.

Students with a concentration in sustainability science and practice can study in many areas:
• ecological economics
• sustainable community development
• permaculture and agroecology
• environmental management and planning
• alternative energy and renewable resources
• natural resource management
• earth systems science
• environmental justice
Sustainability is about ensuring long-term human health and equitable resource use while also preserving healthy ecosystems, both for the services provided and the intrinsic value of biodiversity sustaining life on Earth. Sustainability integrates complex economic, social, ecological, and even broader perspectives on our relationships with each other and the natural world. It brings together the interests of all plants, animals, and people within any community.

Students concentrating in this area will join in the global discussion about how to balance and integrate diverse needs in a changing world. They will be prepared for community-based action research on how to optimize economic and social conditions while protecting and even enhancing the health and integrity of natural ecosystems. Students are encouraged to draw on a variety of theories and methods from multiple perspectives to build theoretical and practical solutions for sustainable living and planetary care.

The College has strong connections to the larger sustainability movement – many of our students and faculty are active participants in the Association for the Advancement of Sustainability in Higher Education, the U.S. Partnership for the U.N. Decade of Education for Sustainable Development (2005-2014), and other organizations dedicated to sustainability.

Concentration in Social Ecology
This innovative collaboration allows students to work with faculty members from the Institute of Social Ecology (ISE) and participate in the Institute’s activities as a part of their graduate program in Environmental Studies or Humanities at Prescott College. Students design an individualized program of study in consultation with the Environmental Studies or Humanities faculty and a graduate advisor chosen from the ISE faculty.

Possible areas of study may include:
- ecological land use, design, and planning
- ecological and social activism
- social theory,
- ecofeminism and other ecophilosophies
- science and technology studies
- globalization
- community development
- food systems and agricultural policy
- ecological alternatives in education
- environmental issues and politics
- many others, including a broad range of individually-designed interdisciplinary studies

Students will attend the colloquia along with their ISE advisors, and will also have the opportunity to participate in colloquia, conferences, and courses offered by ISE, incorporating these activities into their graduate studies. Student study plans will incorporate key works in the philosophy, science, politics, and praxis of social ecology, which have been central to the ISE’s own curricula over the past three decades.

Teton Science School’s Graduate Program
The Teton Science School (TSS) is a residential environmental center located in Grand Teton National Park near Jackson Hole, Wyoming. TSS’s Graduate program guides a select community of students through a year-long program in place-based teaching, field science, and outdoor leadership. This innovative program integrates academic coursework with an intensive mentored teaching practicum. The 50-week experiential program encompasses a unique breadth of courses, such as community ecology of the greater Yellowstone geo-ecosystem, teaching in a winter environment, and advanced instructional strategies. TSS students are also regularly exposed to visiting scholars and writers. Through a collaborative agreement between the Master of Arts Program and the TSS Graduate Program, TSS graduates are able
to transfer up to 15 semester credits toward an M.A. from Prescott College in either Environmental Studies or Education. The TSS enrollment begins in August.

**Humanities**

The Humanities program provides opportunities for students to develop individually designed, interdisciplinary or multidisciplinary studies in four major academic areas: the traditional humanities (arts and letters); cultural studies; business and management; and other social sciences. Humanities students are encouraged to develop individualized study areas that incorporate cultural, historical, philosophical, political, and social aspects of their disciplines and work. There are extensive possibilities for academic disciplines within which the humanities degree can be focused, and is true in all of the Low-Residency Master of Arts Program degree programs, any disciplinary focus can include a specific concentration or emphasis. Following is an overview of the academic disciplines within which one could focus a humanities degree, as well as possibilities for areas of concentration or emphasis.

Students in traditional humanities can complete individualized programs in a wide range of disciplines. A creative writing concentration might emphasize fiction, poetry, creative non-fiction, journalism, technical writing, or environmental writing. Literature students might choose to study an era or genre of literature or a critical focus such as eco-literacy or postcolonial literature and criticism. In the visual arts, students can concentrate in art history, art education, or art theory; any of these areas might include a studio focus such as photography, sculpture, or painting. In addition, students can programs in other arts and letters disciplines, including photojournalism, theater, media studies, video or film theory or production, and dance.

A cultural studies focus can include such specific areas as geography, language or literature, or social relationships. Cultural studies often concentrate on a specific people, place, or time, such as popular culture, African-American studies, Dine’ culture, language preservation, history of the Southwest, Spanish, international studies, sociology, historic preservation, and so on. Many disciplines in cultural studies focus on a particular aspect of human identity such as class studies or working-class studies; gender, queer, gay-bisexual-transgender, or sexuality studies; or women's or men's studies. Many Prescott College students focus on one of the disciplines within cultural studies that are based on social and ecological responsibility, such as political science, international development, sustainable community development, globalism and economics, social sustainability solidarity studies, conflict resolution, social ecology, dialogical ecology, justice and activism studies, or peace studies.

A humanities focus on business and management can include an emphasis on organizational development, human resources, marketing, health care administration or management, public or business administration, economics, international development, globalism and economics, or sustainable business practices.

The Humanities program is rounded out with its inclusion of the critical social sciences. Students can concentrate their studies in the fields of anthropology and archaeology. Many options are possible within the large framework of philosophy, mythology, and spirituality, including religious studies, eco-feminism, cosmology, dialogical ecology, spiritual studies, comparative religions, and theology. It is also possible within Humanities to focus a degree on some non-clinical areas in psychology such as wellness, gerontology, ecopsychology, depth psychology, forensic psychology, spiritual psychology, or psychology of women.

**Concentration in Justice, Activism, and Solidarity**

Prescott College requires its graduate students to develop social and ecological literacies, which results in students considering how their particular discipline specifically and responsibly engenders social justice, solidarity, or environmental justice. Students with a concentration in social justice, activism, or solidarity often focus their work on some aspect of human social and cultural life, such as the sociopolitical dimensions and dynamics of culture and power, or the social constructs of race, gender, and class. Students can also pursue an interest in environmental justice as it relates to the intersections of the natural and non-human environment with human and social environments. Students may design their program to include the history of social activism as it relates to their own work, or to include careful consideration of the concept of being in service to social justice, environmental justice, coalition building, and solidarity. This emphasis can be completed as a specific academic discipline within a cultural studies framework, for example a Humanities degree in justice and activism or solidarity studies. It can also be the emphasis given to a program within any discipline, for example a Humanities degree in U.S. history with an emphasis on social justice movements.
Concentration in Green/Sustainable Business
Sustainability, which originated in response to a historical conflict between economic development and environmental conservation concerns itself with developing systems that sustain life. The matter of sustainability is at the heart of all life, and students can develop a curriculum framed by ideological, philosophical, or practical applications of sustainability in any aspect of humanities, cultural studies, philosophy and religious studies, social sciences, and business. A focus on green or sustainable business practices is for those individuals working in the corporate or small business world who want to balance business success with environmental responsibility. Successful business leaders in the future must integrate environmental and social responsibility. Successful business leaders in the future must integrate environmental and social responsibility into their operations using approaches that support healthy and profitable business practices. A business management student might construct a business plan that would integrate organizational models and systems based on a solid theoretical understanding and application of sustainability. Students with a concentration in green or sustainable business commit a portion of their theoretical coursework to gaining an understanding of the ongoing work on environmental sustainability and existing theory and practice.

Concentration in Visual Arts
The visual arts concentration is intended for technically proficient artists; successful applicants have solid grounding in the materials and techniques of traditional or non-traditional media. Students commit to bringing depth to their work through advanced study and application of art criticism, art theory, and art history. The concentration focuses on the study of historical, theoretical, and critical concepts, integrating them with dedicated studio work through the development of personal vision, creativity, and expression. Visual arts students give attention to the development and verbal and visual articulation of content inspired by social, cultural, or environmental concerns. As a low-residency program, the master's program visual arts concentration differs from the Master of Fine Arts degree in that it is not a studio-based degree, but rather a theoretical degree with a studio emphasis. Students wishing to pursue a degree with a visual arts concentration must have access to a studio where they can create art and practice all techniques or media studied. Students are encouraged to participate in art institutes, residencies, and apprenticeships. The heart of this concentration is the expectation that students focus on art theory while delving deeply into the actual content of their work and integrating concepts as visual statements in a chosen art form or medium.

Concentration in Creative or Expressive Arts
The concepts and practices of expression and creativity extend beyond the study of art history and theory, or the practice of various art techniques and media, to a realm where art and aesthetics are explored as an integral and integrative component of life and community. The study of expression, creativity, and art is encompassing myriad outlets that range from the traditional visual and literary arts as well as dance, music, and performance, to include aesthetic considerations such as architecture, landscape, and community development and planning. The expressive arts are used therapeutically and in non-therapeutic manners that are beneficial to the wellness and sustainability of individuals, businesses, and community. Development and expression of art and creativity benefit the mind, body, and spirit, and enhance human experiences both personally and professionally. A concentration in creative arts or expressive arts can prepare one for a job facilitating or teaching creativity and the arts through expressive arts consulting, community art centers, wellness centers, and more. This concentration can be designed to correspond with the developing requirements for the Registered Expressive Arts Consultant/Educator through the International Expressive Arts Therapy Association.

Concentration in History
History includes more than collective memory. Students concentrating in history seek to understand a complex interpretation of the past that accounts for multiple perspectives. For instance, students in environmental history might study the changes and continuities over time in the metaphors that various peoples have used to describe their relationships with their surroundings. A student of the history of the American West might consider how particular patterns of gender communication in a given community affected the social and economic structures of that community. A student of Native American history might try to explain both enduring traditions and changing circumstances by drawing on a broad range of oral and written sources, music and dance performances, and artifacts. One goal of this concentration is innovation – to look to the past for diverse alternatives to the present, to collect testimony from other times, and to recompose this testimony into narrative.

Concentration in Nature, Gender, and Spirituality
This concentration enables students to pursue studies related to ecology, feminism, and religion. These three interpretive lenses provide an interdisciplinary prism for asking critical questions about a wide range
of topics, from ecofeminism to sacred geography and from nature mysticism to the green future of religions. Possible questions include: How do gendered power relations interact with environmental policies? How might practices of contemplation and conservation inform one another? How are philosophies of the cosmos gendered? What can feminism bring to environmental ethics? The goal of this concentration is to bring into conversation with one another three topics usually studied separately in order to gain tools for living sustainability while practicing social justice and engaged spirituality.

**Concentration in Spirituality**

Students may focus their work on customary academic disciplines relating to spirituality, such as comparative religions or theology, or other interdisciplinary and distinctive aspects of spirituality. Students with a concentration in spirituality have focused their work on the intersections of spirituality and sociology, by examining issues of social justice or spiritual direction in conjunction with a combination of global theologies. Some students complete holistic programs that examine the intersections of the spiritual, physical, emotional, and mental through scholarship relating to forms of self-development; such as a comparative study of yoga or tai chi, various forms of meditation, and transpersonal psychology. Emphases may include a study and practice of the world’s sacred texts and traditions, women’s spiritual traditions, spiritual psychology, interfaith studies, contemplative spirituality, cosmology, or liberation theology. In addition, students may be able to combine their studies with a residential program such as an interfaith or non-denominational seminary. Students can apply to and work with the School of Spiritual Psychology concurrent with the Low-Residency Master of Arts Program to earn a Humanities degree in spiritual psychology.

**Concentration in Border Studies**

The U.S.-Mexico border is a dynamic, transnational region experiencing the direct impacts of global change. Border regions offer cutting edge learning environments for students interested in understanding connections between local cultures, economies, environments, and processes of globalization. The Prescott College concentration in border studies offers access to networks of scholars as well as hands-on experience working with community, social justice, environmental, and cultural organizations in the U.S.-Mexico border region. With bio-regional centers in Tucson, Arizona and Kino Bay, Sonora, and a program for Indigenous educators, Prescott College’s border studies concentration supports applied scholarship and community-based action research that offers students opportunities to learn directly from and work with the experts: the communities most affected by globalization and leading movements for social, environmental, and economic justice in the region. In addition to a Humanities or cultural studies approach to border studies, this concentration may also be carried out in Education or Environmental Studies.

**The Martin Buber Institute for Dialogical Ecology**

Dialogical ecology is a concept that describes the confluence point between the philosophies of Martin Buber, Zen Buddhism, aspects of Indigenous spiritual traditions, and religious Existentialism. When it comes to issues in environmental philosophy and ethics, Buber’s I-Thou philosophy and some aspects of Zen relate with each other in a variety of intrinsic and interconnected ways. What emerges from this is an ecological approach rooted in dialogical relationship with the whole of being. A dialog between these philosophical and religious traditions yields a new and profound approach to understanding, ethical approach, and global relationship with nature and the whole of being. The Martin Buber Institute for Dialogical Ecology (MBIDE) offers a number of core courses that can be taken in residency. Through an agreement between the Master of Arts Program and MBIDE, students can attend courses offered by MBIDE and then transfer up to 15 graduate credits into the College’s Master of Arts Program for a degree with a concentration in dialogical ecology.

**The Program Process**

**Introduction**

Protecting Our Natural Resources – Do Not Print the Online Master's Handbook or Catalog

Prescott College is committed to protecting and conserving natural resources. This is demonstrated in many ways, including the ongoing development and enforcement of paperless procedures. One step in our commitment to a paperless program is the fully online Low-Residency Master of Arts Program Handbook and College Catalog. Do not print these online materials.

If a copy of a handbook section is needed that can be accessible when offline, users are asked to create and store an electronic copy of the needed page for later reference. Many internet browsers now provide a tool that can convert a web page to a PDF file and information can always be cut and pasted in to an electronic document.
**Current Information and Procedures – Do Not Print the Master's Handbook**

Even more important is the currency that the online Low-Residency Master of Arts Program Handbook provides. By referring to the online version as each item is needed students and faculty are guaranteed to be working with the most current framing or language, as well as the most current set of instructions and procedures.

**Responsibility for Knowing the Policies and Procedures**

Students are responsible for obtaining, through an online handbook or by contacting the Low-Residency Master of Arts Program Office, the academic expectations and requirements, policies, due-dates, and specific procedural requirements of the master's program.

The primary responsibility for attaining this information rests with each student. It assists the process significantly for Graduate Advisors to become as familiar with the policies and procedures as is individually practical for them; however, advisors are selected for their content expertise in their academic discipline.

All procedures and academic policies. Advising assistants and faculty are available any time a student has any question about program requirements or the contents of this handbook.

**Flexibility and Academic Policy**

This handbook describes the philosophy, educational model, and process of the Low-Residency Master of Arts Program. In the interest of ensuring sufficient flexibility to meet each student's educational needs, advisors and students may alter the specific processes to meet their particular needs. Any adjustments must maintain the integrity and essence of the specific process (students should contact their core faculty if there are any questions).

On this web page is a list of items that are specifically Academic Policy; based on valued practice, exceptions to academic policies are not made. If a student wishes to request an exception none-the-less, written request must be made to the graduate program council by the student or the student's graduate advisor according to these procedural guidelines.

**Part-Time Enrollment**

Part time students adjust the number of study hours and study packets to correspond to their course work. All other academic procedures and policies remain the same, including residency requirements, meeting hours with the graduate advisor, due dates for the qualifying packet, thesis plan, etc.

**Low-Residency Master of Arts Program Academic Calendar**

The online MAP Handbook includes an academic calendar that has all academic dates, such as the due dates for study plans, colloquium narratives, and other items that must be submitted to the MAP Office; the recommended mailing dates for study packets; dates for residencies; etc. The calendar can be found at this page in the online MAP Handbook: [http://www.prescott.edu/students/map/handbook/process/calendar.html](http://www.prescott.edu/students/map/handbook/process/calendar.html)

**Residencies**

Students are required to attend the new student orientation and colloquium in Prescott at the beginning of their first semester and the second colloquium near the end of the first semester. Attendance at the first orientation is mandatory; any newly accepted student who cannot attend will be given the opportunity to defer to the following semester. In the second and later terms of enrollment residency requirements are reduced. All students must make travel arrangements in order to be present at the beginning and end of each colloquium weekend. The schedule for an upcoming colloquium can be found approximately three weeks prior to each colloquium at [http://www.prescott.edu/students/map/colloquium_current.html](http://www.prescott.edu/students/map/colloquium_current.html)

- Prescott College offers 4 colloquia per academic year in Prescott, Arizona.
- First semester students (full or part time) will be required to complete orientation plus 6 days of residency. All 6 days of residency must be completed at the Prescott College colloquia.
- Students in their second and later semesters who are enrolled for 9 or more credits are required to complete six days of residency per term. Three of the days must take place at a Prescott College colloquium in Prescott, Arizona. The three remaining days may take place either at a Prescott colloquium, at one of the GPC-approved residency options, or at an alternative conference that is approved by the student's advisor and CF based on the residency intent or criteria in the online MAP Handbook.
- Students in their second and later semesters who are enrolled for 6-8 credits will be required to complete three days of residency per term. All three of these days must take place at a Prescott College colloquium in Prescott, Arizona.
Choosing which colloquium in Prescott to attend (after the first semester) will be up to the student, unless the advisor or the faculty of the student's particular department have communicated a specific requirement to the students.

If a student misses a required Prescott colloquium (misses either of the first semester colloquia, or misses attending at least one required colloquium in a subsequent semester) the student will be required to make up the absence at a colloquium in Prescott during the following semester.

Extensive information about colloquium intent, content, expectations, as well as information about approved residencies outside of Prescott, can be found in the online MAP Handbook at this web location: http://www.prescott.edu/students/map/handbook/index.html

The Graduate Advisor
When a student is admitted to the Master of Arts Program the chair of her degree program will assign one of the degree program faculty serve as her core faculty. The core faculty for each student will work with the student to choose a graduate advisor. The advisor is a person who is recommended by the core faculty, interviewed by the student, and selected when an appropriate scholarly match is found. Information about working in the advisor-advisee relationship can be found here in the online MAP Handbook: http://www.prescott.edu/students/map/handbook/process/AdvisorAdvisee.html

Study Plans
Following acceptance into the Low-Residency Master of Arts Program and continuing through orientation and the first colloquium, newly admitted students will expand the ideas and academic vision they described in their Academic Focus Essay submitted with the application materials into a thoroughly developed study plan for their entire graduate program. In addition, new students will create a very specific plan for the first semester. Instructions for preparing the Study Plans can be found at this page in the online MAP Handbook: http://www.prescott.edu/students/map/handbook/process/studyplans.html

Research Component/Graduate Level Research
Questions about how to design and carry out a research project or problem, what constitutes graduate-level research, and what characterizes and defines each of the multitude of research techniques and methods, are to be explored and answered by MAP students as they carry out their demonstration of competency in research methods. In addition to demonstrating competency in research methods, all MAP students in all fields of study, must include an actual research component in their program. Details about carrying out graduate research can be found in this section of the online MAP Handbook: http://www.prescott.edu/students/map/handbook/process/graduatescholarship.html

Student Presentations
Every student in MAP is required to give two oral presentations of her work in progress during their tenure with MAP: a qualifying presentation and a presentation of the thesis. These presentations must be designed in consultation with the graduate advisor, and must be approved by the advisor and core faculty before being convened. Information about the qualifying presentation, the thesis presentation, and all related processes can be found in this section of the online MAP Handbook: http://www.prescott.edu/students/map/handbook/process/presentations.html

Theory Overview
As students design their theoretical coursework in consultation with their advisor (and core faculty), they build on their previous relevant academic background and professional experience, and build toward their goals for graduate study. A solid comprehension of the theories that shape and support the student's discipline is absolutely critical. Information about designing theoretical components to the Master of Arts Program can be found in this section of the online Master's Handbook: http://www.prescott.edu/students/map/handbook/process/theory.html

Scholarly Writing
The Master of Arts Program relies heavily on the written study-packets, the qualifying packet, the thesis plan, and the master's thesis as the principal demonstration of the quality and quantity of work completed for the program. In all requisite written work for the Master of Arts Program from the first study plan to the final thesis, students are required to know and use the writing and publication guidelines for their field of study (e.g., APA, MLA, etc.). The MAP faculty will not accept plagiarism under any circumstances. Prescott
College's Master of Arts Program has a very specific policy about academic integrity. Support for improving scholarly writing can be found in this section of the online MAP handbook: http://www.prescott.edu/students/map/handbook/process/scholarlywriting.html

**Study Packets**
Study packets are the documentation and demonstration of graduate learning in the Master of Arts Program. Study packets are reviewed and evaluated by each student's graduate advisor. Each semester the full-time student completes five study packets and submits them to her graduate advisor on the study packet mailing dates noted in the academic calendar. A student enrolled part-time (7-11 credits) will complete between 3 and 5 study packets or halftime (6 credits) will complete 2 or 3 study packets. These must be submitted to the advisor on any of the recommended study packet mailing dates from the academic calendar.

Extensive instructions on the study packet process can be found on this page in the online MAP Handbook: http://www.prescott.edu/students/map/handbook/process/studypackets.html

**Competency in Research Methods**
Before beginning their thesis all students are required to demonstrate competency in the basic research methods and terminology that are traditionally used in their fields of study. Students are to develop in-depth understanding of at least one method that can be used as the design framework for the thesis, and become familiar with additional methods. Information about the research methods course requirement including sample syllabi can be found on these pages of the online Master's Handbook: http://www.prescott.edu/students/map/handbook/process/researchmethods.html

**Practicum**
The graduate practicum relates to the theoretical work that the student is completing for the Master of Arts degree. Praxis, the practical application of one's learning, therefore requires not only that the work be hands-on or practical, but also that it be a clear and specific demonstration of the theoretical learning. MAP requires a minimum of 6 semester hours of practicum from every student and recommends that students not complete more than one full semester, or 12 credits, of practicum. Guidelines for designing, proposing, and completing a practicum, as well as securing the practicum supervisor, can be found at this page on the online master's handbook: http://www.prescott.edu/students/map/handbook/process/practicum.html

**Thesis Plan**
Before a student begins work on or research for her master's thesis, each student must create a detailed plan for the thesis, which is reviewed and approved by three readers.

IMPORTANT: It is an academic policy of the Master of Arts Program that before a student can begin to carry out any research for the master's thesis, the thesis plan must be approved and the final revised copy along with documentation approvals with appropriate signatures must be in the Low-Residency Master of Arts Program Office. This policy is in place in order to ensure that any research that could have an effect on living subjects has been thoroughly vetted through the process of designing the thesis research under the guidance of the thesis committee (the thesis plan design and approval process). In cases where research for the master’s thesis will have an effect on living subjects the thesis plan development process will include assessment through the Prescott College Institutional Review Board (IRB). http://www.prescott.edu/students/map/irb/index.html

Full procedures can be found on this page of the online MAP Handbook: http://www.prescott.edu/students/map/handbook/process/thesisplan.html

**The Master's Thesis**
Following the theoretical coursework and the practicum work, the student writes a thesis combining her theoretical research and practical experience and constituting a relevant contribution to her area of study (see information on Research Component). The thesis is read by the student's graduate advisor, a second reader of the student's choosing, and the core faculty/third reader. The thesis may be descriptive, qualitative, or empirical in form. The results of the master's thesis may take the form of a creative, business, or curricular project. In every case the thesis is expected to combine theory and praxis, to document the literature review and other research the student has completed, to reflect the student's unique combination of interests and studies, and to make a socially and/or environmentally responsible contribution to the field. Thesis development and the final approved master's thesis must account for a minimum of 12 semester hours of credit.
Extensive instructions related to the completion of the master's thesis may be found on this page of the online MAP Handbook: http://www.prescott.edu/students/map/handbook/process/thesis.html

**End of Semester Materials**

At the end of every semester each student is responsible for submitting completed end-of-semester materials. This is done for each semester in which the student has completed work or for which they are requesting an an incomplete or taking no credit for attempted work. This includes both terms of enrollment as well as contracted incomplete periods that resulted in the completion of work.

At no time and under no circumstance will letter grades be given to a student in MAP.

Instructions for completing the end-of-semester process can be found at this page in the online MAP Handbook: http://www.prescott.edu/students/map/handbook/process/EOS.html

**Low-Residency Master of Arts Program Policies Manual**

**Introduction**

**College-Wide Policies**

The All College Catalog contains all policies relating to enrollment, satisfactory progress, tuition, refunds and fees, and all policies that are governed by the College’s Business Office, Office of the Registrar, and the Financial Aid Office (in compliance with federal regulations). The All College Catalog can be found at http://www.prescott.edu/forms.html. Most policies are located in the Common section of this catalog.

In addition the MAP faculty have a few academic policies that are specific to the graduate program, or have provided context to some of the college policy to clarify how it relates directly to MAP. Please see the online MAP Policy Manual for this context and clarification: http://www.prescott.edu/students/map/handbook/index.html#PoliciesManual

**Core Foundations Course**

All students who enroll in MAP will participate in a core foundational course using a cohort model. The core course is a three credit course with the following criteria: It will provide an overview of the basics of graduate scholarship in MAP, a cohort class for students, and a focus chosen by the faculty of each program. The specific focus of the course will vary among each of the five academic degree programs; for example, in our professional preparation programs such as counseling psychology, the course will cover required foundational content, while in humanities the course will cover research design and methods. The products for the course may include the study plan, qualifying paper, qualifying presentation plan, and end of term materials for the first semester, as well as other written work specific to the focus within each program. Requirements are left to the discretion of the chair and faculty of each program.

**Fall 2010 Foundations Courses**

**Adventure Education**

Instructor: Shari Leach, Ph.D.

**Counseling Psychology**

Foundations of Mental Health Counseling: Professional Identity, Ethics and Standards
Instructor: TBA

This course introduces graduate students to the field of Mental Health Counseling, and provides an essential foundation in matters of professional identity and orientation, ethics and standards. It is required in the first semester of entry into the master's degree program, and must be passed with the equivalent of a grade of “B” or better.

The following ten topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs will be covered: (a) history and philosophy of the counseling profession; (b) professional roles, functions and relationships; (c) counselor’s roles in interdisciplinary emergency response teams; (d) self-care strategies for counselors; (e) counseling supervision models, practices and processes; (f) professional organizations and their functioning; (g) professional credentialing, certification, licensure, and the impact of public policy; the advocacy roles of professional counselors; (i) advocacy processes needed to address institutional and social barriers that impede access, equity, and
success for clients; (j) ethical standards of professional organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling.

**Education**
Instructor: Nöel Cox Caniglia, M.S., doctoral candidate
This course provides an introduction to the Master of Arts Program and its educational model of student-designed, research-based, and faculty-supervised learning. It will provide an overview of scholarly thinking, research, and writing as well as prepare a framework for understanding the Master of Arts Program model of education. Some students in the course will be conducting scholarship in Research Methods and Thesis Development; others will choose between Foundations of Education and Learning Theories.

**Environmental Studies**
Modes of Inquiry: Graduate Scholarship in Environmental Studies
Instructor: TBA
This course provides an introduction to the Master of Arts Program and its educational model of student-designed, research-based, and faculty-supervised learning. It will provide an overview of scholarly thinking, research, and writing as well as prepare a framework for understanding the Low-Residency Master of Arts Program model of education. The course will be framed around the basic requirements of the program and is also designed to address the following areas within graduate scholarship: how to select a research problem; how to conduct a literature review; how to design a research question or statement; how to formulate an appropriate research design; how to incorporate theory and epistemology; how to limit research parameters; and how to decide on the appropriate research methodology(ies) and method(s).

**Humanities**
Modes of Inquiry: Graduate Scholarship in the Humanities
Instructors: Dereka Rushbrook, Ph.D.
This course provides an introduction to the Master of Arts Program and its educational model of student-designed, research-based, and faculty-supervised learning. It will provide an overview of scholarly thinking, research, and writing as well as prepare a framework for understanding the Low-Residency Master of Arts Program model of education. The course will be framed around the basic requirements of the program and is also designed to address the following areas within graduate scholarship: selecting a research problem; conducting a literature review; designing a research question or statement; formulating an appropriate research design; incorporating theory and epistemology; limiting research parameters; and deciding on the appropriate research methodology(ies) and method(s).

**Counseling Psychology Course Descriptions**

**Core Courses:**

**Foundations of Mental Health Counseling: Professional Orientation, Ethics, and Standards**
This course introduces graduate students to the field of Mental Health Counseling, and provides an essential foundation in matters of professional identity and orientation, ethics, and standards. It is required in the first semester of entry into the Counseling Psychology master’s degree program and must be passed with the equivalent of a grade of “B” or better.

The following ten topical areas, as required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), will be covered: (a) history and philosophy of the counseling profession; (b) professional roles, functions and relationships; (c) counselor’s roles in interdisciplinary emergency response teams; (d) self-care strategies for counselors; (e) counseling supervision models, practices and processes; (f) professional organizations and their functioning; (g) professional credentialing, certification, licensure, and the impact of public policy; (h) the advocacy roles of professional counselors; (i) advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; (j) ethical standards of professional organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling.

**Psychopathology: Diagnosis and Treatment Planning**
This course acquaints students with current perspectives on psychopathology as used in the practice of Mental Health Counseling. It also examines notions of normality and abnormality as influenced by the social, cultural and political context within which they are utilized. Students gain a working understand-
The following five topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), will be covered: (a) theories of individual and family development and transitions across the life span; (b) theories of learning and personality development, including current understandings about neurobiological behavior; (c) effects of crises, disasters, and other trauma-causing events on persons of all ages; (d) theories and models of individual, cultural, couple, family, and community resilience; (e) a general framework for understanding exceptional abilities and strategies for differentiated interventions; (f) human behavior, including an understanding of developmental crises, disability, psychopathology, and situational or environmental factors that affect both normal and abnormal behavior; (g) theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; (h) theories for facilitating optimal development and wellness over the lifespan.

Social and Cultural Diversity: Advocacy Issues in Mental Health Counseling
This course acquaints students with the rich diversity of social groups and cultures that are encountered in the practice of Mental Health Counseling. Studies that provide an understanding of the social and cultural context of relationships, issues, and trends in a multicultural society are reviewed. The course also addresses the role of the Mental Health Counselor in advocating appropriately for those who are disempowered or disenfranchised. It is required of all students in the Counseling Psychology master's degree program and must be passed with the equivalent of a grade of “B” or better.

The following six topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), will be covered: (a) multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally; (b) attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients; (c) theories of multicultural counseling, identity development, and social justice; (d) individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies; (e) counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; (f) counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

Research and Program Evaluation in Mental Health Counseling
This course empowers students to become sophisticated consumers of clinical research studies, as well as to acquaint them with the basics of program evaluation. The emphasis is less on learning how to do research and more on gaining an understanding of how and why research is conducted. The political, social and cultural implications of various research strategies are discussed. The importance of being able to read and critique research findings in the practice of Mental Health Counseling is emphasized. The course is required of all students in the master's degree program and must be passed with the equivalent of a grade of “B” or better.

The following six topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), will be covered: (a) the importance of research in advancing the counsel-
ing profession; (b) research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research; (c) statistical methods used in conducting research and program evaluation; (d) principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications; (e) the use of research to inform evidence-based practice; (f) ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

**Counseling Methods: Prevention and Intervention**

This course surveys a range of prevention and intervention methods used in Mental Health Counseling in a socially diverse and multicultural society. It is required of all students in the Counseling Psychology master's degree program and must be passed with the equivalent of a grade of “B” or better.

The following eight topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), will be covered: (a) principles of addiction education, prevention, intervention, and consultation; (b) models of treatment, prevention, recovery, relapse prevention, and continuing care for addictive disorders and related problems; (c) the importance of family, social networks, and community systems in the treatment and recovery process; (d) the role of spirituality in the addiction recovery process; (e) the range of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders; (f) the principles and philosophies of addiction-related self-help programs; (g) professional issues relevant to the practice of addiction counseling, including recognition, reimbursement, and right to practice; (h) principles of intervention for persons with addictions during times of crises, disasters, and other trauma-causing events.

**Helping Relationships: Basic Counseling Skills**

This course supports students in learning the basic skills necessary for any healing relationship and is central to the practice of Mental Health Counseling in a socially diverse and multicultural context. It is required of all students in the Counseling Psychology master's degree program and must be passed with the equivalent of a grade of “B” or better.

The following seven topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), will be covered: (a) an orientation to wellness and prevention as desired counseling goals; (b) counselor characteristics and behaviors that influence helping professions; (c) essential interviewing and counseling skills; (d) counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions (students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling); (e) a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions; (f) a general framework for understanding and practicing consultation; (g) crisis intervention and suicide preventions models, including the use of psychological first-aid strategies.

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

This course surveys some of the crucial developments that commonly occur in adult life as they pertain to the practice of Mental Health Counseling in a socially diverse and multicultural context. Aspects of career, relational, and lifestyle development, as well as their interrelations, are discussed. The course is required of all students in the Counseling Psychology master's degree program and must be passed with the equivalent of a grade of “B” or better.

The following seven topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), will be covered: (a) career development theories and decision-making models; (b) career, avocational, vocational, educational, occupational, and labor market information resources, and career information systems; (c) career development program planning, organization, implementation, administration, and evaluation; (d) interrelationships among and between work, family, and other life roles and factors, including the role of multicultural and diversity issues in adult development; (e) career and educational planning, placement, follow-up, and evaluation; (f) assessment instruments and techniques relevant to career planning and decision-making; (g) career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

**Group Work: Clinical Theory and Practice**

This course provides both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural and socially diverse society. Students are required to participate in a group as part of the learning experience expected in this course. The course is required of all students in the Counseling Psychology master's degree program and must be passed with the equivalent of a grade of “B” or better.
The following five topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), will be covered: principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work; group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles; theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; direct experiences in which students participate as group members in a small group activity, approved by the course’s Instructor, for a minimum of 10 clock hours over the course of the semester.

Assessment: Psychological Testing and Appraisal in Counseling

This course provides an understanding of individual and group approaches to assessment and evaluation in a multicultural and socially diverse society. The course is required of all students in the Counseling Psychology master's degree program and must be passed with the equivalent of a grade of “B” or better.

The following seven topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), will be covered: (a) historical perspectives concerning the nature and meaning of assessment; (b) basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations; (c) statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distribution, and correlations; (d) reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); (e) validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity); social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; (g) ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

Practicum and Internship Courses

All clinical training experiences must be covered by a concurrent course at the College. No clinical training can commence until the agreement documentation (with onsite Supervisor and Core Faculty signatures) and proof of professional insurance (the “declarations page”) are filed with the Counseling Psychology Office. Clinical training experiences must conform to the 2009 Standards of the “Council for Accreditation of Counseling and Related Educational Programs” (see www.CACREP.org). Practicum and Internship Courses are taught by Core Faculty.

Supervised Counseling Practicum

This clinical training experience requires at least 100 hours at a suitable clinical agency. Students from some States may be required to do up to 300 hours, and some students may elect to do 300 hours. Credit is awarded one unit for each 100 hours. Students completing between 100 and 300 hours will be required to do additional coursework as arranged with faculty. Clinical training must extend over at least 10 weeks of course time; and clinical training hours cannot be accumulated at less than six hours per week or more than 40 hours per week. In addition to onsite training and clinical supervision experiences, all students are required concurrently to participate in at least 10 hours of group supervision with Core Faculty in Counseling Psychology. The onsite clinical supervisor must hold a current license as a mental health practitioner.

Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum of ten weeks. This clinical training must meet the following five standards as required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP): (a) At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills; (b) weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with a pre-arranged and documented supervision agreement or contract; (c) an average of one and half hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor; (d) the development of program-appropriate audio/visual recording for use in supervision or live supervision of the student’s interactions with clients; (e) evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

Supervised Counseling Internship

This clinical training experience requires at least 600 hours at a suitable clinical agency and is covered by six credits of this concurrent course. The Internship can only begin after the successful completion of a
Practicum, and is intended to reflect the comprehensive experience of a Mental Health Counselor. Each 300-hour block of clinical training must extend over at least 10 weeks of course time. Clinical training hours cannot be accumulated at less than 6 hours per week or more than 40 hours per week. In addition to onsite training and clinical supervision experiences, all students are required concurrently to participate in at least 15 hours of group supervision with Core Faculty in counseling psychology. The onsite clinical supervisor must hold a current license as a mental health practitioner.

This clinical training must meet the following six standards as required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP): (a) at least 240 clock hours of direct service with actual clients, including some experience leading groups; (b) weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by an onsite supervisor; (c) an average of one and a half hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member; (d) the opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings); (e) the opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients; (f) evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the onsite supervisor.

Elective Courses
These courses are taught by Graduate Instructors. This list may be expanded in response to students’ interests, and as new faculty join the program. Students must obtain permission from the appropriate Graduate Instructor prior to enrolling in an elective course.

Counseling Theories
Reviews the contributions, principles and applications of psychoanalytic, client-centered, and cognitive behavioral, gestalt, humanistic, existential, reality, rational-emotive, transpersonal, and other theories of counseling and therapy.

Couple and Family Counseling
Reviews the major theories, principles, and applications of couple counseling and family counseling.

Chemical Dependency and Substance Abuse
Reviews the diagnostic categories, etiology, prevention, and treatment strategies in working with individuals who abuse substances or are chemically dependent.

Working with Children
Reviews the principles and applications of counseling and therapy with children.

Working with Adolescents
Reviews the principles and applications of counseling and therapy with adolescents.

Working with the Elderly
Reviews the principles and applications of counseling and therapy with senior citizens.

Working with Offenders
Reviews the principles and applications of counseling and therapy with offenders.

Working with Domestic Abuse
Reviews the principles and applications of counseling and therapy with victims and perpetrators of domestic abuse and violence.

Approaches to Trauma Resolution
Reviews the principles and applications of working with clients who experience the long-term effects of trauma.

Therapeutic Processes
Examines advanced and specialized methods of psychotherapy. Students select a particular modality of therapy to study.
Treating the Depressed Client
Advanced studies of principles and applications in working with clients suffering depression.

Treating Personality Disorders
Advanced studies of principles and applications in working with personality-disordered clients.

Medical Family Therapy
Advances studies of principles and applications in working with clients who are suffering medical difficulties or who have a family member suffering such difficulties.

Ritual Aspects of Healing
Examines the use of ritual in counseling, psychotherapy, and related healing practices.

Death, Dying and Bereavement
Examines principles and applications in working with clients who are grieving a loss or are themselves in the process of dying.

Cross-Cultural Study of Mental Health Practices
Advanced studies in counseling and related healing practices from non-USA cultures, including research into shamanic and associated methods.

Transpersonal and Energy-Based Therapies
Examines principles and applications of transpersonal and energy-based therapies in relation to Mental Health Counseling.

Pre- and Perinatal Psychology
Examines research on the influence of prenatal and perinatal factors on individual development across the lifespan.

Liberation Psychology
Examines the way in which post-colonial culture and the pedagogy of the oppressed relates to the challenges of Mental Health Counseling and the advocacy of social justice.

Biological and Pharmacological Aspects
Examines research on the biological bases of mental disorders and reviews the range of available psychopharmacological treatments.

Meditation Practices and Mental Health Practices
Examines research on meditation practices as they relate to the challenges of mental health counseling.

Special Methods in Mental Health Counseling
Students select a special topic of interest in the practice of mental health counseling and review research and current best practices related to their chosen topic.

Community Collaboration and Counseling
Reviews the principles and applications of collaboration between the mental health professional and various components of the community, including school districts, law enforcement agencies, judicial systems, etc.

Consultation and Supervision Practices
Reviews the principles and applications of consultation and supervision in diverse settings.

Professional Planning in Mental Health Counseling
Reviews the organization, structure, and economic and political factors involved in the functioning of agencies as well as independent private practice.

Clinical Research and Statistical Methods
Reviews the principles and practices of clinical research and introduces the range of relevant statistical methods.
Advanced Study of Counseling Practices
Advanced studies of principles and applications of counseling and related healing practices.

Advanced Studies in Consciousness
Examines research on altered and non-ordinary states of consciousness in relation to healing practices in Mental Health Counseling and other modalities.

Human Sexuality
Reviews the range and variability of human sexuality across the lifespan and in multicultural contexts, as well as examining sexual difficulties and disorders and the associated treatment modalities.

Therapy and Sexual Orientation Issues
Reviews the principles and applications of counseling and therapy with gay, lesbian, bisexual, transgendered, intersex and queer clients.

Therapy with Sexual Difficulties and Disorders
Reviews the principles and applications of counseling and therapy with a range of sexual difficulties, dysfunctions and disorders.

Crisis Intervention and Disaster Psychology
Reviews the principles and applications of working with clients in crisis or suffering in the wake of natural or human-instigated disasters. The course will include a discussion of responses to violence and to suicidal clients.

Counseling Special Populations
Students select a particular population with special needs and review the principles and applications of working in counseling or psychotherapy with such clients.

Rehabilitation Counseling
Reviews principles and applications of working with clients in rehabilitation.

Counseling Interventions
Examines advanced and specialized methods of intervention in Mental Health Counseling. Students select a particular modality to study.

Thesis/Capstone Project Completion
Students work on their research thesis or capstone project.

Concentration Elective Courses

Foundations of Expressive Art Therapy
Reviews the principles and applications of expressive art therapy.

Expressive Art Therapies I: History and Theory of Expressive Art Therapy
Examines advanced issues in the theory and practice of expressive art therapies.

Expressive Art Therapies II: Techniques of Practice in Expressive Art Therapy
Examines advanced issues in the theory and practice of expressive art therapies.

Expressive Art Therapies III: Applications of Expressive Art Therapy
Examines advanced issues in the theory and practice of expressive art therapies.

Expressive Art Therapies IV: Group Work and Expressive Art Therapy
Examines advanced issues in the theory and practice of expressive art therapies.

Expressive Art Therapies V: Art Therapy Assessment
Examines advanced issues in the theory and practice of expressive art therapies.
Expressive Art Therapies VI: Ethical and Legal Issues in Art Therapy
Examines advanced issues in the theory and practice of expressive art therapies.

Expressive Art Therapies VII: Standards of Practice in Art Therapy
Examines advanced issues in the theory and practice of expressive art therapies.

Expressive Art Therapies VIII: Cultural and Social Diversity in Art Therapy
Examines advanced issues in the theory and practice of expressive art therapies.

Explorations in Equine Assisted Mental Health
Participants gain a comprehensive understanding of the EAMH field and its application within the counseling and psychotherapy fields.

Relational Horsemanship: Facilitating with the Help of Horses
Participants gain a comprehensive understanding of the theory and principals of Relational Horsemanship and its application within the counseling and psychotherapy fields.

Group Process and Facilitation Skills for EAMH
This learner-centered process is designed for participants to gain a comprehensive understanding of the theory and principals of Group Facilitation Skills and Process and its application within the field of Equine Assisted Mental Health.

New number coming from Registrar Best Practices in Equine Assisted Mental Health
Provides students with advanced skill building and practice experience, professional orientation, ethical sensibilities, and competencies.

Foundations of Ecopsychology and Ecotherapy
Reviews the principles and applications of ecopsychology and ecotherapy.

Ecopsychology and Ecotherapy I: History and Principles of Ecopsychology
Examines advanced issues in the theory and practice of ecopsychology and ecotherapy. Curriculum subject to approval by Mary Sweeney.

Ecopsychology and Ecotherapy II: Wilderness as a Healing Environment
Examines advanced issues in the theory and practice of ecopsychology and ecotherapy. Curriculum subject to approval by Mary Sweeney.

Ecopsychology and Ecotherapy III: Risk Management in Ecotherapy Practice
Examines advanced issues in the theory and practice of ecopsychology and ecotherapy. Curriculum subject to approval by Mary Sweeney.

Ecopsychology and Ecotherapy IV: Standards of Practice and Ethics in Ecotherapy
Examines advanced issues in the theory and practice of ecopsychology and ecotherapy. Curriculum subject to approval by Mary Sweeney.

Foundations of Adventure-Based Psychotherapy
Reviews the principles and applications of adventure-based psychotherapy.

Adventure-Based Psychotherapy I: History and Theory of Adventure-Based Psychotherapy
Examines advanced issues in the theory and practice of adventure-based psychotherapy. Curriculum subject to approval by Mary Sweeney.

Adventure-Based Psychotherapy II: Adventure-Based Facilitation and Counseling Skills
Examines advanced issues in the theory and practice of adventure-based psychotherapy. Curriculum subject to approval by Mary Sweeney.

Adventure-Based Psychotherapy II: Risk Management in Adventure-Based Psychotherapy Settings
Examines advanced issues in the theory and practice of adventure-based psychotherapy. Curriculum subject to approval by Mary Sweeney.
Adventure-Based Psychotherapy IV: Wilderness as a Healing Environment
Examines advanced issues in the theory and practice of adventure-based psychotherapy. Curriculum subject to approval by Mary Sweeney.

Foundations of Somatic Psychology and Bodymind Therapy
Reviews the principles and applications of somatic psychology and bodymind therapy.

Somatic Psychology and Bodymind Therapy I: Somatic Psychology and Contemporary Science
Examines advanced issues in the theory and practice of somatic psychology and bodymind therapy. Curriculum subject to approval by Camille Smith.

Somatic Psychology and Bodymind Therapy II: Survey of Bodymind Therapies
Examines advanced issues in the theory and practice of somatic psychology and bodymind therapy. Curriculum subject to approval by Camille Smith.

Somatic Psychology and Bodymind Therapy III: Practices of Bodymind Therapy
Examines advanced issues in the theory and practice of somatic psychology and bodymind therapy. Curriculum subject to approval by Camille Smith.

Somatic Psychology and Bodymind Therapy IV: Standards
Examines advanced issues in the theory and practice of somatic psychology and bodymind therapy. Curriculum subject to approval by Camille Smith.

Master of Arts Faculty

Jared Aldern, Humanities Associate Faculty
M.A., Prescott College, history and environmental studies, 2002; A.B., Cornell University, biophysics, 1981.

Randall Amster, Humanities Chair, Humanities
PPh.D., Arizona State University, Justice Studies, 2002; J.D., Brooklyn Law School, 1991; B.S., University of Rochester, Physics and Astronomy, 1988

Joel Barnes, Environmental Studies
Ph.D., Union Institute & University, environmental conservation and education, 2005; M.S., California State University at Humboldt, natural resource studies in wilderness and water resource management, 1991; B.A., Prescott College, environmental sciences and education, 1981.

Laura Brinckerhoff, Equine Assisted Mental Health Associate Faculty

Paul Burkhardt, Dean of the Adult Degree and Graduate Programs

Noël Caniglia, Education Chair
M.S., Mankato State University, experiential education, 1979; B.A., Prescott College, ESL education, 1974.

Richard Cellarius, Environmental Studies Interim Chair
Ph.D., The Rockefeller University, biological science, 1965; B.A., Reed College, physics, 1958.

Jordana DeZeeuw Spencer, Education Associate Faculty
M.S., University of New Hampshire, experiential education, 2001; B.A., Yale University, theatre studies and literature, 1995.
Deborah J. Heiberger, Faculty, Associate Dean for Professional Preparation Programs, and Interim Director, Tucson Center
Ed.D., Administration/Supervision, University of Maryland; M.S., Administration/Supervision, University of Maryland; B.S., Elementary Education/Biology/Mathematics, Towson University

Shari Leach, Adventure Education Associate Faculty

Rich Lewis, Library faculty, Adult Degree and Graduate Programs

James Pittman, Environmental Studies Associate Faculty

Dereka Rushbrook, Humanities Associate Faculty
Ph.D., University of Arizona, geography, 2005; M.S., University of Texas at Austin, economics, 1997; B.S., University of Pittsburgh, economics and political science, Certificate in Latin American studies, 1985.

Lloyd Sharp, Education Associate Faculty

Camille Smith, Chair, Counseling Psychology

Paul Smith, Equine Assisted Mental Health Associate Faculty
M.A., Naropa University, transpersonal counseling psychology, 1995; B.A., Earlham College, environmental studies and educational perspectives, 1982.

Priscilla Stuckey, Humanities Associate Faculty

Mary Sweeney, Counseling Psychology Associate Faculty

Arlene Ustin, Adventure Education Associate Faculty
M.P.H., University of California, Berkeley, public health education and planning, 1984; M.A., University of California, Berkeley, education and curriculum development, 1982; B.A., Hunter College, University of the City of New York, fine arts and art history, 1965.

Master of Arts Program Administrative Staff

Dean
Paul Burkhardt, Ph.D. The dean is responsible for program development and direction and works to ensure that the academic standards and practice within the Master of Arts Program (as well as the Adult Degree and Ph.D. Programs) are consistent with the philosophy and policies of the college.

Associate Dean of Graduate Studies
Joan Clingan, Ph.D. The program director for the Master of Arts Program is a full time faculty member who has the additional responsibilities of coordinating activities involving the faculty and supporting the operations staff. This job requires serving as chair of the Graduate Program Council and also includes responsibility for supporting and advising the MAP director of academic operations in the operations of the program. The program director is responsible for assembling relevant information and composing and maintaining the handbooks.
Director of Academic Operations
Frank Cardamone, M.A. The Adult Degree and Graduate Programs academic operations director is responsible for all administrative aspects of the programs. This job manages the colloquium scheduling and design; works with college-wide personnel in managing all aspects of administration for the graduate programs; provides procedural support to students and advisors; and works closely with the dean and graduate program council. The director of academic operations supervises the operations staff of the Adult Degree and Graduate Programs in Prescott.

MAP Academic Program Specialists
Kistie Simmons, M.A. academic program specialist for AE, ED, ES, HU.

Maureen Ruth, B.A. academic program specialist for CP.

Academic program specialists are available to all students and advisors in their programs for questions relating to all administrative aspects of the program, including enrollment, extension, and leave options. Advising assistants are responsible for managing the process of student materials, including the tracking of study/thesis plans, colloquium evaluations and attendance forms, qualifying packets, theses, and end-of-term materials. Advising assistants manage the confirmation and payment process for qualifying paper readers, practicum supervisors, and thesis second readers.

Residency and Special Events Manager
Vita Marie Phares, B.A.I.L.S. This position coordinates and manages all of the logistical activities that take place prior to and during the Prescott colloquium weekends. This includes working with faculty and students to schedule and arrange presentations, including receipt of descriptions and arrangements for rooms and audio-visual equipment. It is also responsible for the oversight of a team of student employees who operate the event. The residency coordinator serves as the liaison to the Prescott College scheduling personnel, facilities office, and Café or outside caterers.

Mentor Payment Specialist
Jody Lichtenberg, A.S. manages the confirmation and payment process for graduate advisors, and the receipt of all unsolicited inquiries related to the graduate advisor role.

Admissions Officers
Ted Bouras, M.S. director of admissions for the Adult Degree and Graduate Programs.

Kerstin Alicki, M.S. assistant director of admissions for the Low-Residency Master of Arts Program.

These individuals respond to inquiries, meet with prospective students, and manage all aspects of students’ admission processes.

Associated Offices/Programs
Ph.D. Program
Rick Medrick, Ed.D. and Pramod Parajuli, Ph.D. are the faculty for the Ph.D. Program.

Tucson Center
Debbie Heiberger, Ed.D. is the interim director of the Tucson Center. This position oversees academic and administrative operations for ADGP in the Tucson Center.

Library
Rich Lewis, Reference Librarian, is involved with Low-Residency Master of Arts Program and available to students, faculty, and staff for any needs regarding the library and research. The reference librarian attends monthly faculty meetings.

Business Office
Catherine Boland, assistant vice president of finances/controller, participates on an as-needed basis with the faculty.

Marguerite Price, payroll.
Debb Ross, accounts-payable.

Sandy Torres, student-billing.

Angela Ridlen, Business Office representative.

**Office of the Registrar**
Deb Morrison, associate registrar, graduate programs.

**Financial Aid Office**
Laurie Gilbreth, financial aid associate, primary contact for master’s students.

Erin Wilborn, financial aid counselor.
Doctor of Philosophy
Program
Concentration in Sustainability Education
Overview of the Low-Residency Ph.D. in Philosophy Program  
Concentration in Sustainability Education

Ph.D. Program Mission
The Ph.D. program in Education, concentrating in Sustainability Education, provides an opportunity for advanced, interdisciplinary, student-centered learning that addresses important global and local issues. It is based on the traditions, values, and educational philosophies that have differentiated Prescott College from other educational institutions since the 1960s. This Ph.D. Program emphasizes rigorous scholarship, critical thinking, and action-oriented research. The program fosters open discourse through respect for diverse perspectives and scholarly collaboration. Integrated, interdisciplinary thinking promotes the evolution of ecological understanding, psychological/philosophical consciousness, and social learning for a humane and sustainable future.

Program in Brief
Prescott College proposes to grant the Doctor of Philosophy (Ph.D.) in Education (Concentration in Sustainability Education). This program enlarges the mission of Prescott College, which is:

…To educate students of diverse ages and backgrounds to understand, thrive in, and enhance our world community and the environment. We regard learning as a continuing process and strive to provide an education that will enable students to live productive lives while achieving a balance between self-fulfillment and service to others. Students are encouraged to think critically and act ethically with sensitivity to both the human community and the biosphere. Our philosophy stresses experiential learning and self-direction within an interdisciplinary curriculum.

The doctoral program in Education at Prescott College, concentrating as it does in Sustainability Education, logically derives from and brings together several current undergraduate and graduate (Masters level) curricular specialties. These are Education (especially Alternative and Experiential Education), Environmental Studies (especially Environmental Education and Sustainability Science and Practice), Humanities and Social Sciences (especially Social Justice and Peace Studies), and Psychology (especially Ecopsychology and Educational Psychology).

The design of the program is flexible enough to accommodate many individual learning goals, but is focused sufficiently to generate collaborative and challenging scholarly discourse within a solid, if relatively new, academic concentration. Breadth is achieved through participation in a shared sequence of foundational courses and a common area of interdisciplinary inquiry (Sustainability Education). Depth is achieved through study of individually designed courses and the dissertation/project process.

This low-residency program uniquely combines expansive, interdisciplinary inquiry with intense, individualized research and practice. Four years of concentrated study and research culminate in a dissertation/project that reflects the high academic rigor expected of a doctoral dissertation and also includes a socially significant application.

The mode of study for doctoral students is independent study guided by graduate faculty and doctoral committees. Each student’s committee consists of a faculty, two doctoral mentors, and an external consultant reviewer. The faculty oversees the students’ academic program and facilitates interactions between the students and other doctoral committee members. The faculty normally chairs the doctoral committees but with approval from the faculty, another chair may be assigned. In full consultation with the doctoral student, the faculty member approves selection of the two doctoral mentors during the first year of the student’s program. The external consultant reviewer joins the committee during the dissertation/project phase to provide additional expertise and critical review of the student’s work. Faculty, doctoral mentors, and external consultant reviewers are recruited on the basis of personal and professional understanding of sustainability education, as well as expertise in the student’s planned individual focus area(s).

Fulltime students in the Ph.D. Program are expected to complete a minimum of 20-30 study hours per week for the eighteen-week enrollment period of each semester. This includes reading and writing, library research, interviews, workshops, internships, presentations, projects, reading several books a week, numerous individual book chapters, or the equivalent in journal articles and other materials (e.g., web-based materials). The amount of time spent reading, studying, and writing, will vary depending on the balance between: theory and practice; field and library research; participation in coursework, workshops, etc. at other institutions or organizations; and involvement with publishable paper production, dissertation writing and revisions, action-based projects, etc.
Program in Sustainability Education

The Ph.D. Program in Education views education broadly—as social learning that occurs in settings that are both formal (educational institutions, for example) and non-formal (such as families, community events, media, and businesses). Furthermore, the term “education” is considered to mean both the act or practice of educating or being educated and the study of education as a process (Richardson, 2003; Sterling, 2001).

Education for sustainability, therefore, is the act or practice of learning how to achieve global and local sustainable communities. It is a life-long, individual, and social learning progression that challenges the dominant ecological, psychological, economic, and social paradigms. The desired outcome is an informed, involved citizenry with the social and scientific literacy, commitment, and creative problem-solving skills to engage in responsible individual and cooperative actions toward a sustainable society.

Education as sustainability, on the other hand, is the study of the educational process with the goal of reforming education itself. Specifically, it is a response to the dominant transmissive educational methodology of imposed instruction and transfer of information. In contrast, transformative educational methodology engages the learner through experience, participation, and reflection in the construction of meaning and knowledge (Mezirow et al., 2000).

Although these two aspects of sustainability education can be defined differently, are often studied independently, and practiced separately— they are interdependent. Achieving sustainability in all dimensions of human existence depends on adopting an education paradigm that manifests and supports change toward a sustainable, secure society. In other words, “you cannot learn without changing, or change without learning” (Kosko, 1994). Since sustainability education should be “…essentially transformative, constructive, and participatory” (Sterling, 2001), all doctoral students in the new program are invited to participate in and study the transformative educational paradigm, even if their primary focus is Education for Sustainability. The Ph.D. Program strives to contribute to synergistic learning and change in consciousness, education, culture, and, ultimately, society.

Enrollment (See Common Section)

Fulltime students in the Ph.D. Program are expected to complete a minimum of 20-30 study hours per week for the semester enrollment period. This includes writing, library research, interviews, workshops, internships, presentations, projects, reading several books a week, book chapters, or the equivalent in journal articles and web-based materials. The amount of time studying will vary depending on the balance between: theory and practice; field and library research; participation in coursework, workshops, etc. at other institutions; and involvement with publishable paper production, dissertation writing and revisions, action-based projects, etc.

Program Requirements

Curriculum Requirements

Doctoral students complete this program in four phases during a minimum of four years. There is also a maximum time limit of seven years from the date of entry to completion of all degree requirements, including the dissertation/project, and a minimum of ninety-six semester-hour credits beyond the master's degree.

Phase One

The first phase of the program is devoted to participating in foundational courses facilitated by the faculty. Interdisciplinary and exploratory, this coursework is designed to help students develop a broad understanding of sustainability education as well as prepare for more specialized studies. During this first phase, students refine and revise their overall program study plan and also create personal learning plans for individual focus areas.

• Sustainability Theory and Practice for Education I & II
• Sustainability Education and Transformational Change I & II
• Modes of Scholarly Inquiry, Systems Thinking, and Action Research I & II
• Submit Revised Study Plan as a Whole and for one the next phase
• Identify Independent Study Mentors to faculty for Approval

Phase Two

During the second phase, students participate in a planned, individualized program of learning that reflects their personal, academic, and specialized orientations. With support from faculty members and their cohort, students design four to six independent study theory courses. These courses are supervised by doctoral mentors. In addition to face-to-face meetings, students and their mentors use many modes of communication including email, letters, telephone calls, fax, and web-based exchanges. Specific course require-
ments are negotiated between doctoral mentors and students and then approved by the faculty members. doctoral committee members are chosen and negotiated with faculty for the committee to be in place for the next phase.

- At least Two 6-Credit Independent Study Courses per Semester
- Submit Study Plan for Third Phase

**Phase Three**
- Practicum
- Dissertation/Project Proposal and Presentation (which is the Study Plan for the last Two Phases)
- Focused Research Methodologies and Methods Course

**Phase Four**
The fourth phase is devoted to the implementation and completion of the Doctoral Dissertation/Project which consists of two separate but closely interrelated components. One component is a traditional dissertation that provides documentation of rigorous scholarship and research methodology that supports the project. The project is a practical application of the student's expertise in an individual focus area. Through this process, the student learns how to frame and solve problems in a scholarly fashion, considers multiple perspectives on a subject matter, articulates the context of the study, reveals an academic understanding of the project's boundaries, and demonstrates the ability to apply research to "real world" problems. The last steps in the process are final evaluation/approval of the dissertation/project by the student's full doctoral committee and a presentation to the Prescott College community at the last colloquium. The successful dissertation/project demonstrates the student's ability to be an effective, reflective, and passionate scholar/practitioner.

- Dissertation/Project and Presentation

**Residency Requirements**
The Ph.D. Program is based on a low-residency model. Doctoral students will complete approximately thirty-five days of residency at Prescott College for the entire program.

All Ph.D. Program colloquia are usually organized and held in conjunction with the Prescott College Master of Arts Program colloquia. However, each Ph.D. colloquium includes additional days. The colloquia are opportunities for scholarly collaboration, interdisciplinary learning, presentation, research, and teaching about topics and issues related to the doctoral students’ programs of study.

**Doctoral Committee Structure**
The doctoral committee consists of four members:

- One faculty member
- Two doctoral mentors selected in the second phase (year) of the student's program.
- One external consultant reviewer (last phase only)

During the second year, a student collaborates with faculty to select the two doctoral mentors to serve on the doctoral committee. The external consultant reviewer is added to the doctoral committee in the final dissertation/project phase of the student's program. All committee members are selected for their deep commitment to education, specifically sustainability education, expertise in a related area(s), and usually hold terminal degrees in their respective fields. faculty members, doctoral mentors, Practicum Supervisors, external consultant reviewer and others in a mentoring relationship review with the student complete qualitative narrative assessments of the student's learning, and these become part of the student's permanent academic record.

**Graduation Requirements and Program Completion**
- 96 semester credits completed with satisfactory evaluation by faculty of all learning/study documents, written materials, and oral presentations within 7 years time
- Attendance at all 7 residencies or documentation of prior written approval from the appropriate Ph.D. Program faculty to miss a specific colloquium
- Final study plan for the program as a whole and for each phase of the program
- Foundational courses in:
  1. Sustainability Theory and Practice for Education I and II (10 credits)
  2. Sustainability Education and Transformational Change I and II (10 credits)
  3. Modes of Scholarly Inquiry, Systems Thinking, and Action Research I and II (4 credits)
- 4 to 8 independent study courses: conceptual, integrative, and theoretical in focus area within Sustainability Education (24 credits)
• Research Methodologies and Methods course (6 credits)
• Supervised practicum (6-12 credits)
• Doctoral level competencies demonstrated through Comprehensive Assessment (6-12 credits)
  Publishable qualifying paper that is reviewed and approved by the full doctoral committee
  Approved Dissertation/Project Proposal & Presentation (6 credits)
  Dissertation/Project & Presentation (24 credits)

A student must also meet the following administrative clearance requirements:
  Library – return of outstanding books and payment fines
  Business Office – payment of any outstanding balances (tuition, fees, fines, etc.)

Satisfactory completion of all aspects of the four phases (in four to seven years) of doctoral study will fulfill all the requirements for the Ph.D. in Education, with a concentration in Sustainability Education, at Prescott College.

Residency Requirements
The residency requirement for Ph.D. students is approximately thirty-five days and is fulfilled in a minimum of four years corresponding with the four phases of the doctoral program. First phase (first year) students will be required to complete a 5-day entry orientation and colloquium. They will also participate in two 5-day colloquia in the spring semester of the first year. During phase 2, continuing students will participate in two 5-day colloquia. In phases 3 and 4 of their program, students participate in one 5-day colloquium per year.

First Phase
• Entry Orientation & Colloquium (5 days total)
• Late January Colloquium (5 days)
• Spring semester Colloquium (5 days)

Second Phase*
• Late November Colloquium (5 days)
• Spring semester Colloquium (5 days)

Third and Fourth Phases*
• Spring semester Colloquium (5 days) Dissertation/Project Presentation

Presentations required at one residency in each of the last three phases

Entry Orientation and Colloquium
In late summer, as part of the phase one colloquium, new students must attend a mandatory 5-day entry orientation before enrolling into the doctoral program. Should a student be unable to attend the entry orientation, he/she must to defer enrollment to the following term.

These sessions will be an opportunity for doctoral students to come together in intensive interaction with other new students, faculty, and other resource people about the purposes, processes, and requirements of the program. The following outlines the general content and scheduling of the entry orientation.

Day 1 – Networking, cohort building, and collaborative learning will be initiated by faculty and students who briefly introduce themselves and their area(s) of interest within the field of Sustainability Education. This is followed by a thorough entry orientation to the Prescott College Ph.D. Program, including its philosophy, expectations, assessment components, and administrative processes and policies. All aspects of the program processes are discussed. Students tour the campus. Students will receive a schedule via email prior to the colloquium.

Day 2 – Introduction to foundation courses: Sustainability and Education for Sustainability. To facilitate cohort evolution, and provide an opportunity for experiential learning in sustainability education, part of the day will be spent exploring the greater Prescott area to identify landscape features, ecological conditions, and sustainability issues. Possible approaches to education for sustainability in the region will be discussed. Library orientation part I.

Day 3 – The purpose of the third day of entry orientation is two-fold. First, the morning session will be dedicated to introducing the foundation course processes and subject matter, especially the Sustainability Education and Transformational Learning course. Ph.D. affiliate faculty and students will meet over lunch. In the afternoon, there will be library and research resources orientation part II.
Day 4 – Students and faculty will participate in a training seminar on virtual seminar management using a web-based program called Moodle. Later, in the afternoon, students will be introduced to APA writing style. Finally, there will be a presentation on sustainability and sustainability education by a guest speaker.

Days 5 - On the last day of the colloquium students attend a debriefing/planning session to bring this residency to closure. New Ph.D. students join Low-Residency Master of Arts Program students for a registration and financial aid introduction session on Day 5. This is followed by the Financial Aid orientation that is a required workshop for all students receiving Federal financial aid now or in the future. Individual consultations with faculty are available. For the remainder of the weekend Ph.D. students may participate in the Low-Residency Master of Arts Program colloquium and attend presentations.

Colloquia
At the colloquia, students and faculty from diverse cultures and different areas of interest and expertise, come together to share their work and build a community of spirited, caring co-learners. A purpose of the colloquia is to provide interactive peer learning and dialogue that help reduce the potential isolation of the independent learner.

First Phase (Year) Colloquium
As explained above, all new students participate in an entry orientation and colloquium that lasts five days. The entry orientation and colloquium is devoted to seminars and training sessions including introduction to the required foundational courses. The faculty will collaboratively facilitate these seminars and model sustainable education teaching methods (e.g., experiential learning and interactive course design). Students will be prepared for participation in the seminars with pre-requisite reading, writing, and presentation preparations. In addition, first phase students will also attend two other 5-day colloquia. During the periods between colloquia seminars, coursework and study of the foundation courses will continue throughout the year via individual studies, online electronic and written communication, and collaborative learning.

Subsequent Phases (Years) Colloquia
Continuing students in phases two through four of their studies participate in one 5-day colloquia. These colloquia occur one or two times per year. These 5-day colloquia will be opportunities for collaboration, interdisciplinary learning, presenting, researching, and teaching about topics and issues related to the continuing doctoral students’ programs of study. Colloquia include: conferences between students and their Ph.D. committee members, presentations by students of their work in progress, panel discussions, and interdisciplinary seminars that supplement the individual student learning/study plans. Colloquia may also include seminars and workshops that address the “nuts and bolts” of the Ph.D. Program such as: research design, methodologies and methods, applied and action research strategies, grant writing and research funding, and dissertation/project planning and production.

Colloquium Attendance
Student Attendance
Fulltime students must attend a total of seven colloquia: three the first phase (year), two in the second phase, and one during each of the last two phases. They must plan their schedules to accommodate these residencies during their tenure in the doctoral program.

All students must attend the first entry orientation colloquium held in August. After the entry colloquium, there may be rare occasions when a student may have a compelling need to miss a colloquium due to a practicum-, research-, work-, or family-related scheduling conflict. If such an emergency arises, the student must first gain approval from her or his faculty for the requested absence, and then must submit a written request to the Ph.D. Program Director noting the reason for the needed absence and noting that the faculty member has given approval for the absence. The student will be required to determine with her or his doctoral committee some work that can compensate for a missed colloquium. For example, the doctoral committee might request that the student prepare a research paper on a topic that was discussed at the colloquium or a reflection paper on a similar conference theme.

Doctoral Mentor/Committee Member Attendance
Doctoral mentors are invited to attend each colloquium, though not necessarily in their entirety. It is recognized that many Ph.D. mentors live outside of the Prescott area and commit to serve a student with the understanding that they may not be able to attend every Prescott colloquium.

Doctoral mentors and committee members are not expected to attend in the same way that students are; rather there are specific colloquia and sessions during each residency to meet as a group or individually with their student. Some of these meeting may be accomplished through tele- or videoconferencing.
NOTE: Detailed scheduling of when doctoral committees meet as a whole and when committee members meet individually with the student to be determined on a case-by-case basis.

Colloquium Presentations
All doctoral students must make a minimum of three presentations to students, faculty and interested other participants at regular colloquia sessions during phases (years) 2-4 of her or his program, including the final presentation of the dissertation/project results. Students may present more often then the basic requirement if the presentation can be accommodated by the colloquium schedule.

The final dissertation/project presentation, must be done as an individual presentation, but the others may be done as part of a group or individually. faculty and the Ph.D. Operations Office will assist students in arranging for group presentations and their scheduling if needed.

Approximately two months prior to each colloquium, students who are scheduled to present and faculty who are planning to present are asked to submit a title and description of the presentation. It should included a relevant descriptive title, a two to three sentence description written in third person, and any other special needs, such as audio/video, scheduling needs, etc. Contact the ADGP Residency Coordinator vphares@prescott.edu.

The following criteria are used by the Ph.D. Program Director to create the colloquium schedules; the criteria are considered in the following order:

1. Faculty schedules—if possible, a student will not ever be scheduled at the same time as her or his doctoral mentors, external consultant reviewer, or faculty; as much as possible, the schedule is arranged so that student and faculty presentations take place at different times of the day;
2. Area of study and topic—overlap of presentations by students or faculty presenting on the same topic will be avoided; and,
3. Schedule preferences—students may request their first, second, and third choices for time and day and will probably be given the first or second choice.

The schedule is emailed to each student, as well as their doctoral committee, approximately three weeks prior to the colloquium and may be found on the Prescott College website. This schedule notifies doctoral mentors and others of the day, time, and location of their students’ presentations so they may attend.

Potential Models for Presentations
- Individual presentation
- Joint presentation – with another Ph.D. Student or Doctoral Mentor (the name of the other presenter must be included when submitting the title and description)
- Group presentation – several Ph.D. students and/or doctoral mentors (the name of the other presenters must be included when submitting the title and description)
- Other format – allowing scholarly exploration of a topic and approved by faculty

Presentation Design Criteria
- All student facilitated sessions must be high quality, graduate-level presentations.
- Colloquium presentations should be informed, scholarly, and passionate.
- Engaging – experiential sessions are strongly encouraged.
- Students will plan each presentation in consultation with her or his faculty.
- Faculty must approve the plan for the presentation before it is submitted to the Ph.D. Program office in Prescott for inclusion on the colloquium schedule.
- Content of the presentation should be specifically related to the student’s current research and all data should be substantiated with scholarly evidence.
- While discussion and participation from the audience is encouraged;, the presentation should first provide listeners with evidence of the student’s theoretical and practical knowledge, and a sense of the student’s thinking about his/her field of study.
- Presenters may not ask for volunteers from the audience for any type of therapy or anything that involves touch. If a model is needed, before the presentation, the presenter should make arrangements ahead of time.
- While the student or students should assume primary responsibility for facilitating the presentation, faculty can share in the presentation of substantive material.
- Group presentations, high standards must also be maintained. Presenters need to be sensitive to interdisciplinary concerns such as how the research in an individual area impacts other areas.
- All handouts need to be free from misinformation, typos, and undocumented material.
Presentation Tips
These tips are intended to assist students in planning and carrying out a scholarly presentation.
- Watch your time. Schedule is back-to-back. Assign a timekeeper.
- Allow extra time for questions. If you have a 50-minute slot, plan for 30 minutes because it often takes longer than expected when you add in audience participation.
- Present yourself professionally.
- Use experiential techniques. Lectures can be appropriate in some cases, but students tend to come to Prescott College to avoid that style of education.
- The sky is the limit—if you want to leave Prescott for a field course, do that!
- You can use the computer lab, the college grounds, local parks, whatever!
- Be thoughtful about introducing any activity that involves physical touch or emotional involvement. Introduce with an invitation to participate only if so inclined.
- Consider the best of what you see during colloquia, professional conferences, or classroom experiences, or the best workshops or field courses you have ever done and aim for that.
- It is always a good idea to provide a bibliography of works you used or recommend.
- Consider doing a group presentation with your faculty, practicum supervisor, work colleagues who you bring with you, etc.
- Audience members: Ask questions that are for your learning and the learning of the presenter. For example: Autobiographical statements don’t add to the learning: “I was in Costa Rica once, too.” Challenging the presenter’s opinion doesn’t support risk-taking and exploration: “That’s wrong!” Ask questions that will lead to more in-depth understanding of the topic for the presenter and the rest of the attendees: “Why do you think that is so?”

Program Design
The general design objectives of the doctoral program are threefold:
- to offer doctoral students the opportunity to challenge accepted educational knowledge and practices;
- to create a flexible and responsive learning model that allows exploration in individual focused areas of study and praxes within a broad, interdisciplinary framework;
- and to explicitly link research and social action in a way that contributes to an expanded vision of doctoral level study for the future.

Three semester credits involve approximately 125–150 hours of the student’s time. This is only a guideline. Students should consult their faculty if this does not seem applicable to an individual situation.

All Ph.D. students are expected to actively study and aid the societal transition to local and global sustainability and security. This entails understanding and critiquing current thought as well as practice. It also involves visioning and designing credible alternatives for either education as sustainability or education for sustainability or both. The initial year of intensive foundational coursework sets the stage for further study in these areas.

Foundation Courses
Doctoral students are required to complete three foundational courses in the first phase (year) of their program. This experience will provide students with a shared, broad platform of knowledge upon which to build their future studies in sustainability education. Students develop a background to prepare them to understand and analyze controversial issues, research topics, information sources, modes of scholarly inquiry, and potential individual focus areas. Collaborative participation in these courses also helps form a cohort of cooperating doctoral students each year and provides students opportunities to exercise initiative and leadership.

Course Descriptions
The first two foundation courses explore concepts and theory in the two program realms of education as sustainability and education for sustainability. The third course focuses on the methodologies and methods common to all areas of scholarship and research in sustainability education.

Sustainability Theory and Practice I and II (10 credits)
Simply put, Education for Sustainability involves the use of education as a means to an end – to achieve sustainability locally and globally. Although sustainability is a “contestable concept” and an evolving movement, most theorists and practitioners agree that sustainability encompasses three central and intertwined components: environment, economy, and society. Sustainability may be thought of as a paradigm for thinking about and bringing about a future that balances environmental, economic and societal forms and processes. Although Education about Sustainability is not enough by itself to further the “sustainability revolution”, it is important that everyone involved...
with sustainability education have some fundamental and shared knowledge about the three sustainability components. In other words, sustainability educators should have a broad, common, interdisciplinary (generalist) knowledge base in order to integrate their focused (specialized) interests and actions. With faculty guidance, in this course students individually and collectively examine the intellectual history and current status of the concept of sustainability, examine the main aspects of environmental, economic, and social sustainability, explore potential applications of various sustainability narratives in solving the problems of global unsustainable development, and consider how these theories and practices can inform our own areas of special interest in sustainability education.

Transformational Learning and Sustainability Education I and II (10 credits)
Education as Sustainability explores the theories, processes, and conditions through which individuals, groups, and organizations learn and transform in ways that support a sustainable future. This entails an examination of current educational approaches and strategies as well as innovations that challenge traditional assumptions and practices. This investigation may take place in such arenas as public and private education, community development endeavors, business and economic ventures, government training programs, and through all the social and ecological networks critical for human survival. Sustainable Education is the process by which individuals and organizations engage in new learning that challenges existing norms and draws upon the resources and initiative of those involved in this learning. This approach to education is designed to contrast the predominant managerial and mechanistic paradigm of learning, such as exists in most public education settings and in much of higher education, with a more holistic and ecological model that emphasizes the realization of human potential and interdependence of social, economic, and ecological wellbeing. Such learning is more engaged, experiential, and addresses the physical, mental, emotional, and spiritual components of our roles in the world and in human society. Such learning is based on core values of lifelong learning, recognition of diversity, cooperation and collaboration, personal reflection and values, integrative understanding, responsibility and faith in others, and developing learning communities with a commitment to the good of the whole. Education as Sustainability is the means through which we educate our citizenry to the values, opportunities, and choices each person has to develop one’s self as an aware, independent, responsible, and active agent of one’s own fate and hence contribute to the future of our society and ecological systems.

Modes of Scholarly Inquiry and Action Research I and II (4 credits)
This course is an overview of scholarly thinking, research and writing. In the realm of scholarship, the course is designed to address such issues as: how to select a research problem or question, how to conduct a literature review, how to formulate an appropriate research design, how to incorporate theory and epistemology, how to limit research parameters, and how to decide on the appropriate research methodology(ies) and method(s). Since systems analysis and thinking are critical to effectively applying scholarship to problem solving and social action, it will also be a subject of this course. The course examines: the role of inquiry or research in the context of focused efforts to promote social learning and change, how to identify important and doable action or project-based research, how to collect and analyze data to improve the work of scholar/practitioners, and how to include and foster participation by other educators and/or community members in a team approach to collaborative inquiry and participatory research.

In addition to advancing individual and collective understanding of sustainability education, the foundation courses contribute to the revision of the program-as-a-whole study plan and the individual focus area study plan.

Independent Study Courses
Doctoral students pursue their individual interests and experience intellectual depth by designing, with the help of their doctoral mentors and faculty, an individualized approach to learning. Individual focus areas incorporate content concentrations and independent study within a sustainability education context and orientation. The individual focus areas can be thought of as the constellation of intellectual history, cultural traditions, philosophies, theories, subjects, methodological approaches, and research methods that comprise the student’s specialized learning and praxis interests.

Education, concentrating on sustainability education, is the broad interdisciplinary structure within which all doctoral students in the program, from many different disciplinary backgrounds, pursue their particular academic interests. Students learn the concepts, theories, research methods, and practical skills of their individual focus areas through consideration of aspects of education, sustainability education in particular. This nexus between the major program theme and individual student focus areas is best illustrated with a few hypothetical examples.

Students interested in education for sustainability might consider the interaction of global climate change, sustainable development, and sustainability education. In the individual focus areas:

- students can study the economic causes and effects of global climate change and the potential role of sustainability education in sustainable economic development;
those students with a political science or policy analysis focus might research the role of climate policy, politics, and law in sustainability education and advocacy; students might explore how to increase learning about climate change issues in formal education systems.

Students especially interested in the study and practice of education as sustainability might explore the following kinds of subjects in their individual focus areas:

- the nature of effective transformational change and learning approaches for adults in the realm of sustainability education;
- ways to integrate diverse cultural perspectives and divergent worldviews about education and sustainability;
- the roles of ethical issues and morality in sustainability education.

Appropriate course descriptions and curricula will be planned by the students in collaboration with their faculty and doctoral mentors. These courses will be supervised by doctoral mentors on an independent study basis utilizing a system of regular meetings (in person or by phone), email, web pages, regular mail, or presentations at colloquia. Specific course requirements will be negotiated between the doctoral mentors and the student and approved by the faculty supervising the student’s program. These responsibilities will be discussed with faculty and prospective doctoral mentors prior to the beginning of study.

There are standards or expectations in each academic discipline about what constitutes an appropriate Ph.D. program. It is suggested that students look at other programs in fields similar to their focused studies to see what is expected in varying types of academic institutions or professional organizations. The role of the doctoral mentors is to ensure that the student is covering the appropriate conceptual and theoretical courses to earn the degree in the area he/she has identified. The student and doctoral mentors will work with the student’s original proposed study plan, and considering generalized standards in related fields, will determine the best course of study for the intended focused area of study within sustainability education.

**Practicum**

Graduates of the Ph.D. Program will be prepared to serve as reflective professionals who integrate theory, research, and values with high integrity practice and scholarship in sustainability education. To foster the scholar-practitioner role, each student will create and participate in a practicum which incorporates his or her focused studies with practical application. The emphasis of this project is on providing service to a community and learning from the experience. An interdisciplinary approach is strongly recommended and encouraged in planning and implementation of the practicum site, focus, and supervision. Students may develop more than one practicum if desired. The doctoral committee formed by the end of the second phase (year), will approve all practica.

**Guidelines**

Each doctoral student undertakes a supervised practicum or active project and reflects on the relationship between theory and praxis. Students continue to devote 20 to 30 hours a week to their doctoral studies during the practicum, but there is more flexibility and variety in what the student does, the number of hours per week devoted to hands-on experience, and how he/she uses supervision. A supervised practicum should integrate theory, research, and values with practice and scholarship oriented to positive individual, organizational, and social change.

Praxis is the practical application of a branch of knowledge. Since the practicum must be based on new learning in the doctoral program, it must follow or be coincident with some theoretical coursework. Therefore, the first and second phases (years) of the doctoral program are devoted to developing the conceptual and theoretical foundation, followed by a practicum in the third year and completion of dissertation/project work in the final year.

A frequently asked question is whether one’s job can be considered as an acceptable practicum. It is often ideal to use one’s work site for a practicum as long as it is based on the student’s learning in the doctoral program, provides new challenges, and represents a stretch for the student. Business-as-usual is not sufficient. The Ph.D. program has no requirement that students be compensated for practica, nor does it prohibit such compensation.

**Supervision**

The student must locate and secure an appropriate Practicum Supervisor. The student and her or his doctoral committee members are to determine the student’s needs in supervision and ensure that the supervisor provides appropriate and relevant support. The student’s doctoral committee approves the Practicum Supervisor.

**Credentials**

Practicum Supervisors are selected by Ph.D. students for what they can bring to the student’s work and thinking.
Selection should be academic and based on the potential supervisor's previous academic research; the selection can be based on life experience and personal knowledge rather than educational background; selection can be limited by the geographic region where the practicum will take place. Students should keep their needs in mind and what the supervisor can offer and how it relates to the support available from the doctoral committee.

If possible, a practicum supervisor should have:
- a terminal degree or doctoral degree in an academic discipline which is appropriate to the student's work;
- several years of professional experience in the field, preferably serving as a supervisor;
- a superior reputation based on her or his professional experience, or record of research, publications, accomplishments, or speaking related to the subject;

**Doctoral Committee and Practicum Supervisors**
The doctoral committee wants to ensure that students are getting a variety of perspectives on their work. Self-directed, independent study can be very isolating. It is critical to students' learning to incorporate the thinking and perspectives of as many people as possible. The Practicum Supervisor serves an important role in being one additional person to formally evaluate and constructively critique a student's work.

Students may request that one of their doctoral committee members serve as their practicum supervisor. The faculty recommend this only be done when there is a compelling reason that a doctoral mentor or external expert advisor is the most appropriate person to fill both roles. The student must have approval from his/her faculty.

**Practicum Supervisor Honorarium**
Most Practicum Supervisors do not require a fee for the service of supervising a doctoral student—in most situations it is an expected part of the person's work and the individual or organization is compensated via the actual service or work the student provides. However, the Ph.D. Program has a maximum of $600 available per student for practicum supervision. This money can be used to pay an honorarium to a Practicum Supervisor for a practicum of 12 semester credits. If a student does a number of smaller practica, this amount must be divided as appropriate. Students should ask potential Practicum Supervisors if they require such a fee. If supervising a doctoral student is not one of the Practicum Supervisor's regular responsibilities, the Ph.D. Program can pay this honorarium.

**Evaluation**
All Practicum Supervisors are required to submit a letter of evaluation at the end of the practicum period to the doctoral committee. The evaluation should include the dates, total number of hours, and duties of the student's practicum; the student's strengths and weaknesses; and suggestions for further work. The doctoral committee will incorporate comments from this evaluation into the overall assessment of the student's performance.

**Study Plans**

**During Phase One submit Plan for Phase Two**
Newly admitted Ph.D. students will expand the proposed program plan used in the admissions process into a thoroughly developed overall study plan for their entire graduate program (program-as-a-whole). During this first phase, students also create personal learning plans, or study plans, for individual focus areas and work with faculty members to identify and recruit their doctoral mentors. By the beginning of the second phase, all Ph.D. students are required to have their study plans developed so fully that they include course titles, course syllabi, prospective Doctoral Mentor's names, and number of credits planned for each course.

**During Phase Two Submit Plan for Phase Three**
By the beginning of the second phase, students will also submit a new study plan for the third phase and describe the planned Practicum, Research Methodologies and Methods course, and the Dissertation/Project Proposal.

**During Phase Three Submit Plan for Phase Four**
In the third phase, students are required to submit a detailed Dissertation/Project Proposal that will be the study plan for the fourth and final phase of the doctoral program. This study plan is to be completed with input from the student's doctoral committee and their approval.

A final copy of all study plans and semester study plan summaries (see below), must be in the Ph.D. Operations Office by Monday, four weeks after the beginning of each phase.

Ph.D. Operations Office
220 Grove Avenue, Prescott, AZ 86303
Students and the doctoral committee members should keep in mind the total number of 96 semester credits done in a minimum of four fulltime years are required to graduate when they are designing study plans for each year. All credits must be recorded in whole numbers only; Prescott College cannot award half credits.

**Semester Study Plan Summary**
The Semester Study Plan Summary is a simple one-paged form that outlines the expectations of the semester. This form is to be filled out and submitted to the Ph.D. Operations Office prior to the beginning of the semester. See http://www.prescott.edu/students/phd/forms.html.

**Guidelines for Writing the Study Plan for Doctoral Study**

**Content**
A student's study plan for doctoral study will be an expansion and refinement of the proposed study plan that was used as a part of the application for admission. The student will develop the study plans in conference with faculty, and doctoral mentors, and Committee Members in the final phases of the program, as well as discussions with other students. The plan should say, as specifically as possible, what the student wants to learn and why, and how the student will go about learning it.

The plan should relate to the outcomes listed below, as well as to the following components of Prescott College doctoral education:

1. **Coursework:** Doctoral students are required to complete three foundation courses (24 credits) in sustainability education and scholarly practices as well as four to six independent study courses in their respective concentrations (24 credits). These conceptual, integrative, and theoretical courses will help them develop a solid foundation for understanding important research themes, topic areas, information sources, scholarly inquiry, and controversial issues in sustainability education.

2. **Practicum:** To foster the scholar-practitioner role, each student will create and participate in a practicum (6-12 credits) that integrates his or her focused studies with action research and practical application.

3. **Research Methodologies and Methods course:** the student designs and/or participates in at least one research methodologies and methods course (6 credits) relevant to their focus area and dissertation/project.

4. **Comprehensive Assessment:** demonstration of competence to integrate knowledge across program.
   a. **Qualifying Paper (6 credits possible):** preparation of a publishable paper that is reviewed by two external consultant reviewers, presented at a regular colloquium session, and approved by the full doctoral committee.

5. **Dissertation/Project Proposal (6 credits):** an approved dissertation/project proposal/plan.

6. **Dissertation/Project:** The Dissertation/Project (24 credits minimum) should consist of at least two separate components, a dissertation and a project. The Dissertation/Project should be a culmination of the student's coursework, practicum, and research. The dissertation/project is the concluding demonstration of the doctoral student's ability to be an effective and passionate scholar/practitioner in the field of Sustainability Education.

**Guidelines for Writing a Study Plan for the First Three Phases of Doctoral Study**
The first three phases or years of doctoral study will focus primarily on required foundational coursework, individualized and focused independent study courses, research methodologies and methods course, the practicum, and the dissertation/project proposal. In as much detail as possible, each year's study plans should state the student's objectives, the goals the student hopes to reach, and the learning activities and resources planned for use in order to acquire sufficient knowledge and understanding of the key information and relevant concepts and theory in the field. Questions to be answered in study plans include the following:

- What are the broad goals for this year's study?
- What are the specific objectives for the courses and topics to be studied this year?
- What products will result from this year's study (papers, research reports, annotated bibliographies)?
- How do these courses or other studies relate to the planned dissertation/project problem or question?

The plan should include potential course titles and number of credits planned for each; a preliminary bibliography, by author and title; the names of agencies or institutions of which the student may be making use; what kinds of materials for demonstration of scholarship the student plans to send the doctoral mentors, faculty and/or doctoral committee by what dates.

Course titles and descriptions should be similar in tone and content to any standard academic title and description. They should be concise and clearly describe what will actually be studied in the course. The student should be as specific as possible about the actual calendar for the term and year. For most people, having deadlines to meet is a great spur to effort. A calendar may say that by such and such a date the student will complete a paper on this or
that aspect of study, have made so many photographs, have carried out a certain number of interviews, etc. Students should keep in mind the fact that they will be sending documentation to their doctoral mentors and faculty at regular intervals (due dates to be determined collaboratively by students and faculty members).

NOTE: At the end of each term and year the student and appropriate faculty, doctoral mentors, and external consultant reviewer will write evaluative summaries that include course descriptions of the work and narrative evaluations that become part of the official transcript. The student should evaluate the year's study plan and assess how well it was followed. The more specific the plan, the easier it is to see educational advancement and prepare for the end of semester evaluations.

A Final Phase (Year) or Dissertation/Project Study Plan

The Dissertation/Project Proposal will serve as the study plan for this final phase of the doctoral program.

Amending a Study Plan

It is expected that students will deviate in at least minor ways as they proceed along the path of learning—an amended study plan is not necessary in these cases. Minor changes would be such things as: changing course titles or topics but remaining within the same basic focus of the field; rearranging the order of planned studies within a year or across years; changing bibliographies; eliminating an individual course and replacing it with something more appropriate to the student's evolving goals; reframing the dissertation/project problem or question; etc.

If the student and their doctoral committee agree that a modification is major or substantive in nature, the changes must be written in an amended study plan, signed by the student and the doctoral committee members, dated, and sent to the Ph.D. Operations Office. Major changes would include such things as: a complete change in the focus area within Sustainability Education which may require a different faculty and/or Doctoral Mentor; a change in the planned dissertation/project problem or methodology; elimination of a major area or aspect of study; addition of a major area or aspect of study which is outside of the area documented in the original study plan; or any other aspect of the program which raises considerable questions for the doctoral committee members and student.

Outcomes of Study in the Ph.D. Program

Students and their doctoral committee members should keep in mind, as they plan each semester/phase of study, the ways in which they can move toward meeting the following degree outcome criteria:

1. Ability to see research and practice as socially situated;
2. Substantive knowledge of theory and modes of practice in the field;
3. Theoretical and critical thinking skills;
4. Ability to frame fruitful and relevant research questions and problems;
5. Skill to design research by approaching researchable problems with appropriate methods of inquiry;
6. Ability to collect, analyze, and interpret data;
7. Skill in oral and written communication for various audiences.

Ph.D. Program Assessment

Effective and consistent assessment is essential for sustaining high academic standards. The Ph.D. Program makes every effort to put in place appropriate and effective processes for assessing each student's proficiency in core theoretical areas, skill in research methodologies and methods, and ability to develop and communicate new knowledge in his/her field. A key challenge to the Ph.D. Program is to establish effective assessment measures related to the acquisition of core knowledge and research that is on going and specific to adult learning. It is also imperative that a direct feedback loop for program improvement be a part of the process for each assessment cycle. For these assessment measures to be effective, they must be employed on a regular, sustained basis.

General learning outcomes for the Ph.D. Program are outlined in the following table:
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>What Learners Need to Know and Be Able to Do</th>
<th>Habits of Mind Learners Need to Develop</th>
</tr>
</thead>
</table>
| 1. Ability to see research and practice as socially situated | • Know different people or groups who have worked on related issues  
• Understand the history of one’s research tradition/field  
• Connect the purposes of their work to the work of others (e.g., challenging, adding, shifting, refuting)  
• Keep up with the literature  
• Ground questions in practice as well as theory | • See criticism as contributing to the quality of one’s work  
• View one’s work as a contribution to practice  
• Recognize and use local knowledge in the inquiry process  
• Sensitivity to different discourses in the design, conduct, and communication of research in different settings and with different audiences  
• See research and practice as part of an ongoing conversation and evolution |
| 2. Have substantive knowledge of theory and modes of practice in the field | • Theories, analytic frameworks, empirical results, ideas of the fields central to one’s work  
• Major controversies or theoretical positions  
• Historical perspective on a field and its evolution  
• Understand the nature of particular claims and theories | • Curiosity about how others have thought about an area  
• Reading partly to get more substance, and partly to identify the growth points of a field  
• Keep up with developments in the field in and outside of one’s own area |
| 3. Think theoretically and critically | • Distinguish empirical issues from conceptual/analytic  
• Understand different theoretical perspectives and what each illuminates and obscures  
• Read broadly, in other fields, seeking connections that are not at first obvious  
• Compare across research and philosophical traditions | • Humility to respect prior work; courage to question accumulated wisdom  
• Awareness of one’s own assumptions and disposition to examine those critically  
• Discriminate between knowledge and belief  
• Willingness to change one’s mind based on argument or evidence |
| 4. Ability to frame fruitful and relevant research questions/problems | • Issues in the field: where are there gaps? Unexamined issues? Where is there controversy? Where is something that needs to be challenged?  
• Literature in related fields  
• Articulate searchable questions  
• Formulate hypotheses and hunches  
• Connect one’s work to other’s  
• Identify critical elements of a problem | • Passion for the ideas but dispensation for scholarship (i.e., genuine curiosity or desire to develop a careful analytic contribution to a problem)  
• Willingness to take intellectual risks |
| 5. Skill to design research (i.e., join searchable problems to appropriate methods of inquiry) | 1. Different sources of “data”  
2. Match research questions to kinds of information needed  
3. Different methodological traditions and orientations | 8. Intellectual honestly and integrity: respect for setting and participants in research, setting up research to investigate, not merely support belief |

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### Learning Outcomes

<table>
<thead>
<tr>
<th>6. Ability to collect, analyze, and interpret data</th>
<th>7. Skill in oral and written communication with various audiences about research and practice</th>
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<tbody>
<tr>
<td>4. Central conceptual constructs, e.g., dependent/independent variables, change, comparison</td>
<td>Different audiences</td>
</tr>
<tr>
<td>5. Different methods of data collection</td>
<td>Different genres and forms (e.g., essay, empirical article, case study, conceptual analysis, etc.)</td>
</tr>
<tr>
<td>6. Conceptually map of aspects of the inquiry, developing of methods to address particular aspects of the map</td>
<td>What constitute “findings” or “products” of particular programs of research/practice</td>
</tr>
<tr>
<td>7. Create frameworks</td>
<td>What kinds of claims are being made and what constitutes effective means of presentation and provision of evidence</td>
</tr>
<tr>
<td>• Methods of data analysis</td>
<td>• Writing skills—general and technical</td>
</tr>
<tr>
<td>• Standards of evidence</td>
<td>• Persuasion and argument</td>
</tr>
<tr>
<td>• Sources of ideas, uses of literature</td>
<td>• Structuring arguments</td>
</tr>
<tr>
<td>• Write</td>
<td>• Writing precisely and plainly</td>
</tr>
<tr>
<td>• Use different methods of data analysis</td>
<td>• Participating in oral presentation and debate</td>
</tr>
<tr>
<td>• Openness to surprise</td>
<td>• Examine the ways in which the research activity is a form of dissemination</td>
</tr>
<tr>
<td>• Look for disconfirming evidence, considering alternative interpretations or explanations</td>
<td>• Seek opportunities to present draft analyses or arguments, revise as a result of listeners’ reactions</td>
</tr>
<tr>
<td>• Seek criticism</td>
<td>• See writing as part of interpretive and analytic work, not merely “writing up” research</td>
</tr>
<tr>
<td>• Use of the literature to help develop explanations; balance in such use, neither directly importing others’ ideas, nor unnecessary invention</td>
<td>• Seek criticism</td>
</tr>
<tr>
<td>• Seek opportunities to present draft analyses or arguments, revise as a result of listeners’ reactions</td>
<td>• Expectations of revision—that writing and rewriting entailed</td>
</tr>
<tr>
<td>• Writing skills—general and technical</td>
<td>• Respect for language, caution in introducing new terms, care in creating needed ones</td>
</tr>
<tr>
<td>• Persuasion and argument</td>
<td>• Sensitive to different discourses in the design, conduct, and communication of research in different settings and with different audiences</td>
</tr>
<tr>
<td>• Structuring arguments</td>
<td>• To see research as contributing to an ongoing conversation and evolution</td>
</tr>
</tbody>
</table>

### Scholarly Writing

The Ph.D. Program is writing-intensive. Most coursework is done through independent study so students have limited opportunity for oral demonstration of their learning and knowledge. The program, therefore, relies heavily on the written learning documents, the qualifying paper, the Dissertation/Project Proposal, and the Ph.D. Dissertation/Project as the principal illustration of the quality and quantity of work completed for the program.

In all requisite written work for the Ph.D. Program, students are required to know and use the writing and publication guidelines appropriate for their area of studies (e.g., APA, MLA, etc.). Although APA is used most often by doctoral students in this program, manuals for some of the other common styles are included below. All formal papers included in course related learning documents, the qualifying paper, the Dissertation/Project Proposal, and the Dissertation/Project must be written according to these guidelines. Individual doctoral mentors or external consultant reviewer may also request that a specific paper be written in an informal manner.
Students should note that many style guides are geared toward writing papers for publication in scholarly journals. Although students will follow these guidelines when writing their publishable qualifying paper, expectations for the Doctoral Dissertation/Project, can be somewhat different than what is expected for materials being submitted for publication. Students should carefully review the guide they are using, as most include specific information for writing the dissertation.

**Examples of Style Manuals**


**NOTE:** This guide is intended for graduate students and is different than the MLA guide to which many students are accustomed, the MLA handbook for writers of research papers also by Gibaldi. The MLA handbook is intended for high school and undergraduate students. Although the current edition of the MLA handbook is more recent than the MLA style manual and guide to scholarly publishing, the information in the MLA style manual is accurate. There is additional information on citing electronic sources students will find valuable in the MLA handbook or at www.mla.org.


Regardless of the style guide being used, written work by a student in the Ph.D. Program must be nonsexist, non-racist, non-homophobic, and tolerant of diversity. Information about gender-free or nonsexist language is included in all current style guides; the MLA has a book dedicated entirely to this subject.

Countless books are available on writing, including various aspects of style, grammar, writing a research paper, writing a paper for publication in specific fields, and writing “online.” MLA and APA (the associations) are good resources for these books—in addition to their standard publication style handbooks, they have specific books on writing theses and dissertations and other writing-related topics. Other professional organizations in individual fields or disciplines, college bookstores, and academic libraries will also have many varied writing-support books.

Grammar guides include information on correct grammar and words that are frequently misused and include information on punctuation and capitalization, etc. There are various software packages, e.g. Grammatik, Right Writer, and Writer's Tool Kit, available for grammar checking. Style guides address the basic elements of writing, including things like when to use a comma versus a hyphen or a semi-colon, spelling, verb usage, and how to write a report or letter. (These general style guides are different than the professional publication style guides mentioned above.)

**Support for the Writer**

Here are some classic support books for the writer (NOTE: These may not be the most current editions and more may be added):

Many of the books on writing also include very good suggestions about scholarly reading, including support for retaining or absorbing information, and critical thinking.

**Scholarly Reading**

Much has been written on how to read, how to best absorb what is being read, critical thinking and so on. The faculty members recommend the following book which has excellent ideas about reading:


**Academic Integrity (See Common Section)**

**Learning Documents**

Course related and other Learning Documents (LDs) serve as the presentation, certification, and record of graduate learning in the Ph.D. Program, especially the foundational and individualized coursework. LDs are reviewed and evaluated by each faculty, Doctoral Mentor, or Practicum Supervisor overseeing the student’s coursework. In order to receive credit, students are required to verify all learning by submitting documentation that demonstrates thorough comprehension and proficiency.

The primary purpose of the LD is to verify a student’s ability to do independent research in an area/field, and to think critically, evaluate, and synthesize the results. The LD process provides an opportunity for students to practice, strengthen, and demonstrate writing and critical thinking skills in preparation for the qualifying paper, Dissertation/Project Proposal and the Dissertation/Project itself. Through this process, students demonstrate thinking, writing, and research skills that are necessary for doctoral work in general and the dissertation in particular.

Most coursework LDs will include one or more principal papers, which are formal research papers or critical essays. In general, a research paper or essay in the Ph.D. Program:

- reflects original research and thought by expression of the writer’s own ideas, analyses, interpretations, and judgment, as well as alternative views;
- includes awareness of the larger domain of knowledge (i.e. the discipline) that is the context for the particular topic;
- is usually written for a scholarly rather than a popular audience;
- acknowledges all the sources of information used.

The objective of scholarly writing is to answer a question or attempt to solve a problem, review the literature, analyze and synthesize information, develop an argument, take a stand, or explore the implications of a subject. An individual paper provides sufficient development and support of a question or statement. Scholarly sources should be cited to adequately explore the issues, illustrating the writer’s ability to critically examine issues in her or his area.

Some academic disciplines or programs require that formal papers be written in the third-person voice—the Ph.D. Program does not require this practice, although students should discuss this with their mentors and faculty and consider the importance of this approach to the student’s own work. Generally speaking, writing in learning documents should be in the writer’s own natural voice. When material is quoted or paraphrased, accurate and complete documentation must be provided. Students must follow the style guidelines consistent with their field of study.

During the two phases prior to the Dissertation/Project Proposal, the study LDs include demonstration of the coursework and practical work the student has completed. During the Dissertation/Project phase, the LDs include drafts or chapters of the Dissertation/Project and Proposal.

**Examples of Principal Papers that Can Be Learning Documents:**

- Standard scholarly research paper that uses a format similar to a dissertation, but shorter. It includes an introduction to a problem, methodologies used, analysis/discussion, results, and conclusion.
• General scholarly paper based on the reading. In other words, a literature review, a critical response to the reading, a comparative essay on two or more texts or journal articles, etc. This paper must be a detailed, critical, reflective articulation of the meaning and thought the student has derived from the material. These responses should synthesize and integrate materials read. Students may wish to review journal articles, college textbooks, or any other scholarly texts.
• Case study. This paper would present a specific case or situation that addresses a research question through analysis, synthesis, and application of theory and current thought in the field.
• Essay on field-specific topic. This might be a written report demonstrating the student’s knowledge in research methodologies, critical theories, or any topic within the field of study.

Additional items may be included as part of the LD, but should not constitute the entire product and cannot serve as the required principal paper(s) include:
• Annotated bibliography; students should discuss with their mentors and faculty the focus or tone of the annotating, but generally this will include a brief critical reflection on the text (rather than an abstract of the text).
• Report on the progress of the practicum. This includes details on the hours spent doing the practicum, meeting with the practicum supervisor, and thorough and thoughtful discussion of the student’s learning.
• Essay on doctoral study, such as the art of critical thinking and writing, or other aspects of the student’s program.
• Draft of the Dissertation/Project Proposal.
• Report on student’s attendance and participation at a professional conference or seminar. These reports might include informative reading done in preparation for the conference or seminar; papers or other products completed and presented; information on the organization sponsoring the event; report on facilitators at the event including critical responses to written work of such presenters, or any other information significant to the student’s studies; and any aspect of the learning relevant to doctoral studies.
• Report on student’s participation in an academic course or workshop at another institution. Although the Ph.D. Program cannot give transfer credit for a course attended at another college or university, often students will attend such courses and write about them as part of their learning documentation. Such reports might include information on reading done for the course, papers or other products completed, and any aspect of the learning relevant to their Ph.D. studies.
• Some other scholarly work determined by the student and approved by the appropriate faculty member and/or doctoral committee as a whole.

Excellence in Passionate Scholarship
Combining rigorous scholarship and research with practica corresponding to the student’s area of interest, along with course work as independent study, the student will be well prepared to pursue his/her passions within the field of Sustainability Education. The Dissertation/Project will be a traditional research document that has an applied and/or action-oriented relationship to the wider world beyond academia. Doctoral students will be expected to achieve excellence in scholarship and practice in the following ways:
• building on previous experience, knowledge and skills, acquire a coherent and sophisticated knowledge in their chosen areas of study;
• demonstrate comprehensive and thorough knowledge of major problems, literature, concepts, theories, practices, ethical issues, and research methodologies in Sustainability Education and their respective areas of interest;
• present confirmation of their ability to formulate questions, develop hypotheses or conceptual frameworks, assemble pertinent data and information, and critically assess evidence in an interdisciplinary and cross-disciplinary context;
• present evidence of a capacity for significant and socially relevant intellectual inquiry in the form of original research that has an applied or action-oriented component;
• display clarity, effectiveness and sophistication in written and oral communication along with development of a persuasive point of view;
• exhibit a willingness and ability to participate in and promote interdisciplinary, collaborative inquiry as well as shared creativity and action.

Competency in Research and Scholarship
Before beginning their Dissertation/Projects all students are required to demonstrate competency in the modes of scholarship and a variety of research methodologies and methods that are traditionally used in their areas of study. Although all doctoral students are expected to be familiar with action or participatory research, they are also encouraged to explore different research methodologies and methods that may be applicable to their areas of study or interests. All students will need to be thoroughly grounded in methodologies—the specific critical theory or philos-
ophy that motivates and supports their research. All students will want some basic familiarity with quantitative and qualitative approaches to research. In addition, students emphasizing education as sustainability may want to develop a deep understanding of various types of qualitative research, including surveys, interviews, action research, etc. Likewise, students emphasizing education for sustainability may also need an in-depth understanding of qualitative methods as well as a solid foundation in quantitative methods such as statistics. Many students with varied interests will need to be familiar with textual research, or other specialized methods commonly used in their specific area.

This expectation is meant to provide students with fundamental knowledge about the area of research design and method in their particular field. After demonstrating this competency, students should be versed well enough in research methods to 1) read and critically review current research in their particular field, 2) design and implement a research project, and 3) confidently articulate the underlying theoretical principals by which they are conducting their dissertation research or investigation. This competency is satisfied by taking the two required courses: Modes of Scholarly Inquiry and Research and Research Methodologies and Methods. The full doctoral committee must agree that these requirements have been satisfactorily completed. It will be to the student's advantage to complete these requirements before any work is done on the final Dissertation/Project Proposal.

**Dissertation/Project**

**Components**
The Dissertation/Project in Sustainability Education will consist of two separate components, a dissertation and a project. This outcome will be the concluding synthesis of the student's coursework, practicum, and doctoral research. One component is a traditional dissertation that contains the rigorous scholarship and research methodology that will support and accompany the project. The dissertation itself will reveal that the student has attained technical mastery of her or his focused area, is capable of independent scholarly work, and is able to make an original contribution to knowledge on an important topic within the field of Sustainability Education. The project is an applied and/or action-oriented effort that exists outside academia and is a practical application of the student's studies and expertise in her/his focused area.

**Purpose**
The Dissertation/Project is the final demonstration of a doctoral student's ability to be an effective and passionate scholar/practitioner in Sustainability Education. Following the guidelines from the Council of Graduate Schools policy statement, we believe that the purpose of the dissertation component is to:

1. reveal the student's ability to analyze, interpret, and synthesize information;
2. demonstrate the students knowledge of the literature relating to the topic or at least acknowledge prior scholarship on which the dissertation is based;
3. describe the methodologies, methods, and procedures used;
4. present results in a logical and sequential manner; and,
5. display the student's ability to discuss fully and coherently the meaning of the results.

Through the dissertation process, the student learns how to clearly outline and solve a problem of importance to society in a scholarly fashion, demonstrate an academic understanding of the parameters of the study, consider multi- and interdisciplinary perspectives on the topic, and appreciate the professional context of the study.

However, it is expected that in choosing an area of study and research, the student will be involved in a highly engaged, dynamic, learning dialog with the world outside academia. Research that has direct application in the field of Sustainability Education is required. The project component of the Dissertation/Project must demonstrate direct education, social and ecological application and impact in the realm of Sustainability Education.

**Dissertation/Project Proposal**
By the end of the third year, each student must have created a detailed Proposal for the Dissertation/Project, which is reviewed and approved by student's doctoral committee. As part of the review and approval process, the Dissertation/Project Proposal will be presented and subjected to the scrutiny of other students, faculty, mentors, and other peers or professionals at one of the colloquia preceding the final Dissertation/Project Phase. Student peers are especially encouraged to write constructively critical reviews of one another's proposals and provide feedback on the quality of proposal presentations.

Important: Before a student can enroll for the final or Dissertation Phase, the Dissertation/Project Proposal must be approved by the doctoral committee and in the Ph.D. Operations Office, or it must be in the final stages of revision according to the faculty.
There is not a specific format for the Dissertation/Project Proposal. Students are encouraged to be very specific and thorough in creating the plan. The more specificity the student includes, the higher the likelihood that all committee members will have the same expectations regarding the outcome of the Dissertation/Project. Clarity of understanding in the planning stage will make the writing and revision process go more smoothly.

The proposal/plan should include:

- A narrative overview of the Dissertation/Project as a whole;
- Identification of the doctoral committee Members and the their fields of expertise;
- Clear organization and labeling of the each of the typical dissertation components:
  1. Introduction and discussion of the issue, problem, or question:
     - review of the literature;
     - discussion of the methodology and methods used;
     - discussion of the research/results;
     - conclusions/recommendations;
     - references cited;
     - appendices (if applicable).
  - A timeline for writing drafts or chapters of the dissertation and submitting them to the committee (specific calendar);
  - An overview and outline of what the final applied and/or action-oriented project will look like, when it will be done, and how it will be documented.

Within the discussion of the required components in the proposal, students may include the following:

2. Introduction and Discussion of the Issue
   - the research problem or question that you will address in your work
   - why you have chosen to do this work (need)
   - objectives, goals, personal significance, expectations, etc.
   - why you believe you have or will have the knowledge and skills to undertake this project
   - how it will be useful and to whom it will be useful (purpose)
   - how your work relates to the existing state of knowledge and practice in your field

3. Review of the Literature
   - the body of literature that you plan to cover (include a preliminary bibliography)
   - discussion of the breadth of your planned review
   - ideas about including those theorists whose work opposes yours
   - a brief sample (2-3 paragraphs) of your literature review

4. Discussion of the Methodology and Methods Used
   - an explanation in very specific detail of the methods being used, including procedures and techniques for conducting the research and methods of gathering and analyzing data
   - what analytical approach you will use to interpret your research (methodology)
   - the literature or other research you plan to validate the integrity and reliability of the work
   - the authors or texts that were or will be considered in designing the research
   - any information about the use of human or living subjects, including the selection process, agreements and payments made, informed consent and confidentiality issues, demographic characteristics
   - description of participants, testing instruments, and procedure by which you plan to collect data

5. Discussion of the Research/Results
   - how you think you will approach or include this discussion
   - your plans for demonstrating the results to readers
   - discussion of any form of presenting results other than text, such as tables, art, transcripts, etc.
   - your willingness to not know what this section will be. In other words, consider your biases or agendas and how you plan to let them go and allow the research to dictate the results

6. Conclusions/Recommendations
   - what you think you will include here
   - your thoughts about how this section may related to the applied or action-oriented project
   - your thinking about future research or what is not being addressed by this research
   - your willingness to not know what this section will be

Procedures for Submission, Review, Revision, and Approval of the Dissertation/Project Proposal

During the Third Phase of the PhD program, the focus of the student is on developing a research design, Institutional Review Board (IRB) procedures, writing a Qualifying Paper (QP), engaging in a Practicum, and
presenting a Dissertation Proposal (DP) for review and approval by the student’s doctoral committee. Normally
the chair of the student's committee will be a PhD faculty member and selection of the other committee mem-
bers will be based on recommendations by the student subject to approval by the core faculty member over-
seeing the student's program. Two committee members will serve as primary resources to the student during
the writing of the dissertation proposal (DP) and the dissertation; a third committee member will be a design-
nated External Expert Reader whose responsibility will be to review and approve the final version of the DP
and the dissertation. The chair of the committee will facilitate the functioning of the other committee mem-
biers, review all student submissions, summarize the EOS evaluations of the student and committee members
each semester, and coordinate the approval process for the DP and dissertation. The committee will also
review the student's completion of the degree components that lead to Admission to Candidacy. These include
the Advanced Research Course (ARC), the IRB Proposal, the Practicum, the Qualifying Paper, and the DP.

Students are expected to complete and submit these components for review and approval on a regular schedule
during Phase 3 of the program, though adjustments may be made for individual variations in scheduling or program
design. The Advanced Research Course and IRB proposal must be completed before research can begin and are
usually done during the fall semester of the third year of the program. Students are also expected to engage in a
Practicum where the learning of the program can be put into practice in some action oriented situation. This may
also provide an opportunity to test the research design. The Qualifying Paper (QP) is expected to be a 30 to 40
page paper of publishable quality. The QP is due before the beginning of the second semester of the third year or
before a draft of the DP is submitted. This may constitute a section or be incorporated into the DP. The QP is
read, reviewed, revised, and approved by the two primary committee members and the chair. The student will get
sufficient feedback on the QP and DP to know how to proceed with the dissertation. At his point a conference call
between the student, the chair, and all committee members is highly recommended. A description of these com-
ponents and a proposed schedule for their completion is provided for each cohort.

The Dissertation Proposal (DP) is the major project of Phase 3 of the doctoral program. It should contain all the
components of the dissertation in outline and summary form including an introduction, literature review, a research
methods section with research design, sample, and intended populations, anticipated results, and projected conclu-
sions as well as project description, IRB, and references. A project that indicates the application of the doctoral
research is expected to be proposed. Each of these components will be expanded upon once doctoral research is
carried out and results obtained, though the basic structure will be followed with individual variations approved by
the committee. This should be a substantial document that will indicate to the student’s doctoral committee that
the student is fully prepared to begin collecting additional data and writing the dissertation. The student is asked
to submit an outline of this proposal early in Phase 3 to acquaint the committee with the student's direction. An
initial draft for review will be submitted for committee review and feedback early in the second full semester of
Phase 3. The student will revise this draft and submit it for further review and approval by the two committee mem-
biers and the chair at least six weeks before the end of the semester that the DP is due. The DP will then be
reviewed by the External Expert Reader, revised with this input, and a meeting scheduled with the student and the
committee for final approval. The student will then present this proposal at the All Cohorts Colloquium and Sustainabil-
ity Education Symposium prior to commencement activities in the spring. Committee members will submit Evaluative Summaries to the chair who will write a Summary Evaluation for the EOS review.

**Procedures for Completing the Dissertation/Project**

During Phase 4, doctoral students are expected to carry out and complete research proposed in their Dissertation
Proposal (DP) Plan, enact a project related to their dissertation topic, and complete the writing of the Dissertation.
This entails working closely with the primary committee members on a schedule to ensure completion and submis-
sion of a draft so that there is time for feedback and revision near the beginning of the second semester. At this
point, if there is preliminary approval by the chair and primary committee members, the approved initial draft is
submitted to the Expert External Reader for further review and feedback.

Students may submit chapters for review by the primary committee members at any time. The primary commit-
tee members will write an evaluation of each student’s progress at the end of the first semester of dissertation
research and writing. Once the Expert External Reader has reviewed and provided feedback to the student, a
final revision will be submitted to the entire committee at least six weeks before the concluding colloquium. If
this final draft is acceptable, the student should schedule a meeting via conference call or other means with the
entire committee to review the student's work and judge whether the requirements of the degree have been met and the student can proceed to graduation. Once this process is complete, the student will be expected to
present their doctoral work to the college community during the final colloquium and the Sustainability
Education Symposium that will accompany this and take part in commencement ceremonies.
A proposed schedule for Phase 4 will be presented to each cohort and forms provided for final evaluation of the dissertation. Each student will then submit the final dissertation to ProQuest for publication. All components (graduation requirements) of the doctoral program must be completed before a student may graduate. These are listed in the Student Handbook.

Evaluation of Student Achievement

Evaluation by Faculty

The faculty working with students will be conducting evaluations of each student's work in each of the phases of the program and providing written Evaluations, approval, along with supporting documents from other doctoral committee members, at the end of each phase.

- **Phase 1 - Foundation Coursework**
- **Phase 2 - Independent Studies**
- **Phase 3 - Comprehensive Assessment and Research Planning**
- **Phase 4 - Dissertation/Project**

**Foundation Coursework:** During the first phase of a student's program, he/she will be engaged in course work emphasizing the core areas of Sustainability Theory and Practice for Education, Sustainability Education and Transformational Change, and Modes of Scholarly Inquiry, Systems Thinking, and Action Research. Each student will receive a narrative evaluation from the faculty member(s) who worked with the student on the course as to whether objectives were met, and each student will write a self-evaluation as to their accomplishments in the course. The faculty will gather data from the narrative evaluations as to what degree goals and purposes were accomplished. This may be followed-up with student interviews if clarification is needed. The data will then be analyzed and recommendations made as to improvements, if needed, in the student's work at this phase of the program.

**Independent Studies:** The second phase involves 4-6 independent study courses where students will be supervised by doctoral mentors. This phase culminates in the preparation of a publishable. The faculty will regularly monitor the results of this phase for each student and make recommendations for improvement or additional work, if necessary. They will also determine that students meeting this requirement have acquired appropriate doctoral level writing skills.

**Comprehensive Assessment and Research Planning:** This phase will include a Comprehensive Assessment of interdisciplinary learning in Sustainability Education and a demonstration of the ability to integrate this knowledge in a comprehensive and scholarly manner. The culmination of this phase is the development of a Dissertation/Project Proposal. The student chooses a topic, poses challenging research questions, conducts an applicable literature review, constructs a conceptual/theoretical framework, proposes appropriate research methods/methodologies, and describes the applied action-oriented aspect of the dissertation project. The full doctoral committee, including the faculty must approve each student's proposal.

**Dissertation/Project:** Phase four consists of two separate but interrelated components. One component is a traditional dissertation that provides documentation of rigorous scholarship and research methodology that supports the project. The project is a practical application of the student's expertise in an individual focus area. Through this process, the student learns how to frame and solve problems in a scholarly fashion, considers multiple perspectives on the subject matter, articulates the context of the study, reveals an academic understanding of the project's boundaries, and demonstrates the ability to apply research to "real world" problems. The last steps in the process are presentation to the Prescott College Community at a colloquium and final acceptance of the Dissertation/Project by the student's full doctoral committee. The successful Dissertation/Project demonstrates the student's ability to be an effective, reflective, and passionate scholar/practitioner. This will become the cornerstone for the periodic, overall program assessment process. A faculty member, as chairperson of the student's doctoral committee, will play a central role in reviewing and evaluating the doctoral dissertation/project upon its completion.

**Evaluation by Doctoral Mentor**

Students send learning documents (LD) to their doctoral mentors at regular intervals during the time they are doing coursework. Doctoral mentors provide regular, timely written feedback on student work in progress. Students receive verbal feedback during the in-person, web-based, and teleconference meeting during the semester.

It is the role of the doctoral mentors, together with the faculty, to ensure that the student is doing Ph.D. level work. The written and verbal responses by doctoral mentors to LDs are intended to guide the student in maintaining doctoral level work, to ensure that no area necessary to the student's program is missed, and to provide ongoing challenge and support.
Student’s learning documents must contain a minimum number of required work and must be of a quality appropriate to “B+” or better graduate study. These expectations are to be monitored by the doctoral mentors with input and oversight from the faculty.

Evaluation by Qualifying Paper Reviewers
Qualifying Papers will be presented and subjected to the scrutiny of one’s cohort group, faculty, doctoral mentors, and other peers or professionals at one of the colloquia. Peers are encouraged to write critical reviews of one another’s papers and provide feedback on the quality of presentations. The Qualifying Paper will be reviewed by mentors and faculty, Affiliate Faculty, and by the faculty to determine if these writings qualify as doctoral level, potentially publishable papers. Final approval that the qualifying paper requirement has been completed is determined by the doctoral committee.

Evaluation by the Practicum Supervisor
While a student is involved in a practicum, the Practicum Supervisor provides on-site guidance and feedback to the student. This will generally be done in the form of regular face-to-face meetings between student and supervisor. The student and the supervisor determine the frequency and length of these meetings. At the end of the semester, the Practicum Supervisor sends a letter of evaluation of the student’s work to the student’s doctoral committee members. The faculty, on behalf of the doctoral committee, incorporates excerpts from this letter into the student’s End-of-Semester and/or end-of-year evaluations and, in addition, submits the original supervisor’s evaluation letter to the Ph.D. Operations Office.

End-of-Semester (EOS) Evaluations
At the end of each semester, the Ph.D. student will submit a brief self-evaluation to the faculty, Doctoral Mentor, or doctoral committee for review and feedback. In some instances, Committee members may want to interview and question the student’s learning progress. The faculty will summarize the written and verbal feedback from doctoral committee members and provide the student with a written evaluation of the semester, which will become a permanent part of the student’s record and transcript.
Ph.D. Faculty

Joan Clingan, Ph.D., Associate Director of Graduate Studies

Rick Medrick, Ed.D. Core Faculty for the Ph.D. Program in Sustainability Education and Chair, Low-Residency Master of Arts Program Adventure Education

Pramod Parajuli
Sustainability Education; Director of Program Development in Sustainability Education

Ph.D. Affiliate Faculty

Randall Amster, J.D., Ph.D., On-Campus Bachelor of Arts Program Faculty, Cultural & Regional Studies

Joel Barnes, Ph.D., On-Campus Bachelor of Arts Program Faculty, Adventure Ed/Environmental Studies

Paul Burkhardt, Ph.D., Dean, Adult Degree and Graduate Programs

Richard Cellarius, Ph.D., Low-Residency Master of Arts Program Environmental Studies
Ph.D. The Rockefeller University, Biological Science, 1965; B.A., Reed College, Physics, 1958.

Steven Corey, Ph.D., Executive Vice President
Ph.D., University of Arizona, Higher Education Finance, 2007; M.B.A., Cumberland University, 1996; M.S., Arizona State University, 1990; B.S. California State University, 1988.

Tim Crews, Ph.D., On-Campus Bachelor of Arts Program Faculty Environmental Studies
Ph.D., Cornell University, Ecosystem Biology, 1993; post-doctoral research, Stanford University; B.A., University of California at Santa Cruz, Agroecology, 1985.

Anita Fernández, Ph.D., On-Campus Bachelor of Arts Program Faculty, Education

Thomas Lowe Fleischner, Ph.D., On-Campus Bachelor of Arts Program Faculty, Environmental Studies
Ph.D., The Union Institute, Environmental Studies, 1998; M.S., Western Washington University, Biology, 1983; B.S., The Evergreen State College, Field Biology, 1977.

Ed Grumbine, Ph.D., Chair, Low-Residency Master of Arts Program Environmental Studies On-Campus Bachelor of Arts Program Faculty, Environmental Studies
Ph.D., Union Institute and University, Environmental Policy and Management, 1991; M.S., University of Montana, Environmental Studies, 1982; B.A., Antioch College, Environmental Studies, 1976.
Jack Herring, Ph.D., On-Campus Bachelor of Arts Program Dean and Faculty, Environmental Studies

Shari Leach, Ph.D., Chair, Low-Residency Master of Arts Program Adventure Education

Priscilla Stuckey, Ph.D., Low-Residency Master of Arts Program Faculty, Humanities

Ph.D. Resources

Rich Lewis, Library Director

James Pittman, Low-Residency Master of Arts Program Faculty, Environmental Studies

Ph.D. Administration

Associate Dean
Joan Clingan, Ph.D., a director for the graduate programs at Prescott College is a full time faculty member who has the additional responsibilities of coordinating activities involving the graduate faculty and supporting the graduate operations staff. This job requires serving as chair of the Graduate Program Council and also includes responsibility for supporting and advising the director of academic operations in the operations of the program. The associate dean is responsible for assembling relevant information and composing and maintaining the graduate handbooks.

Director of Academic Operations
Frank Cardamone, M.A. The Adult Degree and Graduate Programs academic operations director is responsible for all administrative aspects of the programs. This job manages the colloquium scheduling and design; works with college-wide personnel in managing all aspects of administration for the graduate programs; provides procedural support to students and advisors; and works closely with the dean and graduate program council. The director of academic operations supervises the operations staff of the Adult Degree and Graduate Programs in Prescott.

Academic Program Specialists
Kistie Simmons, M.A., Graduate Academic Program Specialist

Academic Program Specialist is available to all graduate students and advisors in their programs for questions relating to all administrative aspects of the program, including enrollment, extension, and leave options. Academic program specialists are responsible for managing the process of student materials.

Graduate Program and Academic Systems Coordinator
Karyn Finnell

Residency and Special Events Coordinator
Vita Marie Phares, B.A.I.L.S. This position coordinates and manages all of the logistical activities that take place prior to and during the graduate residencies. This includes scheduling and arranging presentations, including receipt of descriptions and arrangements for rooms and audio-visual equipment. It is also responsible for the oversight of a team of student employees who operate the event. The residency coordinator serves as the liaison to the College scheduling personnel, facilities office, and Café or outside caterers.
Mentor Payment Specialist
Jody Lichtenberg, A.S. This position manages the confirmation and payment process for graduate faculty, as well as the receipt of all unsolicited inquiries related to the graduate faculty roles.

Admissions Officers
Ted Bouras, M.S., Director of Admissions for the Adult Degree and Graduate Programs

Ted responds to inquiries, meets with prospective students, and manages all aspects of students’ admission processes.

Tucson Center
Beth Scott, Ed.D., is the director of the Tucson Center. This position oversees academic and administrative operations for ADGP in the Tucson Center.

Business Office
Catherine Boland is the Assistant Vice President of Finance and participates on an as-needed basis with the graduate faculty. Marguerite Price is the payroll officer. Deb Ross manages the accounts-payable department. Angela Ridlen, student-billing representative, handles student accounts and cash receipts.

Office of the Registrar
Mary Trevor, registrar for Prescott College, participates on an as-needed basis with the graduate faculty and administration. Deb Morrison, assistant registrar, handles registration and maintains records for graduate students.

Financial Aid Office
Laurie Gilbreth is the primary contact for graduate students. Other staff members include Erin Wilborn, financial aid counselor, and Mary Frances Causey, director of financial aid and VA benefits coordinator, participates on an as-needed basis with the Low-Residency Master of Arts Program faculty and administration.