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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, Bachelor of Fine 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).

Board of Trustees
Richard Ach (chair)  
Betsy Bolding  
Cameron Boswell  
Dan Boyce  
Dan Campbell  
Peter Evans  
James Hughes  
David Meeks  
Steven Pace (faculty trustee)  
Rachel Pearson (student trustee)  
Carla Rellinger (employee trustee)  
Michael Rooney  
Gerald Secundy  
Dr. John Van Domelen  
Ken Ziesenheim

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

All-College Holidays 2010-2011 (College Offices Closed)
Memorial Day ................................................... Monday, May 30, 2011
Independence Day ............................................. Monday, July 4, 2011
Labor Day ...................................................... Monday, September 5, 2011
Indigenous Peoples’ Day .................................... Monday, October 10, 2011
Veterans’ Day .................................................. Friday, November 11, 2011
Thanksgiving .................................................. Wednesday–Friday, November 23-25, 2011
Winter Break .................................................. Saturday, December 24, 2011—Monday, January 2, 2012
Martin Luther King Jr. Day ............................. Monday, January 16, 2012
Presidents’ Day ............................................... Monday, February 20, 2012
Spring Break .................................................. Monday–Friday, March 12-16, 2012
Intercultural Day ............................................. Friday, April 6, 2012
Memorial Day .................................................. Monday, May 28, 2012
Independence Day .......................................... Wednesday, July 4, 2012
Labor Day ..................................................... Monday, September 3, 2012

Prescott College Corporation and Board of Trustees Meetings (Pending Board approval)

Corporation meetings
October 12, 2011
January 25, 2012
April 25, 2012

Board Meetings
October 27–29, 2011
February 9–11, 2012
May 17–19, 2012
On-Campus Bachelor of Arts Program 2011-2012 Academic Calendar

Fall Term 2011
New Student Orientation ........................................... August 28–September 23, 2011
New Student Advising .................................................. August 29, 2011
New Student Registration ............................................. August 28 & September 1, 2011 (tentative)
Continuing Students .......................................................... August 30–September 23, 2011
Student Directed days .................................................... September 26–30, 2011
Fall Semester ................................................................. October 3–December 17, 2011

Spring Term 2012
Winter Block 2012
New Student Orientation ............................................. January 8–February 3, 2012
New Student Advising .................................................... January 9, 2012
New Student Registration ............................................ January 9, 2012
Continuing Students .......................................................... January 10–February 3, 2012
Student Directed days .................................................... February 6–10, 2012
Spring Semester .............................................................. February 14–May 6, 2012

Summer Term 2012
Block 1 ................................................................................... May 14–August 17, 2012
Block 2 ..................................................................................... June 7–June 29, 2012
Block 3 ..................................................................................... July 2–July 25, 2012
Block 4 ..................................................................................... July 27–August 17, 2012

Registration Dates
Fall 2011 ............................................................................ April 7–13, 2011
Spring 2012 ........................................................................ November 9–16, 2011
Summer 2012 ..................................................................... March 20–21, 2012
Fall 2012 ............................................................................. April 12–18, 2012

Drop/Add Deadlines
Fall Term ................................................................. Block 2011–August 31, 2011
Semester 2011–October 7, 2011
Spring Term .......................................................... Block 2011–January 11, 2012
Semester 2012–February 17, 2012
Summer Term ............................................................. Second day of each Block

Student Initiated Withdrawal
Fall Term ................................................................. Block 2011 ......................................................................... September 9, 2011
Semester 2011 .............................................................. November 28, 2011
Spring Term ................................................................. Block 2012 ......................................................................... January 20, 2012
Semester 2012 .............................................................. March 30, 2012
Summer 2011 ............................................................... Block 1 ............................................................................... May 30, 2012
Block 2 ............................................................................... June 22, 2012
Block 3 ............................................................................... July 18, 2012
Block 4 ............................................................................... August 10, 2012

Tuition Due Dates
Fall 2011 ............................................................................ July 15, 2011
Spring 2012 ........................................................................ December 9, 2011
Summer 2012 ..................................................................... April 13, 2011

Parents'/Alumni Reunion Weekend
TBA
Prescott College Preview Weekends

Graduation Conferral Dates
Fall 2011                      December 16, 2011
Spring 2012                    May 5, 2012

Commencement Ceremonies
Baccalaureate                   Commencement Ceremony
Saturday, December 17, 2011    Sunday, December 18, 2011
Friday, May 4, 2012             Saturday, May 5, 2012

Low Residency Bachelor of Arts Program 2011-2012 Academic Calendar
Terms
Fall 2011                      September 15–December 19, 2011
Spring 2012                    January 26–May 4, 2012
Summer 2012                    May 31–September 4, 2012
    Summer Block A             July 16–September 4, 2012
    Summer Block B

New Student Orientations
Fall 2011                      September 15–17, 2011
Summer 2012                    May 31–June 2, 2012

Tuition Due Dates
Fall 2011                      September 9, 2011
Spring 2012                    January 20, 2012
Summer 2012                    May 25, 2012

Drop/Add Deadlines
Fall 2011                      September 30, 2011
Spring 2012                    February 10, 2012
Summer 2012
    Block A                    June 7, 2012
    Block B                    July 23, 2012

Student-Initiated Withdrawal
Fall 2011                      November 22, 2011
Spring 2012                    April 4, 2012
Summer 2012
    Block A                    August 15, 2012
    Block B                    July 6, 2012

Graduation Conferral Dates
Fall 2011                      December 19, 2011
Spring 2012                    May 4, 2012
Summer 2012                    September 4, 2012

Commencement Ceremonies
Fall 2011                      Sunday, December 18, 2011
Spring 2011                    Sunday, May 20, 2012

Low Residency Master of Arts Program 2011-2012 Academic Calendar
Terms
Fall 2011                      August 12–December 9, 2011
Spring 2012                    January 20–May 20, 2012
New Student Orientations
Fall 2011 ................................................................. August 11, 2011
Spring 2012 ............................................................... January 19, 2012
Fall 2012 ................................................................. August 10, 2012

Colloquia
November 18–20, 2011 May 18–20, 2012

Tuition Due Dates
Fall 2011 ................................................................. July 29, 2011
Spring 2012 ............................................................... January 6, 2012
Summer 2012 ........................................................... May 18, 2012

Drop/Add Deadlines
Fall 2011 ................................................................. August 26, 2011
Spring 2012 ............................................................... January 6, 2012
Summer 2012 ........................................................... May 18, 2012

Student-Initiated Withdrawal
Fall 2011 ................................................................. November 4, 2011
Spring 2012 ............................................................... April 13, 2012
Summer 2012 ........................................................... July 13, 2012

Graduation Conferral Dates
Fall 2011 ................................................................. December 9, 2011
Spring 2012 ............................................................... May 20, 2012

Commencement Ceremonies
Fall 2011 ................................................................. Saturday, December 17, 2011
Spring 2012 ............................................................... Sunday, May 20, 2012

Low-Residency PH.D Program 2011-2012 Academic Calendar
Terms
Fall 2011 ................................................................. August 7–December 9, 2011
Spring 2012 ............................................................... January 15–May 20, 2012

New Student Orientations
Fall 2011 ................................................................. August 7–12, 2011
Fall 2012 ................................................................. August 5–10, 2012

Colloquia
August 7–12, 2011 ...................................................... 1st Year Students
November 13–18, 2012 ........................................... Continuing Students
January 15–20, 2012 ................................................... 1st Year Students
May 15–20, 2012 ........................................................ All Students

Tuition Due Dates
Fall 2011 ................................................................. July 25, 2011
Spring 2012 ............................................................... January 3, 2012
Summer 2011 ........................................................... May 18, 2012

Drop/Add Deadlines
Fall 2011 ................................................................. August 19, 2011
Spring 2012 ............................................................... January 27, 2012
Summer 2012 ........................................................... June 15, 2012
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.)

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

Adventure 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 of 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. New 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 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.

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/faid/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:
Program Credit Hour Requirement Maximum Credit Hours
All undergraduate programs 120-128 192
Post graduate programs 50 75
Graduate programs 40 60
Graduate programs w/certificate 60 90
and/or licensure
Phd Programs 96 144

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

Suspension of Financial Aid Eligibility for Drug-related Offenses
A student who has been convicted of any offense under any Federal or State law involving the possession or sale of a controlled substance shall not be eligible to receive any grant, loan, or work assistance under Title IV during the period beginning on the date of such conviction and ending after the interval specified in the following table:
- If convicted of an offense involving the possession of a controlled substance, the ineligibility period is:
  - First offense .............................. 1 year
  - Second offense ............................ 2 years
  - Third offense ............................. Indefinite.
- If convicted for the sale of a controlled substance, the ineligibility period is:
  - First offense .............................. 2 years
  - Second offense ............................ Indefinite.

Notice after Loss of Eligibility
Prescott College shall provide written notice, in a timely manner, to any student who loses financial aid eligibility due to drug-related offenses. The notice will specify the loss of eligibility and advise the student of the ways in which the student can regain eligibility.

Rehabilitation
A student whose eligibility for financial aid has been suspended may resume eligibility before the end of the ineligibility period if one of the following occurs:
A. The student satisfactorily completes a drug rehabilitation program that
   i. complies with such criteria as the Secretary of Education shall prescribe in regulations for these purposes; and
   ii. includes two unannounced drug tests;
B. The student successfully passes two unannounced drug tests conducted by a drug rehabilitation program that complies with such criteria as the Secretary of Education shall prescribe in regulations for these purposes; or
C. The conviction is reversed, set aside, or otherwise rendered null.

Tuition, Fees, Refund Policy: 2011-2012
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 2011/2012 academic year) Pending final approval by the Board of Trustees.
On-Campus Bachelor of Arts Program
Full-Time Tuition (12–16 credits per semester) .............................................. $13,104
Per Credit Tuition ................................................................. $1,092
Application Fee (one-time fee) ......................................................... $25
New Student Orientation Fees (one time fee) ............................................ $750
Student Activity/Student Union Fee ........................................................ $100
Recreation Fee .................................................................................. $55.50 pending approval
Course Fees ...................................................................................... vary by course
Health Insurance (full semester) ......................................................... to be determined
Health Insurance (spring semester) ....................................................... to be determined

Low-Residency Bachelor of Arts Program
Full-Time Tuition (12 credits per semester) .............................................. $5,952
Per Credit Tuition (below or above 12 credits) ......................................... $496
Application Fee (one-time fee) ............................................................. $25
Orientation Fee .................................................................................... $150

Low-Residency Master of Arts Program
Full-Time Tuition (12 credits per semester) .............................................. $8,220
Per Credit Tuition (below or above 12 credits) ......................................... $685
Application Fee (one-time fee) ............................................................. $40

Low-Residency Ph.D. Program
Full-Time Tuition (12 credits) ............................................................. $10,776
Per Credit Tuition (below or above 12 credits) ......................................... $898
Application Fee (one-time fee) ............................................................. $50

Fees Applied to All Programs
Transcript Fee (one-time fee) ................................................................ $50
Sustainability Fee (per semester) ........................................................... $50
Technology Fee (per semester) ............................................................. $100
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 Nelnet Business Solutions. Visit: www.prescott.edu for the link to Nelnet Business Solutions 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 Nelnet Business Solutions, the College offers a low interest (6%) payment plan. This option can sometimes offer more flexibility than the Nelnet Business Solutions plan. A substantial down payment (40% of total balance due) is required for this option. Contact the Business Office for more details.

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 effective date is when a written request (Drop/Add form or Leave of Absence/Withdrawal form) is received in the Office of the Registrar. All refunds are based on the date of the written request to drop credits, calculated as per the schedule below (See also, Withdrawal from College for more information).

On Campus Undergraduate Program Fall and Spring Semesters

Week of term: ..................................................% of Paid Tuition Refunded
Through End of Block Drop/Add ........................................100% refund
End of Week 1 ...............................................................90% refund
End of Week 5 .............................................................75% refund
End of Week 7 .............................................................50% refund
After Week 7 ..................................................................0% refund

On Campus Undergraduate Program Summer Semester

Week Number of term: ..................................................% of Paid Tuition Refunded
Friday Prior to Start of Term ..............................................100% refund
1st Day of Each Block Session ................................................. 90% refund
2nd Day to the End of Each Block Session ............................... 0% refund

**Low Residency Undergraduate, Masters and PhD Programs**

Week of term: ................................................ % of Paid Tuition Refunded
Through End of Drop/Add Week 2 ...................................... 100% refund
Through Week 4 .................................................... 75% refund
After Week 4 ........................................................... 0% refund

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, revocation of an awarded degree.

**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 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:

\[
\begin{align*}
A &= 4.00 \text{ points} \\
A- &= 3.75 \text{ points} \\
B+ &= 3.25 \text{ points} \\
B &= 3.00 \text{ points} \\
B- &= 2.75 \text{ points} \\
C+ &= 2.25 \text{ points} \\
C &= 2.00 \text{ points} \\
CR &= \text{“B” or better; } CR \text{ with honors } = \text{“B+” or better for graduate courses.} \\
CR &= \text{“C” or better for undergraduate courses.}
\end{align*}
\]

Credit/No Credit Awards
Undergraduate Programs
The full amount of credit established for an undergraduate course will be awarded to each student who successfully completes the course requirements. No partial credit is awarded for undergraduate courses. Students who do not satisfy course requirements and who have not officially withdrawn from a course will receive a grade of no credit (NC) or an incomplete (I). [See Incomplete Policy for criteria.] Students who withdraw or are administratively withdrawn from a course after the student-initiated withdrawal deadline will receive No Credit. Receiving no credit in a course lowers the number of credits earned in a given enrollment period, but the number of credits attempted remains the same. This may adversely affect a student's academic standing. [See Satisfactory Progress.]

Graduate Programs
Unsatisfactory or incomplete work does not earn credit. A mentor or course instructor may choose to award No Credit or less than full credit for a single course or for the semester's work. A graduate advisor and practicum supervisor may choose, in consultation with each other, to award No Credit or less than full credit for an attempted practicum. A thesis committee may decide to award No Credit or less than full credit for attempted thesis development work. Receiving No Credit for all or part of a semester may require a graduate student to take additional course(s) to complete the minimum number of credits required for graduation. Also see Withdrawal from Course policy.

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. Prescott College uses the American Council on Education’s (ACE) credit recommendations to determine transfer credit for CLEP exams. The College will not accept a transcript or score report submitted by the 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.

Master’s Students

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.
**Doctoral Students**

Beginning with the 2011 fall cohort, the Ph.D. program will accept up to 9 semester credits for transfer on a case-by-case basis. Approved transfer credits will be applied in Phase 2 of the Ph.D. program only. Transfer credits will not be awarded retroactively, i.e., in later phases of the program.

Approved transfer credits must meet the following criteria to qualify:

- be beyond the master's degree
- be related to a student's field of study
- be completed with a B grade or higher
- originate from a United States-based, regionally accredited college or university doctoral program
- be completed within 3 years prior to admission to Prescott College's doctoral program.

Doctoral credits from a foreign college or university will not be considered for transfer. Practicum credits are not eligible for transfer credit.

To qualify the student must:

- be accepted to, and enrolled in, the Prescott College Ph.D. program
- provide faculty with course descriptions or syllabi and a short description of how the course(s) is/are thematically linked to the students’ approved Study Plan. Additional supporting documentation may be required.
- submit the request and all supporting materials on or before May 1 of your first year in Prescott College's doctoral program (Phase 1).

Credits accepted for transfer may reduce the total number of credits necessary to complete the doctoral degree.

Transfer credits are officially “accepted” when all the required documentation has been reviewed and approved by Ph.D. faculty, and are on file in the Office of the Registrar.

**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 statement 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.

Decrease/Increase of Credits (Drop/Add)
• 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:
  o 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.
  o Overload credits: Students who enroll for more than fulltime credit loads, or who submit course contracts 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.

Drop/Add
Students may drop and/or add credits during drop/add periods. See the Academic Calendar or the registration instructions for specific dates for each term. Once the drop/add period ends, no credits may be added or dropped without the approval of the Exceptions Committee. Dropping or being administratively dropped from a course may affect financial aid eligibility. Student should consult with the Financial Aid Office before dropping courses. [Also see Refund Policy.]

“No Shows”
Students who are enrolled in Moodle-based or classroom-based courses will be administratively dropped as “no shows” if they have not started to participate in the course(s) within two weeks of the semester start date. In Moodle courses “participation” means logging into Moodle and submitting at least one required activity during this two-week period.

Withdrawal from Courses
Students may elect to withdraw themselves from a course by the published student-initiated withdrawal date for a given semester. See Academic Calendar for specific dates for each term. To withdraw from a course, students must complete the Drop/Add/Withdraw form available on the website or from the Office of the Registrar. After the student-initiated withdrawal date, students will receive their earned grade per the instructor (credit/letter grade, no credit), or be withdrawn. For options regarding incomplete see Incomplete Policy.
Students who begin a course and stop participating may be withdrawn at the discretion of the course instructor/responsible faculty member. A withdrawal is noted by a “W” on the student’s transcript. Withdrawing or being administratively withdrawn from a course may affect academic standing.

**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.]
- Veterans who leave the College in order to perform military service may take a LOA for up to five years; the student must reapply. Please see Readmission to the College, below.
- 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.
- Veterans who reapply for admission within five years of their last enrollment at the College and who left in order to perform military service will be readmitted with the same academic status as when last in attendance. Exceptions may be made in cases of veterans with other than honorable discharge.

**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.

Time limits for completing degree or program requirements
- For incomplete coursework: Pending graduates or program completers will be held to the Incomplete Policy. See Incomplete Policy for eligibility and timeframes. Pending graduates or program completers may petition for a maximum of one additional semester with approval/support of course instructor(s). Uncompleted courses become No Credit after these deadlines. Students must then be readmitted and enroll for a minimum of 1 credit in order to complete their Prescott College degree. The exact enrollment requirement will be based on what the student needs to complete degree requirements.
- For other requirements not related to coursework (e.g. research paper, thesis publication, updated transcripts, etc.): Pending graduates or program completers will be granted a maximum of 12 months from intended grad date to complete the requirement(s). After that deadline, student must be readmitted to the College and enroll for a minimum of 1 credit in order to complete their Prescott College degree. The exact enrollment requirement will be based on what the student needs to complete degree requirements.
- These time limits do not override other policies applying to completing degree or program requirements.

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 discrim-
in generation on the basis of race, color, creed, national or ethnic origin, sex or sexual orientation, age, disabili-
ty, 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
Prescott College prohibits and actively discourages discrimination against individuals with disabilities.

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

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

ties 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, activi-
ties, 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 inter-
action between the disability and the academic environment and determine possible reasonable accom-
mmodations. 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 stu-
dents 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 rec-
ommend the appropriate reasonable accommodations and will strongly encourage students to self-iden-
tify using this process.
• Since the responsibility for provision of accommodations often involves instructors and students, instruc-
tors are invited to contact the Academic Counselor with concerns or questions about reasonable accom-
modations. 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 accommo-
dations 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 res-
olution 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.

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

If College officials determine that a student for whom a missing person report has been filed has been missing for more than 24 hours, then within the next 24 hours the College will:
• Notify the individual identified by the student to be contacted in this circumstance;
• If the student is under 18 years old, notify a parent or guardian; and
• In cases where the student is over 18 and has not identified a person to be contacted, notify appropriate law enforcement officials

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

Student Conduct and Honor Conscience
Community life and a successful experience at the College depend on a commitment to a sense of responsibility 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 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 mat-
ter 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 non-academic 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 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

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 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 eli-
gibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.

g. To certain official 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 on 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

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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 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 aca-
dem 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 contin-
ued 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 author-
ize 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 when the student arrives on campus. Accounts assigned to students are deleted 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 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
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.

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.

Service Center
The Service Center is responsible for providing mail and copy services to members of the Prescott College community. It houses and maintains student mailboxes; offers a variety of fax and shipping services to students, faculty and staff; and provides quick and convenient copy solutions in color and black- and-white. The Service Center is open year round, Monday – Friday: 8 a.m. – 5 p.m., except on days the College is closed. For more information regarding services, contact: (928) 776-5105 or servicecenter@prescott.edu

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.

**Lost and Found Policy**
The library is the central location for lost and found on the Prescott Campus. Any items of significance found on the Prescott Campus should be brought to the library. The library's front desk staff will make every effort to contact the owner of an item if it is clearly marked with name or contact information. Other items will be retained in hopes the owner will come by and claim the item. Twice a year (generally around graduation) the library will send out a campus-wide email reminding the PC community to check the library for any items they may have lost. Unclaimed items may be given away to the PC community (on the stipulation that if someone recognizes the item as theirs, it should be returned to them) or donated to local charitable organizations. If items arrive near the end of the term, they will be held through the next term.

Some examples:
- Food and drink will be discarded immediately.
- Clothing will be tagged with date found.
- Computer accessories (cables, jump drives, chargers, etc.) without owner ID, will be tagged with date found. The circulation supervisor will access any jump drives to see if ownership can be identified.
- Books, papers, notebooks, costume jewelry, etc. without owner ID will be placed on lost and found shelf at front desk.
- College ID cards, driver's licenses, credit cards, passports, etc. – the library will call and/or send email to student and place item in a secure location.
- Items of monetary value such as cash, jewelry (not costume jewelry), computers, cameras, iPods, keys,
backpacks, wallets, purses, cell phones, etc. will be tagged with date found, and stored. Patrons must describe their missing item before receiving it. For very valuable items, a campus-wide email may be sent out. Library staff may contact someone in a cell phone’s contacts to attempt to discover the owner.

People looking for lost items may also leave their name, contact information, and a description of the missing item with the library so they can be notified if and when the item is found. The Library is not responsible for lost items being returned, or for items claimed by other than the rightful owner.

**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.

**The Lifelong Learning Center**
Provides life-enhancing learning opportunities for all ages in the following program areas:

- Educational Travel & Adventure Programs: Travel, adventure, learning, and service programs for all ages. Recent courses held in Costa Rica, Tanzania, Nepal, Grand Canyon, on the San Juan River, UT.
- Professional Development Programs: Certifications, CEUs, workshops, classes, and conferences for professional growth and success in areas such as leadership, management, entrepreneurship, sustainability, digital media, behavioral health, education.
- Youth, Adult, Family, and Community Programs: A diverse and ever-changing selection of fun classes, life-enhancing experiences, and lifelong learning opportunities for all ages. Recent courses included: camps, cooking, languages, writing, yoga, the arts, going green, rock climbing, and wellness.

See website for current offerings: www.prescott.edu/lifelonglearning
On-Campus
Bachelor of Arts
and
Bachelor of Fine Arts
Program
All-College Academic and Administrative Policies: See Common Section for the following information

- Admissions, Readmissions
- College Academic Calendar
- Tuition, Fees, Refund Policy
- Academic Integrity
- Academic Standing
- Learning and Evaluation Policies
  - lower/upper division
  - grade notations/GPA
  - credit/no credit
  - drop/add
  - "no shows"
  - withdrawal from course(s)
  - incompletes
  - change of evaluation
  - withdraw from course
  - transfer credit
- Enrollment and Registration
  - Credit Load and Overload (Fulltime/Part-time)
- Other Policies and Compliance
- Student Rights and Responsibilities
- Student Grievance Procedures
- College Resources
On-Campus Bachelor of Arts and Bachelor of Fine Arts Program

Mission
The On-Campus Bachelor of Arts and Bachelor of Fine 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, yet 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 justice.” 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 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 in that the demonstration of competence requires a capstone experience. An Individual 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 are expected to grapple with the larger philosophical issues of their education.

Program Degree Areas:
Accredited Degrees with Competences/Concentrations

Bachelor of Arts
Adventure Education
Adventure Education
Adventure Education/Adventure-based Environmental Education
Adventure Education/Adventure-based Tourism
Adventure Education/Outdoor Experiential Education
Adventure Education/Outdoor Program Administration
Adventure Education/Student Directed Competences
Adventure Education/Wilderness Leadership

Arts & Letters
Arts & Letters
Arts & Letters/Creative Writing
Arts & Letters/Interdisciplinary Studies
Arts & Letters/Literature
Arts & Letters/Performing Arts
Arts & Letters/Photography
Arts & Letters/Student Directed Competences
Arts & Letters/Studio Arts
Arts & Letters/Visual Arts
Arts & Letters/Writing and Literature

Cultural and Regional Studies
Cultural and Regional Studies
Cultural and Regional Studies/Peace Studies
Cultural and Regional Studies/Religion and Philosophy
Cultural and Regional Studies/Spanish Language and Literature
Cultural and Regional Studies/Student Directed Competences

Education
Education
Education/Elementary Education
Education/Environmental Education
Education/Secondary Education Bachelor of Arts in Environmental Studies
Education/Student Directed Competences

Environmental Studies
Environmental Studies
Environmental Studies/Agroecology
Environmental Studies/Conservation Biology
Environmental Studies/Earth Science
Environmental Studies/Ecological Design
Environmental Studies/Environmental Education
Environmental Studies/Environmental Policy
Environmental Studies/Human Ecology
Environmental Studies/Marine Studies
Environmental Studies/Natural History and Ecology
Environmental Studies/Student Directed Competences
Geography
Geography/Student Directed Competences

Human Development
Human Development
Human Development/Equine-assisted Mental Health
Human Development/Counseling Psychology
Human Development/Ecopsychology
Human Development/Holistic Health
Human Development/Psychology
Human Development/Student Directed Competences
Human Development/Therapeutic Use of Adventure Education
Human Development/Women's Studies
Human Services
Human Services/Student Directed Competences
Humanities
Humanities/Student Directed Competences
Interdisciplinary Studies
Interdisciplinary Studies/Student Directed Competences
Liberal Arts
Liberal Arts/Student Directed Competences
Social Justice Education
Social Justice Education/Student Directed Competences
Sustainable Community Development
Sustainable Community Development/Student Directed Competences

Bachelor of Fine Arts
Creative Writing
Interdisciplinary Arts & Letters
Visual Arts

Overview and Components
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 archi-
tects 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.

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.

Advising Center
During the fall and spring semesters, the On-Campus Bachelor of Arts and Bachelor of Fine 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.

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.

Advising Documents
There are six interdisciplinary curricular areas in the On-Campus Bachelor of Arts and Bachelor of Fine Arts Program: Adventure Education, Arts and Letters, Cultural and Regional Studies, Education, Environmental Studies, and Human Development. Each program maintains an advising document. The purpose of these documents is to guide students in the selection of appropriate courses for their competence and breadth areas. These documents can be found on the College's web site at http://www.prescott.edu/students/rdp/forms.html.

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 and Bachelor of Fine 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 for 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 environment-
tally 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, as well as on per-
sonal 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.

Orientation as a Graduation Requirement and Prerequisite for Field Courses
Completion of Orientation is required for graduation from Prescott College. Whether a student com-
pletes Wilderness, Health Based Practices, or Community Based Orientation, the credit earned satisfies
this graduation requirement. If a student does not complete Orientation in his or her first term at the
College, he or she will have one year to repeat Orientation. If a student fulfills the intention of Orientation
through a different course during their tenure at Prescott College, it is within the jurisdiction of the
Individual Graduation Committee (IGC) to waive the requirement. Completion of Wilderness
Orientation is a prerequisite for field courses. Students who complete Community Based Orientation will
not complete this prerequisite and must receive permission from the program coordinator or instructor
of the specific course to register for field-based courses.

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, spir-
ital, 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) lit-
eracy 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 and Bachelor of Fine 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.

Course Delivery

Students in the On-Campus Bachelor of Arts and Bachelor of Fine Arts Program have a variety of options for completing their coursework. These include courses created and taught by faculty and/or instructors at the College; independent studies created by the student in consultation with their faculty advisor and course mentor; and courses presented by the College’s educational partners. Key elements of these course delivery options are described below.

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, the environment, and social justice. 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.

Course Contracts

Students have the opportunity to personalize their learning in each course through the use of course contracts (also known as learning contracts). 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.

**Narrative Evaluation Process** *(Also see Common Section-Learning and Evaluation)*

Letter grades are optional at Prescott College. Every student receives a narrative evaluation from the instructor of each course, whether they have elected to also receive a letter grade or not. 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 ongoing 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.

   Also see “Learning and Evaluation” in the Common Section.

**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. Student self-evaluations are accepted only if approved and submitted electronically by the instructor. Once posted, narrative evaluations are emailed to the students’ Prescott College email addresses.

**Independent Study**

**Designing Independent Studies**

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.

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. Detailed information about independent study approval guidelines can be found in the student handbook. A handbook for mentors of independent studies is available on the college’s website and students are required to provide it to mentors who are not affiliated with Prescott College.

**Risk Management for Independent Study**

The College assesses the potential risk to students and legal risk (vulnerability) to the College of certain types of independent studies. 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:

1. International/Intercultural studies
2. Human services studies
3. Field-based studies

A risk management form for each of these types of study is provided on the college’s website. The student handbook and the risk management forms provide detailed information about each category of risk, to assist students in arranging studies that meet approval criteria. 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)

**Field Stations and Educational Exchange Partners**
Prescott College's curriculum is enhanced by the use of off-site field stations, and extended through exchange partnerships with other domestic and international institutions with similar missions.

**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. Through its 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.

**Exchange Partners**
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**
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 student and faculty exchanges and serves as a medium for cooperative environmental education and activism.

**Consortium for Innovative Environments in Learning**
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, Richard Stockton College, and Pitzer College (a member of the Claremont Colleges, 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).
Telemark College
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, and Sail Caribbean.

Graduation Requirements

Philosophy
In 1966 the College was established to be “The College for the 21st Century.” The founders created an educational 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 commitment 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 been 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 accumulated 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.

Key Requirements
The minimum number of credits required to earn a Bachelor of Arts or a Bachelor of Fine Arts degree from the On-Campus Bachelor of Arts and Bachelor of Fine Arts Program is 120-128 semester credits. The following is a list of graduation requirements common to all degree areas in the On-Campus Bachelor of Arts and Bachelor of Fine Arts Program:

- Orientation
- Math Certification
- Writing Certifications I, II, and III
- Degree Plan
- Complete appropriate coursework for competence(s), breadth(s), and Liberal Arts based on chosen degree plan format (see Degree Plan section)
- Senior project(s)

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 below.

Math Certification
Math certification must be completed prior to enrolling for the senior year. Students may satisfy the Math certification requirement in one of four ways:

1. Successful completion of any mathematics course at Prescott 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
Students may satisfy the Writing certification I requirement by completing Writing Workshop at Prescott College; by transferring in an equivalent course from another accredited institution (with a grade of C or better); or by achieving a score of 3 or higher in AP English. 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” (WE)
Writing Certification II is satisfied by the completion of three courses designated Writing Emphasis. At least one of these courses must be in the competence. WE courses may be Lower Division or Upper Division. Writing Certification I 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 the 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 writing certification task force has the authority to review and approve these transfer courses.

Explanation of Writing Emphasis (WE)
The goal of writing emphasis classes is to train students to write well and appreciate good literature and writing within their fields.

The objectives of Writing Certification II are:

- 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.

**Writing Certification III: Upper-Division Research Paper**

Writing Certification III consists of a research paper, written in an Upper Division course or independent study in the competence or breadth area. 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.

The following requirements and guidelines apply to the writing certification III research paper, which is included in each student’s permanent file. Further details can be found in the Student Handbook’s “Writing Certification: Questions and Answers” section.

**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 courses 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 in to 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.

**Designing a Study/Graduation Program: Choosing courses and independent studies**

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 website, 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 minimum enrollment requirement.

**Bachelor of Fine Arts Degrees:**

**Additional Requirements and/or Recommendations**

Prescott College offers Bachelor of Fine Arts degrees (BFA) in Creative Writing, Visual Arts, and Interdisciplinary Arts & Letters. Each degree is an intensive program designed for students with excellent potential who want the opportunity to deepen their knowledge, skills, or experience and develop their talents for (1) personal enrichment, (2) preparation for graduate school, and/or (3) preparation for a professional career. Additional requirements and recommendations for each BFA degree are listed in their respective sections below.

**Bachelor of Fine Arts in Creative Writing Additional Expectations and Recommendations**

We expect BFA students to actively participate in the life of the program, including attendance at and help with literary events and publications, mentorship of lower-division students, and formal peer reviews of senior projects. BFA students should routinely enter manuscripts in the Alligator Juniper student contests.

**Creative Writing Merit Reviews**

Because the BFA is a pre-professional degree, based in large part on skill and talent, students must undergo periodic merit reviews at the Degree Plan (DP), Senior Project Application (SPA), and Senior Project (SP) stages of the advising process. Students must receive written support from at least one full RDP faculty member at the DP stage and two endorsements at the SPA stage. The senior project must be mentored by an RDP faculty member or approved instructor and must pass a final SP review, consisting of the primary mentor and at least one student reader.

**Bachelor of Fine Arts in Visual Arts Additional Expectations and Recommendations**

BFA students are expected to actively participate in the life of the program, including attendance at and help with gallery exhibitions, events and publications, mentorship of lower-division students, and formal peer reviews of senior projects. BFA students should routinely enter national juried competitions and contests.

**Visual Arts Merit Review**

Because it is a pre-professional degree, based in large part on skill and application, BFA candidates must undergo a portfolio review at the end of the second year. Students must receive written support from at least one full RDP faculty member by the Degree Plan deadline to continue towards the BFA. The Senior Project must be mentored or co-mentored by an RDP faculty member or approved instructor and must pass a final Senior Project review, consisting of the primary mentor and at least one student.

**Bachelor of Fine Arts in Interdisciplinary Arts & Letters Breadth and Liberal Arts Requirements**

No breadth or second competence is required because the interdisciplinary nature of the degree already demands breadth and depth. Although many courses in Arts & Letters are interdisciplinary in nature (e.g., Literature of the American Dream, Voices from Latin America, Theatre and Social Change, Nature and Dance, Art on the Periphery, Interpreting Nature Through Art and Photography), students are required to take at least eight courses outside of Arts & Letters, some of which may count towards the BFA. These might include Image and Power in Mass Culture, Holy Books, Philosophies of the Interpretive Naturalists, Nature’s Voice: Reading and Writing about Natural History, Family Systems in Film and Literature, among others.

**Interdisciplinary Arts and Letters Merit Reviews**

Because it is a pre-professional degree, based in large part on skill and talent, students must undergo peri-
odic merit reviews at the Degree Plan (DP), Senior Project Application (SPA), and Senior Project (SP) stages of the advising process. Students must receive written support from at least two full Arts and Letters faculty members in at least two separate curricular areas at the DP and SPA stages. The SP must be mentored or co-mentored by an RDP faculty member or approved instructor (we recommend co-mentorship from faculty members in different curricular areas) and must pass a final Senior Project review, consisting of the primary mentor(s) and at least one student.

**Timeline and Checklist for Graduation**
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. It 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). 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 is 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 the 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 and Bachelor of Fine Arts Program dean's office. With the IGC, the student writes the degree plan and submits 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 the 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 14.** Complete senior project and self-evaluation.

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

**Time Limits for Completing Degree or Program Requirements**
- For incomplete coursework: Pending graduates or program completers will be held to the Incomplete Policy. See Incomplete Policy for eligibility and timeframes. Pending graduates or program completers may petition for a maximum of one additional semester with approval/support of course instructor(s). Uncompleted courses become No Credit after these deadlines. Students must then be readmitted and enroll for a minimum of 1 credit in order to complete their Prescott College degree. The exact enrollment requirement will be based on what the student needs to complete degree requirements.
- For other requirements not related to coursework (e.g. research paper, thesis publication, updated
transcripts, etc.): Pending graduates or program completers will be granted a maximum of 12 months from intended grad date to complete the requirement(s). After that deadline, student must be readmitted to the College and enroll for a minimum of 1 credit in order to complete their Prescott College degree. The exact enrollment requirement will be based on what the student needs to complete degree requirements.

- These time limits do not override other policies applying to completing degree or program requirements.

**Awarding of Double Undergraduate Degree**

A double degree refers to the awarding of two different degrees (e.g. B.A., B.F.A.) for concurrent study by a student in two degree areas. A double degree is different from a double competence, which is awarded to a student engaged in two areas of study within one degree.

**Minimum Requirements for Double Undergraduate Degree**

Overall, a double degree will require more coursework than a single degree. At a minimum, students will complete 150 semester hours for a double degree. A maximum of 8 courses may be used to count towards competence requirements of both degrees. Students pursuing a double degree are required to complete one breadth area, in addition to any program specific requirements for the liberal arts. General degree requirements (e.g. writing, math) still are required but need only be satisfied once. The requirements for a double degree will, in general, be determined by the student's graduation committee.

**Degree Plan**

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.

**Developing a Degree Plan and Submitting It for Evaluation**

At least two years (4 terms) before their intended graduation date, 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.

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. 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. The degree plan fair is held once per semester and provides students access to the full faculty for signatures and consultations.

**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 the 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 course 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. 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 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
(NOTE: 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 8-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

Format IV – Bachelor of Fine Arts

**Two Competences**
- 12 courses each (six upper-division per competence, including one senior project per competence)
  - NOTE: Students may have a combined 8-credit senior project rather than two separate ones.

**One Breadth and/or additional liberal arts.** Exception: No breadth is required for competence in Interdisciplinary Arts and Letters. Additional liberal arts are required.
- 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 four-credit, upper-division senior project for each competence. Students with interdisciplinary double competences may, with appropriate approval, design an integrated 8-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.

**Senior Project Application**
The senior project is the culmination of a student's undergraduate college education.

**Designing, Approving, and Completing the Senior Project**
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 multi-draft 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. Detailed guidance for writing the SPA narratives, as well as a summary of the senior project application process, can be found in the Student Handbook.

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.

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 Aztlán 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 com-
munity 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 from 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
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.

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.

Calendar of Curricular Deadlines 2011/2012
[Also see Academic Calendar]

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<td>Risk Forms for Independent Studies and Senior Projects due to Risk Manager</td>
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Petition to Graduate due to Registrar’s Office
For December 2011 ................................................... March 11, 2011
For May 2012 ........................................................... October 14, 2011
For December 2012 .................................................... March 9, 2012

Faculty Retreats
*Fall 2011*
- Program Council Retreat ......................................... August 22, 2011
- Program Retreats ...................................................... August 23, 2011
- Faculty Retreat .......................................................... August 24-25, 2011

*Spring 2012*
- Program Council Retreat ........................................... May 7, 2012
- Program Council Retreat ........................................... May 8, 2012
- Faculty Retreat ......................................................... May 9-10, 2012

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, recre-
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 workshopped 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 con-
cerned with the modern West. Literature readings will include selections from authors such as Edward Abbey, Willa Cather, Gretel Erlich, 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 United 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-
er, 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 information 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, myriads of 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 under-
standing 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 realizing 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 back-
ground 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 presenta-
tions 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 exhibition, public presentation, multimedia program, film, magazine article or any combination of the mentioned.

**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 workshops 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 “interviewing”, 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 semesters, 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 begin 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 heritage 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 environmental 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 construction 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 system 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 management of natural resources. Also, we will study the implications of these theories for international development. Students will be encouraged to engage in field work and independent research alongside of classroom 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 considerations. 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 evaluated 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 predicaments 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 distribution 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, physiological, population, and community ecology. Students study birds at individually selected sites and present 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**

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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 sys-
tems 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 Pleistocene 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 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 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 course culminates with a student research seminar series on explorers and geographers of the modern era.

**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 psy-
chology 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 geological 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 sup-
plement 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, Mafouz, 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**

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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, 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.

**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 wildlife “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 courthouses 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 Nunnemba 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 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 III – Field Methods for Marine Ecology, 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 under-
standing 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 Bahía 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 onboard 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 mod-
els 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 familyly. 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. This 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.

**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 investigative. 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 con-
sists 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 College's 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 interperson-
al 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 management; 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 1970s 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 example, 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 encour-
aged 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 though 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 religious scholar, 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 legitimized 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 peace-building, 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 & Yoga
This course is designed to introduce and explore the connections between rock climbing and hatha yoga with the anticipation that the practice of each will enhance the other. The curriculum consists of an even balance of rock climbing and hatha yoga practice. Students with experience in either discipline will explore and discover the complementary relationship of the two pursuits. Hatha yoga postures, breathing, and meditation transfer directly to graceful movement, awareness, and control on the rock. Strength, courage, and focus – qualities that run parallel in each pursuit – will be developed in this course. All the skills covered in an introduction to rock climbing course will be introduced or reviewed. These include knot-tying, anchor systems, multi-pitch lead climbing, and rescue techniques. There is space in the curriculum to develop each climber's technical repertoire.

Rock Climbing and 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 climbing. 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, sea birds, 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, belay 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 is 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 that 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 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 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.

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 interpretive presentations 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 pat-
terns. 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 1960’s. 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
students 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 Ortíz 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-Rio Cuchuquai 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 focused on 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 theory, 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 others 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 instructor 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 NGOs, 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 pri-
vate 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**

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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 collaborative 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 Garcia Marquez. 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 knowl-
edge 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 experientially 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 appre-
ciation 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.

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- Academic Integrity
- Academic Standing
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  - lower/upper division
  - grade notations/GPA
  - credit/no credit
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  - “no shows’
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  - change of evaluation
  - withdraw from course
  - transfer credit
- Enrollment and Registration
  - Credit Load and Overload (Fulltime/Part-time)
- Other Policies and Compliance
- Student Rights and Responsibilities
- Student Grievance Procedures
- College Resources
Low-Residency Bachelor of Arts Program Goals

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/Teacher Preparation**
- 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
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
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  Academic Achievement Outcomes
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  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

Graduation Overview
This handbook is a set of guidelines for the completion of the Graduation Requirements for the Low-Residency 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 UD's 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 UD's taken at Prescott College or at another regionally accredited institution and listed in either competence or a 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
- Eportfolio Development Lab and the
- Capstone Eportfolio Lab.
*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

**Time limits for completing degree or program requirements**
- For incomplete coursework: Pending graduates or program completers will be held to the Incomplete Policy. See Incomplete Policy for eligibility and timeframes. Pending graduates or program completers may petition for a maximum of one additional semester with approval/support of course instructor(s). Uncompleted courses become No Credit after these deadlines. Students must then be readmitted and enroll for a minimum of 1 credit in order to complete their Prescott College degree. The exact enrollment requirement will be based on what the student needs to complete degree requirements.
- For other requirements not related to coursework (e.g. research paper, thesis publication, updated transcripts, etc.): Pending graduates or program completers will be granted a maximum of 12 months from intended grad date to complete the requirement(s). After that deadline, student must be readmitted to the College and enroll for a minimum of 1 credit in order to complete their Prescott College degree. The exact enrollment requirement will be based on what the student needs to complete degree requirements.
- These time limits do not override other policies applying to completing degree or program requirements.

**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 program, each breadth should be balanced internally and in relation to the other breadth and competence areas.

**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/adp/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/led.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.

**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 (800) 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.

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>
</tbody>
</table>
The following is an overview of the core components of the 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 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 the 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.

**Graduation Eportfolios: Eportfolio Development Lab & Capstone Eportfolio Lab**

All liberal arts students who enrolled in Fall 2010 or later and all degree-seeking and post-degree teacher preparation students in early childhood education who enrolled in Spring 2011 or later are required to complete a capstone graduation eportfolio. To facilitate student success with creating the eportfolio, 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 profession-
al style guide applies to their research area and, if possible, purchase it. Three commonly used style guides are: *Publication Manual of the American Psychological Association*, 6th edition (referred to as APA); *MLA Handbook for Writers of Research Papers*, 6th edition (referred to as MLA); *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th edition (referred to as CMS). Links to websites that present an overview of each of these style guides are available at http://www.prescott.edu/academics/writing/Printer-friendlyHandouts.html.

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.
   - Prescott College
Low-Residency Bachelor of Arts Program
Graduation Portfolio

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

Date sent to appropriate Low-Residency Bachelor of Arts Program Office
As it should appear on student's diploma
Month and year of first enrollment
Month and year of proposed graduation
Name of Competence area
Core faculty's full name
Name of Breadth #1
Name of Breadth # 2

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 natural 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
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.

| Length of semester/course: | 15 weeks |
| Frequency of meetings: | weekly |
| Length of meetings: | 1-2 hours |

**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.

**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.

Course Evaluation forms are initiated by the student and submitted electronically from the Low-Residency Bachelor of Arts Program Forms and Documents page on the PC website at http://www.prescott.edu/students/adp/forms. Mentors will receive email notification that a student has requested a course evaluation; once the mentor completes and signs the evaluation it will be automatically forwarded to the core faculty. Course evaluations should be initiated and submitted by the student immediately following the completion of the mentored course. Because the receipt of the course evaluation by the Registrar initiates payment to the mentor, mentors may wish to urge students to complete this aspect of a mentored course as soon as the course is over.

As with study contracts, a mentor who does not have an email address or email access may submit a course evaluation by regular mail using the printer-friendly version of the relevant form. However, the mentor’s signed
evaluation should be submitted by the mentor to the Low-Residency Bachelor of Arts Program Office or the Registrar directly, and not by the student on the mentor's behalf. (The mentor may wish to send a copy of her or his evaluation to the student but not the signed original.) Mentors using paper forms may request blank forms from the Low-Residency Bachelor of Arts Program Office or the student. Announced deadlines for electronic course evaluations apply to paper submissions as well.

**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.

**Calendar of Curricular Deadlines**

(Also see All-College Academic Calendar: http://www.prescott.edu/administration/registrar/calendar.html)

**Course Contract Deadlines**

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<tr>
<td>Fall 2011</td>
<td>Sept 9, 2011</td>
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<td>Spring 2012</td>
<td>Jan 20, 2012</td>
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<td>Summer 2012</td>
<td>May 25, 2012</td>
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**Evaluation Deadlines**

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<td>Fall 2011</td>
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<td>Spring 2012</td>
<td>May 4, 2012</td>
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<td>Summer 2012</td>
<td>Sept 8, 2012</td>
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Low Residency Bachelor’s Degree Program: Sample Courses
Note: Not every course is offered each semester. See class offerings for particular year/term.

Assessment and Measurement
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.

Assessment and Evaluation: Early Childhood Education Elective
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.

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 linguistically diverse backgrounds in the education of individuals with exceptional learning needs.

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 eight. 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 eight. This course will examine cultural and environmental factors that can support developmentally appropriate behaviors in young children.

Characteristics of Specific Exceptionality
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.

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.

Children and Nature
This Children and Nature course will bring to students, teachers, parents, and other learners who are concerned for the quality of life of young people an understanding of how children's physical and mental health is served by the presence of the natural world in daily life. Students will read and discuss the fascinating research presented in the required readings. These texts illuminate theories that suggest direct interaction with nature provides neurological nourishment to enhance children's cognitive capacities and their sense of emotional well being. Activities in the course will help students observe and note the relative presence or absence of nature in children's lives, and will offer students a chance to bring a modest project to their household, school, neighborhood, or to local decision makers. That project will be designed to bring some measure of direct experience of nature into the lives of young people in the community.

Classroom Management
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.

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.

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 eight. 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 assess and create age-appropriate learning strategies and environments which enhance young children's physical growth and cognitive development.

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-appropriate learning strategies and environments which enhance young children's physical, cognitive, social, and emotional growth and development.

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 eight, honor language and cultural traditions, and optimize learning opportunities in all early childhood settings. The student will examine language, 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 communication and other skills for self-awareness, self-expression, mood management, self-motivation, and empathy in order to create positive relationships with other children and adults.
Clinical Practice in Reading Practicum
Clinical Practice in Reading/Reading Practicum provides students with an opportunity to engage in supervised practice of the research based knowledge and skills necessary to plan, manage, and assess a successful reading instructional program. The overall goal of the practicum experience is to raise the teacher's level of effective classroom practice as measured in terms of assessed P 12 student academic achievement, particularly through this course in the area of reading/language arts, and should be viewed as an opportunity to try new, different, and innovative strategies, models, and techniques. Students should expect to be held accountable for demonstrating mastery of reading/literacy knowledge, skills, strategies, models, and functions as they engage in instruction with learners. Each student will be expected to design, implement, and evaluate a Comprehensive Plan for a Balanced Literacy Program. This practicum experience requires 45 hours of instructional applications in authentic teaching learning settings.

Concepts of Ecology
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 are affected by the physical environment. Students are 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. Students are also encouraged to study and reflect upon the human impacts on the ecology and ecosystems of your region. Another goal for students is to become a better observer and recorder of natural phenomena.

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.

Curriculum Development and Implementation, Early Childhood Education
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 eight 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 and languages. Through this course, the student will develop an understanding of the Arizona Department of Education’s (ADE) curriculum standards and benchmarks.

Curriculum Development and Implementation, 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 she/he 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.

**Decoding Strategies and Techniques for Beginning and Remedial Readers**

Through this course, students will gain additional knowledge of, and skills related to, research based "best practices" for teaching beginning and remedial learners reading decoding strategies for independent application. Current research on phonics and phonics instruction will be reviewed, as will the five research based elements of a sound reading program – phonemic awareness, phonics, fluency, comprehension, and vocabulary. Students will investigate in the literature the most common obstructions to reading mastery in the classroom, will learn to recognize those obstructions in authentic teaching learning settings, and will learn how to plan instruction to maximize learner reading potential while avoiding common pitfalls. Students will acquire information and reflect on national, Arizona, and local P 12 reading content standards and performance objectives. The student will understand legislative and state board of education mandates pertaining to the reading program. The student will explore diagnostic and remedial tools and strategies utilized within Arizona schools 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 to diverse learners.

**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.

**Diagnosis and Remediation of Reading Difficulties**

Material for this course has been organized according to the Reading First categories of reading development and instruction, as presented in the report of the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students will investigate instructional reading strategies for children at risk as reflected in the federal No Child left Behind Act, including children of poverty, children for whom English is not the primary language, and children with learning and behavioral disabilities. It is important that this course result for the student in more than just a documented litany of teaching strategies that are scientifically validated. The scientifically validated practices should be integrated by the student into a systematic teaching process that stresses the use of learner outcome data within authentic classroom contexts to guide practice. Students will investigate and learn how to use DIBELS and other curriculum based assessment results for early identification of children at risk of reading failure and to monitor student progress. Students should gain and demonstrate in their own classrooms increased mastery of reading instruction for letter sound recognition, regular word decoding, sight words, multi-syllable word reading, passage reading, vocabulary, and comprehension, as they reflect on how to utilize knowledge available to maximize academic progress for all students.

**Early Language and Literacy**

Through this course the student will study early language and literacy, including development and acquisition of oral language(s) for children in early childhood education (ECE) placements, from birth to prekindergarten and kindergarten to grade three/age eight. 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 storytelling. The student will prepare a library of classroom readings and literature for young children, from birth to prekindergarten and kindergarten to grade three/age eight. The student will engage children in learning through literacy materials that honor their cultures and the local natural environment. The student will have an emphasis on developmentally-appropriate language development, speaking home languages, 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 stu-
dent will also engage in activities that meet the National Association for the Education of Young Children (NAEYC) Professional Performance Standards.

**Ecological Economics**
This course is designed for non economics majors. Though we will review some of the basic concepts and theories of ecological economics, we will emphasize and rely upon case studies to build up our understanding of how modern local and global market forces impact the environment and societies. This course will approach the subject in the form of weekly topics taken from current and recent world events. We will also review papers and journal articles that explain the concepts of ecological economics. From the impacts of deforestation in the Amazon, to the overthrow of Central American governments, to the impacts of the drug trade, and "green washing," we will discuss the myriad problems a variety of economic forms present to the environment. We will also study programs that seek to balance biodiversity preservation and social justice with local sustainable economic development. We will examine not only the problems, but search for practical answers, if they exist, to local economic needs.

**Educating for the Future: Multicultural 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 among 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 and actively apply coursework to her/his local community.

**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.

**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.

**Eportfolio Development Lab**
This lab provides students the basic skills for building graduation eportfolios throughout their time at Prescott College. 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: Fall 2010 and later: Required for all incoming liberal arts students enrolling in their first Liberal Arts Seminar. Spring 2011 and later: Required for all incoming liberal arts students and all degree-seeking and post-degree teacher preparation students in early childhood education. Spring 2012 and later: 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.

**Eportfolio Lab-Capstone**
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 artifacts for standards documentation.
Exceptional Child Birth to Age 5 and Special Education Processes (Early Childhood Special Education)
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 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.).

Exceptional Child and Special Education Processes (Early Childhood Education)
The student will gain an understanding about the linguistic, physical, social, and cognitive characteristics and classifications of the exceptional child starting at birth to prekindergarten and from kindergarten to grade three/age eight. 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 language, 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 eight years maximize their learning opportunities in order to reach their highest potential.

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 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.

Foundations of Early Childhood Education
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 eight 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 most recent schooling reforms, including but not limited to the “No Child Left 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, materials, and communication skills for their Adult Degree and Graduate Programs (ADGP) studies and ECE career, which include appropriate use of instructional technologies and information literacy.

Foundations of Early Childhood Special Education
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 edu-
cation, which involves knowledge and experience of the birth to age 5 developmental and instruction-
al 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.

**Instructional Techniques and Methodologies, Early Childhood Education**

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 eight, which can include curriculum that uses and honors languages; 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.

**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 eight, 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 linguistic, 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, and oral and written communication, 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.

**Language Arts: Methods and 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.

**Language Arts Methods for the Exceptionality**

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.
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 contributed to the field of education will be compared and contrasted as a way to provide further insight into effective teaching strategies.

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.

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: Connecting Ecology to the Community, Consumerism in America: The Effect of Stuff on our Lives and the Environment, Emancipating the Mind, Life in Narrative, The Liberal Artist's Place in the Community of All Beings, Storytelling, Self, and Society, and What it Means to Read in Our Time.

Life Experience Documentation
This Life Experience Documentation Course (LED) is required for all students approved to begin the Life Experience process. In this course, students learn to develop their LED toward one of these three processes: 1) conversion portfolio (CP), 2) life experience portfolio (LEP), or 3) practicum. Within this course, the student will explore and synthesize college level learning gained from professional or volunteer experiences into a final document for review by experts in the field. Students must be able to verify the learning gained through official documentation. The CP is used for transferring non credited coursework and trainings into lower division (LD) credits. Fifteen clock hours may equate to 1 semester credit hour. The student must have at least five years of professional experience in the practicum or life experience portfolio subject(s). Strong academic writing skills are required, including proficiency in using the student's style guide for the field (APA, MLA, or Chicago style manual). Students are advised to read all LED process details on the college website.

Literature for a Living Planet
As long as it has existed, literature has served to inform, incite, engage, and inspire readers to act toward their worlds in new and different ways. In Literature for a Living Planet we will devour a range of literary works by authors whose visions offer guidance as we seek a healthy long term relationship with the earth and its inhabitants. The works we read will cover everything from education, spirituality, and eco justice to the very way we perceive our animal selves in the world around us. We will spend the semester reading, discussing, and, ultimately, writing our own pieces of "literature for a living planet."

Mathematical 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. The three major components of this conceptual based math course are: reasoning exercises that enable students to develop better quantitative thinking skills, a meaningful self chosen experiential project, and self chosen research into an interdisciplinary math related topic of vital importance in the human quest to understand the world around us and our role within it.

Mathematics: Methods and 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 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.

Mathematics Methods for the Exceptionality
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.

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.

Multicultural Aspects of Integrative Healing
This course explores the integration of healing practices found within allopathic and traditional healing communities. The course begins with a learner generated description of what paradigm is commonly applied within allopathic healing communities. Next, an in depth description of the paradigms and practices of Curanderismo, a traditional healing practice common in traditional Mesoamerican communities, will be presented. Learners will create a comparative analysis of healing paradigms between Curanderismo and an allopathic healing approach of their choice. Learners will then discover and report about an alternative healing practice other than Curanderismo, including how this healing practice paradigm differs from what is commonly accepted within the dominant culture. Learners will also explore emerging alternative healing paradigms presented in the required reading. Learners will synthesize their new learning in a final paper describing how integrative healing can be incorporated within their professional practice and personal lives.

Multicultural Counseling
Multicultural Counseling is designed to help students increase their capacity to become skilled multicultural 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.

*Multicultural Leadership.

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.

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 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.

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 eight. 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.

Practical Research Methods
This Practical Research Methods course will provide the student with critical research skills needed to effectively support scholarly writing in the student's competence. The student will learn how to navigate and competently use the citation program RefWorks. The student will also learn the skills necessary to find relevant, scholarly information via databases such as Ebscohost, Proquest, and Google Scholar using appropriate key words and subject terms. Critical analysis skills will be developed to evaluate scholarly articles and research. The student will gain an understanding of various research methodologies as well as an understanding of how statistics are used in research. The student will use this learning to improve their ability to write a research paper.

Early Childhood Practicum (2 parts)
Section I: Practicum/Student Teaching - Birth to Pre-Kindergarten
Section II: Student Teaching - Kindergarten to Grade three/age eight
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 4 semester credits in a supervised field experience, practicum, internship, or student teaching setting serving children birth through prekindergarten and a minimum of 4 semester credits in a supervised student teaching setting serving children kindergarten through grade three/age eight. 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 eight, such as an early childhood classroom lead teacher.

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.

**Reading Instruction for Diverse Learners from Assessment and Balanced Literacy Programs**

This course builds directly on classroom teacher/teacher candidate foundational knowledge regarding the teaching of reading/language arts. From a solid research base yielding "best practice" approaches for organizing and delivering reading/language arts instruction, this course guides the student through the application and integration of the language arts into curriculum. Reading/language arts curricular integration will be modeled through the identification and production of authentic classroom learner artifacts, case studies, and direct observation of master teachers in their reading/language arts classrooms. Students will work to gain course knowledge and skills 1) leading to successful clinical practice as assessed by the course mentor or supervisor, and 2) leading to reading/language arts instruction in the classroom judged as successful through documented authentic learner academic progress.

Three major themes will frame this course: balanced literacy, reading/language arts assessment, and meeting the needs of diverse learners. "Balanced literacy" with each of the components associated with a balanced literacy program will be a pervasive theme as the student identifies and designs a personal researched based manageable model of reading/language arts instruction. Study of patterns of practice found in today's schools, including literature circles, literature focus units, reading and writing workshops, and thematic units will contribute to the students' comprehension and implementation of a balanced literacy program in their own classrooms. Students will identify and practice use of formal and informal, criterion and norm referenced reading/language arts assessment instruments to guide and inform planning, instructional delivery, and the provision of learner feedback. Finally, a sharp focus on "diversity in the classroom" learners, settings, resources, approaches, techniques, and programs in support of and before, during, and after reading/language arts instruction will be a major theme throughout the course as students construct an ever growing and efficacious repertoire of reading/language arts teaching strategies, enhancing their competence as teachers and contributing to documentable learner academic progress.

**Reading: Methods and 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 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.

**Reading Methods for the Exceptionality**

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.

**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 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 solv-
ing; 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.

**Science Methods for the Exceptionality**

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.

**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 eight, 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, and culturally appropriate communication practices with other community members. 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.

**Social Studies: Methods and Practices**

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.

**Social Studies Methods for the Exceptionality**

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.

**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.

**Special Education, Introduction**

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.

Student Teaching
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.

Student Teaching: Special 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 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 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 the specific exceptionality 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.

Structured English Immersion Methods
This course provides the opportunity to master the knowledge and skills needed to meet the requirements in Structured English Immersion (SEI) for full endorsement as required for the standard Arizona teacher certificate. Focus on chronology of ESL education in U.S. Study of major research in ELA theory and ELL/SEI pedagogical practices from Wong Fillmore / Krashen / Vygotsky / C. Brown / Echevarria and Short. Students will generate a 10 15 page Research Paper and three SEI Lesson Plans, as well as participate in Discussion Forums and write Journal entries.

Advanced Structured English Immersion
This course provides the opportunity to master the Program Design and Management concepts and strategies needed to implement and evaluate Structured English Immersion (SEI) programs in multicultural classrooms. Focus on Curriculum Design Process, Change Management Planning, and ESL Program Observation and Evaluation. Students will generate SEI Program Design Research Paper and Three Advanced SEI Lesson Plans.

Sustainable Community Development
What does it mean to enjoy genuine quality of life? How is such quality sustained? What are the relationships between human quality of life and the well being of the natural world? What do we mean by "community" and how do we achieve it? What are the developmental phases by which we move toward a more sustainable life? These are the core questions we will explore in our good attempt to better understand, plan for, and practice more sustainable lives. Our study will be guided by the Butterfly Curriculum, whose four realms offer a balanced perspective on the specific elements necessary to creation of more sustainable human communities that respect the sanctity of all life. Students will create a small project to plan and initiate practice of sustainability in their home community.

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Teaching Methods and Reading Strategies in the Secondary Content Area

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 she/he is being certified) website to maintain a working knowledge of legislation and programs that address literacy issues.

Transformative Early Childhood Methodologies through the Arts and Place Based Education

The intention of this course is to gain a deeper understanding of ourselves as educators. The student will explore alternative approaches to learning and teaching that promote critical thinking, reciprocal teacher/learner dynamics, and reflective teaching practices in a culturally sensitive environment. The course will examine the role of the natural environment, arts and aesthetics, sense of place, importance of play and imagination and the influential force of the external environment in the young child’s life. The student will draw on the true nature of young child embracing the child’s view of the world and will assist in creating a foundation for place based education that promotes living values and a holistic approach to life. This course may provide the student with a vision of education that creates equal teacher and learner relationship thus providing them both with a tremendous opportunity for endless imaginative possibilities.

Writing Across the Competence

In this course, students will examine, revise, and refine their draft research papers to meet the requirements of the ADP Required Research Paper. Students will be guided and assisted by course mates, 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.

Faculty and Staff

Ted Bouras, Director of Admissions, ADGP
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ADP Academic Program Specialist

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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

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 crudzinski@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
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- Academic Integrity
- Academic Standing
- Learning and Evaluation Policies
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  - grade notations/GPA
  - credit/no credit
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- Enrollment and Registration
  - Credit Load and Overload (Fulltime/Part-time)
- Other Policies and Compliance
- Student Rights and Responsibilities
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- College Resources
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 Immersion 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.nsince.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 a certain time frame 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)

See the Common Section for: academic calendar; admissions criteria; financial aid; tuition, fees and refunds;
enrollment status and registration; learning and evaluation; graduation/completion requirements; other policies and compliance; student rights and responsibilities; student grievance procedures; and college resources.

**Time limits for completing degree or program requirements**

- For incomplete coursework: Pending graduates or program completers will be held to the Incomplete Policy. See Incomplete Policy for eligibility and timeframes. Pending graduates or program completers may petition for a maximum of one additional semester with approval/support of course instructor(s). Uncompleted courses become No Credit after these deadlines. Students must then be readmitted and enroll for a minimum of 1 credit in order to complete their Prescott College degree. The exact enrollment requirement will be based on what the student needs to complete degree requirements.
- For other requirements not related to coursework (e.g. research paper, thesis publication, updated transcripts, etc.): Pending graduates or program completers will be granted a maximum of 12 months from intended grad date to complete the requirement(s). After that deadline, student must be readmitted to the College and enroll for a minimum of 1 credit in order to complete their Prescott College degree. The exact enrollment requirement will be based on what the student needs to complete degree requirements.
- These time limits do not override other policies applying to completing degree or program requirements.

**Post-Degree Teacher Preparation Programs**

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 post-degree teacher preparation programs through the Low-Residency Bachelor of Arts Program.

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 members provide support and oversight throughout the program.

The Low-Residency Bachelor of Arts Program model operates on a three semester system, consisting of 14-week enrollment periods. A student with no prior credit in education can expect to spend approximately 1 1/2 years (3 semesters) in the Low-Residency Bachelor of Arts Program for elementary or secondary education, and 2 years (4 semesters) for special education. Secondary education students who have not completed the required number of credits in a teaching subject area may need to extend their programs to obtain the necessary coursework. Students who enroll with pre-existing, transferable credits in education or the teaching subject area may have shorter programs. In addition to certification-required courses, all post-degree teacher preparation students are required to complete the one-credit Orientation to Teacher Education (OTE) at Prescott College. All students work with faculty to plan the timing of their courses and student teaching.

For students interested in completing a teacher preparation program while pursuing a master's degree at Prescott College, see the Low Residency Master's of Arts program.

**Bachelor of Arts and Post-Degree Course Sequences**

**Early Childhood Education (ECE) Program**

In order to qualify for a Prescott College Institutional Recommendation (IR) leading to Arizona Provisional Teacher Certification in Early Childhood Education and to meet graduation requirements, Bachelor of Arts degree-seeking students must complete a minimum of 120 semester credits. Students must complete 45 semester credits in designated certification coursework, in combination with approved elective ECE coursework and College-required credits in such areas as orientation activities, electronic portfolio development, and the liberal arts seminar. A minimum of 36 upper division credits and the practica must be completed with Prescott College.

Post-Degree Teacher Preparation students must complete 45 semester credits of designated certification coursework, plus minimal additional College-required credits (usually a total of 3 semester credits) in orientation activities, electronic portfolio development, and the capstone portfolio project. Orientation, the electronic portfolio development course, the practica, and the capstone portfolio project must be completed with Prescott College.
Course Sequence

Foundation and Theory
Foundations of Early Childhood Education (ECE) (3 credits)
Child Growth and Development (2 credits)
Social and Emotional Development (3 credits)
Curriculum Development and Implementation (3 credits)
The Exceptional Child and Special Education Processes (3 credits)

Methods
Early Language and Literacy (3 credits)
Parent, Family, School, and Community (3 credits)
ECE Instructional Techniques and Methods (3 credits)
Health, Safety, and Nutrition (2 credits)
Child Guidance and Classroom Management (3 credits)
Characteristics and Practices in a Young Child’s Behavior (3 credits)
Structured English Immersion (SEI) (3 credits)
Advanced Structured English Immersion (SEI) (3 credits)

Practicum/Capstone
Practicum I: Student Teaching Birth to PreK (4 credits)
Practicum II: Student Teaching K- Grade 3 (4 credits)
Note: 8 semester practicum credits must be taken with Prescott College for degree and/or Institutional Recommendation (IR)

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.

Capstone Experience:
Practicum in Early Childhood Special Education: Birth to Age 5 (8 semester credits)
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: 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)
- 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.

Bachelor of Arts and Post-Degree Course Descriptions

Note: Most but not all courses are offered each semester. See class offerings for particular year/term.

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 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.

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 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 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 perspec-
tives. This course will also address how multicultural and environmental factors inform curriculum theory.

**Educatng for the Future: Multicultural 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 among 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 and actively apply coursework to her/his local community.

**Assessment and Measurement**
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 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 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.

**Reading: Methods and 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 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**
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 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.

Science: Methods and
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
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.

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 ESLEndorsement requirements in conjunction with other coursework.

Advanced Study in Structured English Immersion
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.

Teaching Methods and Reading Strategies in the Secondary Content Area
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 she/he is being certified) website to maintain a working knowledge of legislation and programs that address literacy issues.

**Student Teaching**
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 focus 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.

**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 linguistically diverse backgrounds in the education of individuals with exceptional learning needs.

**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 given to informal assessment practices addressing learning and behavior of individuals with exceptional learning needs.

**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.

**Characteristics of Specific Exceptionality**
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.
Reading Methods for the Exceptionality
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
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.

Social Studies Methods for the Exceptionality
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.

Science Methods for the Exceptionality
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.

Mathematics Methods for the Exceptionality
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 mathematical 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.

Student Teaching: Special 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 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.

Foundations of Early Childhood Special Education
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

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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 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.

Educating for the Future: Multicultural and Environmental Issues
The focus of this course is to strengthen students’ environmental and multicultural awareness. Students in this course will explore the emerging issues in multicultural and environmental education. 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 the broad spectrum of diverse learners. Students will develop, through personal action, personal, societal, and educational perspectives on cultural and environmental issues.

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 agenda 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.

**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 she/he 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 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.

**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.

**The Exceptional Child Birth to Age 5 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 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.).

**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.

**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.

**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 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.

**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.
Master of Arts Teacher Preparation Course Sequences

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)

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)

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.

**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 Teacher Preparation Course Descriptions  
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, organ-
ize 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, 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.
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 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 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 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 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, 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: 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 given 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 man-
dates 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 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 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 mathemathic 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 diagnosed as mentally retarded. Topics covered include: use of a Constructivist approach to mathematics teaching and learning; methods for teaching mathematic 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 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**

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 develop-
mental 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 sci-
ience, 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, students 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 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.

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 class-
room 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, anecdotal record keeping, and portfolios of children's work as means to document children's progress. Through this course the graduate student will develop competence in reporting, as required, young children's progress to parents or guardians, educators, and community and governmental agencies.
Child Guidance and 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 will focus on child guidance and classroom management procedures to protect the health and safety of young children and optimize learning opportunities in the early childhood setting. For children from birth to prekindergarten and from kindergarten to grade three/age 8. The graduate student will examine cultural and environmental factors that can facilitate and enhance learning strategies. Through this course the graduate student will develop an understanding of how the physical layout of the classroom and outdoor play areas can impact child guidance and classroom management strategies. The early childhood educator will help 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 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 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 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 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 also will 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 methodolo-
gies 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.

**Teacher Preparation Program Personnel**
Gret Antilla, M.C., Education Faculty—Prescott
Daniel Brown, M.Ed., Program Development Director for Professional Preparation Programs
Jennifer Brown, M.A., Associate Education Faculty—Prescott
J Dianne Brederson Ed.D., Education Faculty—Prescott
Paul Burkhardt, Ph.D., Executive Vice President for Academic Affairs and Provost
Maggie Cox, M.S., Education Instructor—Prescott
Jordana DeZeeuw Spencer, M.S., Education Instructor—Prescott
Bob Ellis, M.S., Education and Environmental Studies Faculty—Prescott
Anita E. Fernández, Ph.D., Education Faculty—Prescott
Vance Luke, Ph.D., Education Faculty—Tucson
Beth Scott, Ph.D., Education Faculty—Tucson
Lloyd Sharp, M.A., Graduate Faculty—Tucson
Gary Stogsdill, M.A., Education, Liberal Arts Faculty—Prescott
Vicky Young, Ph.D., Education, Liberal Arts Faculty, Coordinator, Native American Students—Prescott
Master of Arts Program
All-College Academic and Administrative Policies: See Common Section for the following information

- Admissions, Readmissions
- College Academic Calendar
- Tuition, Fees, Refund Policy
- Academic Integrity
- Academic Standing
- Learning and Evaluation Policies
  - lower/upper division
  - grade notations/GPA
  - credit/no credit
  - drop/add
  - "no shows’
  - withdrawal from course(s)
  - incompletes
  - change of evaluation
  - withdraw from course
  - transfer credit
- Enrollment and Registration
  - Credit Load and Overload (Fulltime/Part-time)
- Other Policies and Compliance
- Student Rights and Responsibilities
- Student Grievance Procedures
- College Resources
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.

Traditional Master of Arts Program and Counseling Psychology
The CP area of study is different enough from the Master of Arts program original design that we have separated it out and refer to the remaining areas of study (Adventure Education, Education, Environmental Studies, and Humanities) as the Traditional Master of Arts program. This catalog also provides separate sections of each to clarify these differences.

Traditional Master of Arts Program
Degree Areas
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 four broadly defined programs of study: Adventure Education, 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

- **Education**
  - Experiential Education
  - Multicultural Education
  - Global and International Education
  - Equine-Assisted Learning
  - School Guidance Counseling
  - Education Certification
  - Imagine Education

- **Environmental Studies**
  - Environmental Education
  - Conservation Ecology and Planning
  - Sustainability Science and Practice
  - Social Ecology

- **Humanities**
  - Justice, Activism, and Solidarity
  - Green/Sustainable Business
  - Visual Arts
  - Creative or Expressive Arts
  - Nature, Gender, and Spirituality
  - Spirituality
  - Border Studies
  - The Martin Buber Institute for Dialogical Ecology

Overview, Components, and Graduation Requirements
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, indi-
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 four degree programs—Adventure Education, 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. The Education (ED) program, specifically, requires 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 full-time 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 course mentors write a narrative evaluation of each course as it is completed and at the end of the semester. 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.

Current Information and Procedures in the Online Handbook
The Master of Arts Program online handbook provides students and faculty a guarantee 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 including 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.

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.

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 webpage 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.

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
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

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 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. 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. Education students who need state
certification). Generally, 125 – 150 clock hours is the equivalent of a 3 semester hour 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
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.

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.

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.

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. Students in the Counseling Psychology Program should refer to the residency requirements indicated in the CP section of this catalog.

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.

- 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.

**Presentations**

Every AE, ED, ES, and HU 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.

**The Study Plan**

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.

Students create a unique plan of graduate study as part of the admission process; once admitted the student will work with her graduate advisor to develop the plan according to standards in the field and the student's specific passions and interests.

**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.

**Course Study Packets**

All independent work completed is documented by course study packets sent to the graduate mentor. Students may also participate in 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. These courses will have specific assignments from the instructor and specific procedures for submitting those assignments. 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 (who serve as mentors for most independent courses), is presented in the online Student and Faculty Handbook for the Master of Arts program.

**Qualifying Packet**

Each student is required to submit to the Master’s Office one of the first five course study packets for review by faculty readers.

**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.

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.

**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.

**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.

**Time Limits for Completing Degree or Program Requirements**

- For incomplete coursework: Pending graduates or program completers will be held to the Incomplete Policy. See Incomplete Policy for eligibility and timeframes. Pending graduates or program completers may petition for a maximum of one additional semester with approval/support of course instructor(s). Uncompleted courses become No Credit after these deadlines. Students must then be readmitted and enroll for a minimum of 1 credit in order to complete their Prescott College degree. The exact enrollment requirement will be based on what the student needs to complete degree requirements.

- For other requirements not related to coursework (e.g. research paper, thesis publication, updated transcripts, etc.): Pending graduates or program completers will be granted a maximum of 12 months from intended grad date to complete the requirement(s). After that deadline, student must be readmitted to the College and enroll for a minimum of 1 credit in order to complete their Prescott College degree. The exact enrollment requirement will be based on what the student needs to complete degree requirements.

- These time limits do not override other policies applying to completing degree or program requirements.

**Professional Preparation Programs Policies and Procedures**

The handbook is written as it applies to enrollment without consideration of outside agencies that govern programs in Education (ED). There is also a unique handbook for the Ed certificate programs which is maintained and provided by the chair of ED.

The ED handbook addresses specific requirements and guidelines of state and professional agencies, relating to coursework, practica, and other program components. Except for those differences noted in the ED handbook, 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 stu-
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.

Resource Faculty
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 Student and Faculty Handbook: http://www.prescott.edu/students/map/handbook/process/AdvisorAdvisee.html.

Policies Manual
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.

Degree Areas
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.

**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 within 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.

Teacher Preparation Programs
Students intending to earn education certification as Pre-K-12 teachers or school guidance counselors, while pursuing their master’s degree, are encouraged to follow a Prescott College teacher preparation program Arizona Department of Education approved program which is approved by the Arizona Department of Education. See the Teacher Preparation Programs section for specific certification requirements and courses.

Credential requirements for various state certifications and endorsements may be incorporated into the student’s individualized program as well. All certification-seeking students may also decide to include research in related areas as part of their credential teacher preparation program. Examples include: multicultural education or global and international education, social justice in education, critical pedagogy, lit-
eracy, 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.

Arizona state-approved certification areas include:
- Early Childhood Education
- Early Childhood Special Education
- Elementary Education
- Secondary Education (e.g., English, History, Biology, Art)
- Special Education
  - 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 methodolo-
gy, 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
- integral studies
- globalization studies
- community and sustainable forestry
- general and living systems theory
- education for sustainability
- participatory research
- planning

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 as 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 pursue 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-lesbian-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
Humans 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 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.

Course Delivery
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.

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.

Calendar of Curricular Deadlines
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.

Course Descriptions
Sample Course Descriptions for Adventure Education, Education, Environmental Studies, Humanities
Note: Not every course is offered each semester. See class offerings for particular year/term.

Climate Change Education
This course provides graduate students with an expanded knowledge base and methods for effective communication and teaching of climate change topics. This is an elective, limited-residency course relevant to environmental studies, teacher education, sustainability, adventure education, community development, ecopsychology, social justice, international studies, and the environmentally-focused arts and humanities. The mode of delivery is blended from sessions in residence (during the MAP Colloquia) and use of Moodle to host discussion, resource exchange, document review and datasets. Any Masters or Ph.D. student is eligible to enroll, and the course strongly supports the development of social and ecological literacy. Class participants will use field instrumentation and other datasets for climate factor assessment, implement survey methods to assess public knowledge of climate risk, design role-playing panel discussions for dialogue on climate activism and ethics, and create teaching resources that communicate the current status of climate science, public health impacts, critical environmental resources and earth-atmosphere feedback processes.

Experiential Education Theory, Methods, and Practice at Prescott College
(Foundation course for the Graduate Teaching Assistant Program)
This course will help students prepare for their graduate teaching assistantships and introduce them to experiential education philosophies, theories, and methodologies. Through reading, writing, and discussion, students will gain an understanding of the history, current trends, and future directions of experiential education, and begin defining their personal philosophy of education. We will also explore the ways in which the field of experiential education forms the basis and context for Prescott College’s institutional philosophy and mission. Depending on student interests, other topics covered could include bioregionalism and place-based education, multicultural education, authentic assessment, approaches to designing curricula and lesson plans, and the integration of adventure education and environmental studies. Finally, in addition to gaining familiarity with institutional policy, structure, and protocol related to teaching in the undergraduate Resident Degree Program (RDP), students will research topics related to their RDP teaching assignment.
Graduate Scholarship and Research Methodology for Education

The primary focus of this course, Graduate Scholarship and Research Methodology, is to critically examine research methodologies and methods most appropriate for the student's graduate research. This course is designed to provide for students 1) an opportunity to create a cohort of graduate colleagues that will collaborate in to critically analyze specific and targeted qualitative and quantitative research methods; 2) an opportunity to consider which particular research strategies would be appropriate tools to use in the student's thesis; 3) an opportunity to plan and conduct research using a variety of qualitative and quantitative methods; 4) an opportunity to critically evaluate foundational methodologies and specific methods; 5) an opportunity to synthesize course content in a cited scholarly paper discussing how those methodologies, foundations, or theories might be applied in the thesis or in practice. The course is designed to provide an open forum for the discussion of these elements and connections to the online scholarly resources available through the Prescott College library and website.

Graduate Seminar in Literature: Advanced Research Methods
Graduate Seminar in Literature: Social and Ecological Justice
Graduate Seminar in Literature: Thesis Development

These graduate seminars provide students an opportunity to be part of an ongoing interdisciplinary cohort that will work together from the early stages of graduate work through the completion of the master's thesis. The functional focus of the cohort will be on relationship and networking as we work to navigate the self-directed journey of the Master of Arts program. Each student will select a text that will help advance her thinking and understanding of inquiry and research design, as well as move her further along in the process of designing and completing the master's thesis. Collectively students will share their learning through ongoing conversations in open fora as well as through specific assigned presentation of the student's chosen material. Students will participate in residential sessions at each Prescott colloquia, via online asynchronous seminars, and through occasional phone and video conferences.

Graduate Writing Workshop

This course creates an interdisciplinary learning community in which students give and receive constructive feedback on their current writing projects, discover new writing resources, study selected writings and writers, and practice the conventions and rhetorical styles of their disciplinary discourse communities. Two face-to-face meetings will anchor the course's activities during each of the MAP Colloquia that occur during the semester where presentations and workshop activities are necessarily synchronous. The remainder of the course consists of scheduled group sessions originating from one of the course hub locations (Prescott, AZ or Tucson, AZ) as well as postings and responses to the course blog, phone conferences, small group paper exchanges, required readings, drafts and revisions of work for study packets, and interaction with the writing cohort. Students who wish to use an e-portfolio to collect, reflect on, and share their work will be encouraged to do so.

Modes of Inquiry: Graduate Scholarship in the Humanities

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 MAP 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 methodologies and methods. Along the way we will discuss ethics in research, social and ecological literacies, and the relationship between academics and activism. In the end, students will complete a working Research Design that can serve as a starting point for developing thesis ideas and questions.

Modes of Inquiry: Graduate Scholarship in Environmental Studies

This course provides an introduction to the Master of Arts Program (MAP) in Environmental Studies (ES) and its educational model of student-designed, research-based, and faculty-supervised learning. It provides an overview of scholarly thinking, research, and writing as well as a detailed introduction to the MAP model of education. The course is framed around the basic requirements of the program and is also designed to provide an overview of both qualitative and quantitative research methods.

Research Methods: Adventure Education Core Course

This course is a mixture of theory and research methods. Students will compare and contrast a number of
different research methods, as well as methodologies. Additionally, students will explore ethical issues and the internal review board process used at Prescott College. The course is partially experiential and partially theoretical. Assignments include a comparison contrast paper and a literature review specific to the student’s area of focus.

Research Methods
Studies that provide a broad understanding of types of research, statistics, research-report development, research implementation, program evaluation, needs assessment, and publication of research.

Advanced Seminar: Integrating Social and Ecological Perspectives
How can social and ecological perspectives be integrated into critical thought and reflection as well as practical engagement on behalf of the world and all of its diverse inhabitants? We will examine concepts such as compassion and peacemaking as motivating forces in both social and environmental activism. With this linkage in mind, we will explore the goals and challenges of social justice, humanitarianism, environmentalism, spiritual ecology, and conservation biology in order to better understand the potential conflicts and concordances among them. We will address these issues through readings of primary and secondary literature from multiple disciplines, seminar-style discussions, meetings with guest speakers, documentary films, and field trips to sites of social and environmental concern.

Practicum (Adventure Education, Education, Environmental Studies and Humanities)
The MAP Practicum demonstrates practical application of theoretical learning. The student will undertake a supervised internship or active project and reflect on the relationship between theory and praxis. The practicum will provide opportunity for the student to demonstrate the learning that has taken place in the theoretical component of the Master of Arts Program.

Counseling Psychology
The Counseling Psychology degree area is designed with the intention for students to meet state licensure with specific course requirements.

CP Overview, Components, and Graduation Requirements
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.

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.

CP 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.
• Students complete their courses with qualified mentors and instructors who are experts in the course content areas within the field of counseling psychology.

**CP 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 immersion 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.

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 dissent. 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.

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.

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.

**CP 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

**CP Graduation Requirements**

Students complete three components in Counseling Psychology – theory (coursework), practicum and internship, and a capstone thesis paper. 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 Capstone Thesis Paper as well as Residency Requirements

**CP 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.

**CP 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.

**CP 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.

**CP 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 consisting of 300 hours in a field placement. At least 40% of these hours must involve direct client contact under supervision. Typically, the internship consists of a more advanced clinical training experience of 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.
CP 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.

CP Capstone Thesis Paper
Students in Counseling Psychology are required to complete a research-based or project-based Capstone Thesis Paper. 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 Capstone Thesis Paper 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 Capstone Thesis Paper. At least a semester in advance of beginning work on the Capstone Thesis Paper, students are required to submit a brief but specific “Capstone Thesis Paper”. This Capstone Thesis Paper 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.

CP 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.

CP 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.

Time Limits for Completing Degree or Program Requirements
• For incomplete coursework: Pending graduates or program completers will be held to the Incomplete Policy. See Incomplete Policy for eligibility and timeframes. Pending graduates or program completers may petition for a maximum of one additional semester with approval/support of course instructor(s). Uncompleted courses become No Credit after these deadlines. Students must then be readmitted and enroll for a minimum of 1 credit in order to complete their Prescott College degree. The exact enrollment requirement will be based on what the student needs to complete degree requirements.
• For other requirements not related to coursework (e.g. research paper, thesis publication, updated transcripts, etc.): Pending graduates or program completers will be granted a maximum of 12 months from intended grad date to complete the requirement(s). After that deadline, student must be readmitted to the College and enroll for a minimum of 1 credit in order to complete their Prescott College degree. The exact enrollment requirement will be based on what the student needs to complete degree requirements.
• These time limits do not override other policies applying to completing degree or program requirements.

CP 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 strive to 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.

**Concentration in 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 seeking 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 engage in coursework with qualified mentors who are 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 90 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 capstone thesis paper. 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 Cathy Malchiodi, Dariah K. Halprin, Pat Allen, Bruce Moon, and Cathy Moon. 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 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 and 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

Areas of Special Interest
Within the parameters of a CACREP aligned curriclum, students are able to focus their studies in areas of special interest such as:
• Marriage and Family Therapy
• Hypnotherapy
• Grief Counseling
• Child Development
• Lesbian and Gay Issues in Counseling
• and many more

Counseling Psychology Course Descriptions
Core Courses and Required 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. The following ten topical areas, 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 understanding of the Diagnostic and Statistical Manual of Mental Disorders (DSM). However, a strong emphasis in this course is on the development of clinical skills of observation, inference, conceptualization, and approaches to intervention. The following five topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), will be covered: (a) the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the DSM; (b) the established diagnostic criteria for mental and emotional disorders, as well as common treatment modalities and placement criteria within the continuum of care; (c) the impact of co-occurring substance use disorders on medical and psychological disorders; (d) the relevance and potential biases of commonly used diagnostic tools with multicultural populations and diverse social groups; (e) the appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

Human Growth and Development
This course acquaints students with contemporary perspectives in developmental psychology. Particular emphasis is placed on infancy, childhood, and adolescence (as adult development is addressed in MACP50070 "Career and Lifestyle Development: Challenges of Adulthood"). Students are required to acquire basic skills of child and adolescent observation, as well as to understand the principles and theories that are current in this field. The following eight 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 to 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.

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 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 counseling 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. The following nine topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), will be covered: (a) principles of mental health, including prevention, intervention, consultation, education and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society (b)etiology, diagnostic process and nomenclature, treatment, referral and prevention of mental and emotional disorders (c) models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help) (d) the disease concept and etiology of addiction and co-occurring disorders; (e) the range of mental health service delivery-such as inpatient, outpatient, partial treatment and aftercare-and the clinical mental health counseling services network; (f) the principles of crisis intervention for people during crises, disasters and other trauma causing events; (g) the principles, models and documentation formats of bio-psychosocial case conceptualization and treatment planning;(h) recognition of the importance of family, social networks and community systems in the treatment.

Helping Relationships: Basic Counseling Skills
This course supports students in learning the basic skills necessary for any healing relationship, and central to the practice of Mental Health Counseling in a socially diverse and multicultural context. 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 prevention.
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 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, 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 following five topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), will be covered: (a) 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; (c) theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; (d) group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; (e) 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.

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 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.

Supervised Counseling Practicum
The three-credit counseling practicum is designed to facilitate refinement of counseling and interviewing skills and the development of new skills. Through closely supervised one-to-one and group counseling experiences the student can expand his/her repertoire of counseling techniques and interpersonal relationship skills with opportunities to experience direct and specific feedback from a clinical supervisor. Requires receipt of the Practicum / Internship Application and Agreement forms by the Practicum and Internship Coordinator by the deadline (two weeks prior to start of spring semester) or enrollment for spring practicum or internship credits and any related hours accumulated will not be approved.

Supervised Counseling Internship
The Counseling Internship experience is the final and most comprehensive professional experience in a student's counseling program. It is an opportunity to synthesize and apply knowledge with supervised training at a site congruent with the student's career goals while counseling clients' representative of the ethnic, lifestyle, and demographic diversity in the community. Through the sharing of experiences in both group and individual supervision, students refine previously learned skills in an increasingly autonomous role with clients. Requires receipt of the Practicum / Internship Application and Agreement forms by the Practicum and
Internship Coordinator by the deadline (two weeks prior to start of spring semester) or enrollment for spring practicum or internship credits and any related hours accumulated will not be approved.

**Elective Courses**
Note: Not every course is offered each semester. See class offerings for particular year/term. 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.

**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.

Capstone Thesis Paper Completion
Students work on their research capstone thesis paper.

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
Foundational course examines the history and theory, events and practitioners and the development of art therapy as a distinct therapeutic practice. Course includes an overview of psychotherapy theories relevant to art therapy, development of creativity and the creative process.

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.

Equine Assisted Mental Health I: Explorations in Equine Assisted Mental Health
This learner-centered course is designed for participants to gain a comprehensive understanding of the EAMH field and its application within and counseling and psychotherapy fields. It will address counseling theories that helped inform and develop the practice of EAMH, the history and development of the field, as well as a consideration of elements of safe, effective, ethical practice.

Relational Horsemanship: Facilitating with the Help of Horses
This learner-centered course is designed for participants to gain a comprehensive understanding of relational horsemanship. Course material includes but is not limited to: developing an understanding of relational horsemanship skills and awareness; completing a review of equine behavior and the basics of safety in the horse-human relationship; applying this information within the practice of EAMH; and demonstrating ethical, compassionate treatment of horses, the environment and all living beings.

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 the instructor.

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 the instructor.

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 the instructor.

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 the instructor.

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 the instructor.

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 the instructor.

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 the instructor.

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 the instructor.

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 the instructor.

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 the instructor.

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 the instructor.
**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 the instructor.

**Faculty**

**Jared Aldern, Humanities and Environmental Studies Associate Faculty**  

**Randall Amster, Humanities Chair**  

**Joel Barnes, Environmental Studies**  

**Danny Brown, Program Development Director for Professional Preparation Programs; Education Leadership, M.Ed. Chair**  

**Paul Burkhardt, Executive Vice President for Academic Affairs and Provost**  
Ph.D., University of Arizona, Comparative Cultural and Literary Studies, 1999; M.A., University of Arizona, Comparative Literature and Literary Theory, 1993; B.A., University of Arizona, English & American Literature, 1991.

**Noël Caniglia, Education Chair**  

**Nina Ekholm Fry, Counseling Psychology, Equine-Assisted Mental Health Associate Faculty**  
M.S.Sc., Åbo Akadem i University, Developmental Psychology, 2008; B.S.Sc., Åbo Akadem i University and Hanken School of Economics, Education, Psychology, and Business Management and Organization, 2008.

**Ryan Kennedy, Counseling Psychology Associate Faculty**  
(Doctoral Candidate), Capella University, Clinical Psychology, 2012; M.A., Naropa University, Somatic Psychology, 1993; B.S., Regis University, Nursing, 1997; B.A., University of Oregon, Psychology, 1990.

**Michaela Willi Hooper, ADGP Reference/Instruction Librarian**  
M.S.I., University of Michigan, Library and Information Services, 2007; B.A., Patrick Henry College, History, 2005.

**Denise Mitten, Adventure Education, Chair, Sustainability Education**  
Ph.D. Education, University of Minnesota, 2003; Master of Forest Science, Forestry Ecology, Yale University, 1977; Bachelor of Forest Science, Forest Resources, University of Washington, 1974.

**James Pittman, Environmental Studies Associate Faculty**  

**Terrie Porter, Counseling Psychology Associate Faculty, Practicum/Internship Coordinator**  
Ph.D., Oregon State University, Counseling, 2003; M.Ed., California Polytechnic State University, Guidance and Counseling, 1996; B.S., Oregon State University, Psychology, 1992.

**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

Peter Sherman, Environmental Studies Chair, Sustainability Education
Ph.D., Behavioral Ecology and Tropical Community Ecology & Conservation, School of Natural Resources and Environment University of Michigan, 1997; M.A., Biology, Physiological Ecology and Evolutionary Biology, State University of New York at Binghamton (now Binghamton University), 1992; B.A., Microbiology, Oberlin College, 1986.

Camille Smith, Counseling Psychology Chair

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.

Jordana DeZeeuw Spencer, Education Associate Faculty

Priscilla Stuckey, Humanities Associate Faculty

Nancy Waite-O'Brien, Counseling Psychology, Equine-Assisted Mental Health Associate Faculty

Melanie Wetzel, Environmental Studies Associate Faculty
Ph.D., Colorado State University, Atmospheric Sciences, 1990; M.S., University of Washington, Atmospheric Sciences, 1980; B.A., University of Illinois at Urbana-Champaign, Geography, 1978.

Robert Ziemba, Environmental Studies Associate Faculty
Ph.D., Biology, Arizona State University, 1998; B.A., Biology, specialization in Marine Science, Boston University, 1992.

Administrative Staff

Executive Vice President for Academic Affairs and Provost
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.

Interim Dean, Graduate Programs
Joan Clingan, Ph.D. The interim dean 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 supervising the Academic Program Specialists in the academic operations of the program. The program director is responsible for assembling relevant information and composing and maintaining the handbooks.

Director of 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 and Academic Systems Coordinator

Karyn Finnell, academic program specialist for AE, and CP.

Nancy Walther, academic program specialist for ED, ES and HU.

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 including: 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 scheduling personnel, facilities office, and Café or outside caterers.

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 faculty for the Ph.D. Program.

Tucson Center

Beth Scott, Ph.D. is the director of the Tucson Center. This position oversees academic and administrative operations for ADGP in the Tucson Center.

Library

Rich Lewis, Director, 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, Vice President of Finance, participates on an as-needed basis with the faculty.

Marguerite Price, payroll.

Debb Ross, accounts-payable.

Angela Ridlen, student-billing.

Rebecca Johnson, 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, Associate Director of Financial Aid.
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All-College Academic and Administrative Policies: See Common Section for the following information

- Admissions, Readmissions
- College Academic Calendar
- Tuition, Fees, Refund Policy
- Academic Integrity
- Academic Standing
- Learning and Evaluation Policies
  o lower/upper division
  o grade notations/GPA
  o credit/no credit
  o drop/add
  o “no shows”
  o withdrawal from course(s)
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  o change of evaluation
  o withdraw from course
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- Enrollment and Registration
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Mission Statement
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.

Overview
“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 eco-
logical, 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.

Components and Graduation 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 the Plan for 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 requirements 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

**Doctoral Committee Structure**
The doctoral committee consists of four members:
- One faculty member
- Two doctoral mentors selected at the end of 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 (8 credits)
  2. Sustainability Education and Transformational Change I and II (8 credits)
  3. Modes of Scholarly Inquiry, Systems Thinking, and Action Research I and II (8 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.

**Time limits for completing degree or program requirements**
- For incomplete coursework: Pending graduates or program completers will be held to the Incomplete Policy. See Incomplete Policy for eligibility and timeframes. Pending graduates or program completers may petition for a maximum of one additional semester with approval/support of course instructor(s). Uncompleted courses become No Credit after these deadlines. Students must then be readmitted and enroll for a minimum of 1 credit in order to complete their Prescott College degree. The exact enrollment requirement will be based on what the student needs to complete degree requirements.
- For other requirements not related to coursework (e.g. research paper, thesis publication, updated transcripts, etc.): Pending graduates or program completers will be granted a maximum of 12 months from intended grad date to complete the requirement(s). After that deadline, student must be readmitted to the College and enroll for a minimum of 1 credit in order to complete their Prescott College degree. The exact enrollment requirement will be based on what the student needs to complete degree requirements.
- These time limits do not override other policies applying to completing degree or program requirements.
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.

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.

First Phase
- Entry Orientation & Colloquium (5 days total)
- January Colloquium (5 days)
- May Colloquium (5 days)

Second Phase*
- November Colloquium (5 days)
- May Colloquium (5 days)

Third and Fourth Phases*
- May Colloquium (5 days) Dissertation/Project Presentation

Presentations are 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 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 con-
sultations 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) Colloquia**

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.

**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 than 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 include a relevant descriptive title, a two to three sentence description written in the third person, and any other special needs, such as audio/video, scheduling needs, etc. Contact the ADGP Residency Manager 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; and,
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.

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
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.
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>
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</thead>
<tbody>
<tr>
<td>1. Ability to see research and practice as socially situated</td>
<td>• Know different people or groups who have worked on related issues&lt;br&gt;• Understand the history of one’s research tradition/field&lt;br&gt;• Connect the purposes of their work to the work of others (e.g., challenging, adding, shifting, refuting)&lt;br&gt;• Keep up with the literature&lt;br&gt;• Ground questions in practice as well as theory</td>
<td>• See criticism as contributing to the quality of one’s work&lt;br&gt;• View one’s work as a contribution to practice&lt;br&gt;• Recognize and use local knowledge in the inquiry process&lt;br&gt;• Sensitivity to different discourses in the design, conduct, and communication of research in different settings and with different audiences&lt;br&gt;• See research and practice as part of an ongoing conversation and evolution</td>
</tr>
<tr>
<td>2. Have substantive knowledge of theory and modes of practice in the field</td>
<td>• Theories, analytic frameworks, empirical results, ideas of the fields central to one’s work&lt;br&gt;• Major controversies or theoretical positions&lt;br&gt;• Historical perspective on a field and its evolution&lt;br&gt;• Understand the nature of particular claims and theories</td>
<td>• Curiosity about how others have thought about an area&lt;br&gt;• Reading partly to get more substance, and partly to identify the growth points of a field&lt;br&gt;• Keep up with developments in the field in and outside of one’s own area</td>
</tr>
<tr>
<td>3. Think theoretically and critically</td>
<td>• Distinguish empirical issues from conceptual/analytic&lt;br&gt;• Understand different theoretical perspectives and what each illuminates and obscures&lt;br&gt;• Read broadly, in other fields, seeking connections that are not at first obvious&lt;br&gt;• Compare across research and philosophical traditions</td>
<td>• Humility to respect prior work; courage to question accumulated wisdom&lt;br&gt;• Awareness of one’s own assumptions and disposition to examine those critically&lt;br&gt;• Discriminate between knowledge and belief&lt;br&gt;• Willingness to change one’s mind based on argument or evidence</td>
</tr>
<tr>
<td>4. Ability to frame fruitful and relevant research questions/problems</td>
<td>• Issues in the field: where are there gaps? Unexamined issues? Where is there controversy? Where is something that needs to be challenged?&lt;br&gt;• Literature in related fields&lt;br&gt;• Articulate researchable questions&lt;br&gt;• Formulate hypotheses and hunches&lt;br&gt;• Connect one’s work to other’s&lt;br&gt;• Identify critical elements of a problem</td>
<td>• Passion for the ideas but dispensation for scholarship (i.e., genuine curiosity or desire to develop a careful analytic contribution to a problem)&lt;br&gt;• Willingness to take intellectual risks</td>
</tr>
</tbody>
</table>
### Habits of Mind Learners Need to Develop

8. Intellectual honesty and integrity: respect for setting and participants in research, setting up research to investigate, not merely support belief  
9. Seek and use criticism  
10. Choose methods without partisan loyalties, matched instead to intention and question  
11. Seek methods, designs, instruments from other's work

### Learning Outcomes

5. Skill to design research (i.e., join researchable problems to appropriate methods of inquiry)

6. Ability to collect, analyze, and interpret data

7. Skill in oral and written communication with various audiences about research and practice

### What Learners Need to Know and Be Able to Do

1. Different sources of “data”  
2. Match research questions to kinds of information needed  
3. Different methodological traditions and orientations  
4. Central conceptual constructs, e.g., dependent/independent variables, change, comparison  
5. Different methods of data collection  
6. Conceptually map of aspects of the inquiry, developing of methods to address particular aspects of the map  
7. Create frameworks

- Methods of data analysis  
- Standards of evidence  
- Sources of ideas, uses of literature  
- Write  
- Use different methods of data analysis

- Different audiences  
- Different genres and forms (e.g., essay, empirical article, case study, conceptual analysis, etc.)  
- What constitute “findings” or “products” of particular programs of research/practice  
- What kinds of claims are being made and what constitutes effective means of presentation and provision of evidence  
- Writing skills – general and technical  
- Persuasion and argument  
- Structuring arguments  
- Writing precisely and plainly  
- Participating in oral presentation and debate  
- Examine the ways in which the research activity is a form of dissemination

- Seek opportunities to present draft analyses or arguments, revise as a result of listeners’ reactions  
- See writing as part of interpretive and analytic work, not merely “writing up” research  
- Seek criticism  
- Expectations of revision – that writing and rewriting entailed  
- Respect for language, caution in introducing new terms, care in creating needed ones  
- Sensitive to different discourses in the design, conduct, and communication of research in different settings and with different audiences  
- To see research as contributing to an ongoing conversation and evolution
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:

Adler, Mortimer J. & Van Doren, Charles. (1972). *How to read a book (Rev. & updated ed.).* New York: Simon & Schuster. NOTE: There may be a more current edition of this book. It was originally published in 1940 and multiple revised editions are available in used bookstores.


**Studying Ideas:**

Ellis, David B. (1985). *Becoming a master student (5th ed.).* Rapid City, SD: College Survival, Inc.

**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 philosophy 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.
6. Conclusions/Recommendations

- 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

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 members will be based on recommendations by the student subject to approval by the core faculty member overseeing 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 designated 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 members, 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 this point a conference call between the student, the chair, and all committee members is highly recommended. A description of these components 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 conclusions 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 members 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 is scheduled with the student and the committee for final approval. The student will then present this proposal at the All Cohorts Colloquium and Sustainability 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 submission 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 committee 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 paper. 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. Program 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.

**Course Delivery**

**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.

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 following courses are required for first year cohort students. All other courses are taken via independent study.

Sustainability Theory and Practice in Education I
As one of the core foundational doctoral seminars, readings and discussion will reveal how the various themes in economy and ecology have evolved and in most cases the relation between them has been uneasy and even conflicting. Despite the fact that both economy and ecology originate from the same root oikos (or the household), the two disciplines developed without the necessary recognition of or integration with each other. While economists ignored nature, ecological scientists in turn pretended as if humans did not exist in their calculations of energy flow or population dynamic. Many attribute the potential decline of techno-industrial economy due to this basic caveat. As Herman Daly and Joshua Farley (2004) urge us, the emergent discipline of ecological economics does not simply bring the light of ecology into the darkness of economics. Along with them and others, we will examine how both disciplines need fundamental reform if the marriage between ecology and economy is to come to fruition. In order to bring the earth household (ecology) and the human household (economy) in harmony, we will examine several ways to go about such integration. Authors and texts examine various options: the concept of natural capitalism, valuing of biomass and ecosystem services, calculating ecological footprint, investing in eco-economy, developing cradle-to-cradle ecological design, transitioning to post-carbon economy, using appropriate technologies, pursuing sustainable harvest regimes, and respecting indigenous ecological knowledge.

Sustainability Theory and Practice in Education II and III
As outlined in the Partnership Model of Sustainability (Parajuli, 2003), this semester we will focus on two remaining central concepts in the diagram: social justice/equity and biological and cultural diversity. Does an
ecologically sustainable society also need to be socially just and bio-culturally diverse? If so, how do we incorporate those aspects into our design and implementation of sustainability policies and programs? This semester, we expect you to become literate and excel in building conceptual and methodological foundations in social, cultural, and political aspects of sustainability. Let us collectively examine whether and how issues of equity and diversity enrich inter-economic, inter and intra-generational and intercultural partnerships.

In the realm of equity and justice, we will examine environmental racism, ecological justice, climate justice, food justice, housing justice, health justice, employment justice and livelihoods justice. We will interrogate if and how they operate within the equations of global North and South, core and peripheral regions, class, caste, race, ethnicity and gender. In the realm of biocultural diversity, we will examine the extinction as well as regenerative practices in three areas: a) biological species and ecosystems; b) languages; and c) traditions of knowledge and learning systems.

As this is the second semester, students will be encouraged to move from protest to proposing solutions, discursive analysis to finding designerly possibilities, and from ideologies to ideas. Various examples of regeneration and renewal will be provided. In the final paper for this course and the culminating paper, students will be asked to propose solutions to the problems covered in this course.

Sustainability Education and Transformational Change I

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.

Sustainability Education and Transformational Change II

Deep ecology, sustainability education, and transformational leadership are inextricably interwoven in any attempt to envision and bring into reality a world society based on a holistic, integrative, collaborative, and ecological model of human being on our planet. Deep ecology and Ecopsychology are complementing strands of a re-examination of our human connection with the Earth and how we perceive and act in relationship to it. Transformational leadership is seeking the means – the process and actions – that can help restore this integration and create structures and initiatives that make our presence on the Earth and interactions with other humans less harmful and more consistent with natural principles. Students are encouraged to examine different perspectives from a variety of readings and derive their own working model of how these can be integrated into real life situations and practice.

Modes of Scholarly Inquiry and Action Research I

This course is presented in two sections and provides an overview of scholarly thinking, research, and writing. The course is 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). It focuses on the interdisciplinary conceptual and methodological approaches necessary to understand complex social and natural systems. Section one of this course introduces the practical elements of planning, implementing, and reporting a research project. It stresses the importance that before it is possible to design effective research projects with appropriate methods in the context of sustainability, one must study the philosophical approaches that address the role of knowledge production in social reproduction, in problem solving, and in action directed at change.
Modes of Inquiry: Interdisciplinary Graduate Research Design II

As the second part of the foundational course, the course readings, discussions, and assignments will all center on action-based and applied research, design for community-based research, and research for social/ecological change. Written assignments will build on the work from the fall semester as well as on the discussion this term and are intended to bring each of you closer to your dissertation research and proposal. Individuals will receive feedback from the course facilitators as well as from peers and are expected to revise and improve the written assignments based on the collaborative discussions of the material, and where relevant/useful on the specific input from the cohort members and facilitators. With this course completed, you will be ready to pursue the Advanced Research Methodology course next year.

Ph.D. Faculty

Randall Amster, J.D., Ph.D., Chair Low Residency Master of Arts Program, Humanities, On-Campus Bachelor of Arts Program Faculty, Cultural & Regional Studies

Paul Burkhardt, Ph.D., Executive Vice President for Academic Affairs and Provost

Joan Clingan, Ph.D., Interim Dean, Graduate Programs

Rick Medrick, Ed.D. Chair, Ph.D. Program in Sustainability Education

Denise Mitten, Adventure Education, Chair, Sustainability Education
Ph.D. Education, University of Minnesota, 2003; Master of Forest Science, Forestry Ecology, Yale University, 1977; Bachelor of Forest Science, Forest Resources, University of Washington, 1974.

Pramod Parajuli
Sustainability Education; Director of Program Development in Sustainability Education

Peter Sherman, Environmental Studies Chair, Sustainability Education
Ph.D., Behavioral Ecology and Tropical Community Ecology & Conservation, School of Natural Resources and Environment University of Michigan, 1997; M.A., Biology, Physiological Ecology and Evolutionary Biology, State University of New York at Binghamton (now Binghamton University), 1992; B.A., Microbiology, Oberlin College, 1986.

Ph.D. Affiliate Faculty

Joel Barnes, Ph.D., Coordinator Low Residency Master of Arts Program, Graduate Teacher Assistant Program, On-Campus Bachelor of Arts Program Faculty, Adventure Ed/Environmental Studies

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
Richard Cellarius, Ph.D.
Ph.D. The Rockefeller University, Biological Science, 1965; B.A., Reed College, Physics, 1958.

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.

Dan Garvey

Jack Herring, Ph.D., On-Campus Bachelor of Arts Program Dean and Faculty, Environmental Studies

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.

Priscilla Stuckey, Ph.D., Low-Residency Master of Arts Program Faculty, Humanities

Ph.D. Resources

James Pittman, Low-Residency Master of Arts Program Faculty, Environmental Studies

Ph.D. Administration

Interim Dean
Joan Clingan, Ph.D., interim dean for 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 interim dean is responsible for assembling relevant information and composing and maintaining the graduate handbooks. She supervises the academic program specialists and systems coordinator.

Interim Dean of the Adult Degree Program and Academic Affairs
Jan Kempster: Ph.D., Education Leadership, Colorado State University; M.A, English, Northern Arizona University; B.S., English, Lewis Clark State University.

Library Director
Director of Academic Operations
Frank Cardamone, M.A. The Adult Degree and Graduate Programs operations director is responsible for all administrative aspects of the programs. This job manages the colloquium scheduling and design; the director of operations supervises the residency and special events manager.

Academic Program Specialist
Nancy Walther, 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 Manager
Vita Marie Phares, B.A.I.L.S. This position 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 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
Teds 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.