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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 Programs
Bachelor of Arts
Bachelor of Fine Arts
Bachelor of Science
Master of Arts: Social Justice and Human Rights
(pending accreditation by Higher Learning Commission)

Limited Residency Programs
Bachelor of Arts
Master of Arts
Master of Education
(pending accreditation by Higher Learning Commission)
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)                           Steven Pace (faculty trustee)
Betsy Bolding                                  Don Reifer
Dan Boyce                                      Carla Rellinger (employee trustee)
Dan Campbell                                  Michael Rooney
Peter Evans                                   Gerald Secundy
Barbara Hammer (student trustee)              Josh Traeger
James Hughes                                  Dr. John Van Domelen
David Meeks                                    Jim Walsh

Administrative Leadership
Kristin R. Woolever, Ph.D.                     President
Paul Burkhardt, Ph.D.                          Executive Vice President for Academic Affairs and Provost
Catherine J. Boland                           Vice President, Finance
Marjorie J. Sente                             Vice President, Institutional Advancement

College Calendar
Prescott College operates on a semester calendar and awards semester hour credits. The College uses the Carnegie unit definition of the semester hour.

All-College Holidays 2013-2014 (College Offices Closed)
Labor Day ................................................................. Monday, September 2, 2013
Indigenous Peoples’ Day ............................................... Monday, October 14, 2013
Veterans’ Day ............................................................. Monday, November 11, 2013
Thanksgiving .................................................. Wednesday–Friday, November 27-29, 2013
Winter Break .................................................. Monday, December 23, 2013—Wednesday, January 1, 2014
Martin Luther King Jr. Day ........................................... Monday, January 20, 2014
Presidents’ Day .................................................. Monday, February 17, 2014
Spring Break .................................................. Monday–Friday, March 10-14, 2014
Intercultural Day .................................................. Friday, April 18, 2014
Memorial Day .................................................. Monday, May 26, 2014
Independence Day .................................................. Friday, July 4, 2014
Prescott College Corporation and Board of Trustees Meetings (Pending Board Approval)
Corporation meetings
October 9, 2013
January 29, 2014
April 30, 2014
Board Meetings
October 24-26, 2013
February 20-22, 2014
May 18-20, 2014

On-Campus Undergraduate Programs 2013-2014 Academic Calendar

Undergraduate Programs

2013 Fall Term: August 27—December 13, 2013
Fall Block:
Continuing Students ................................................................. August 27—September 20, 2013
New Student Orientation ......................................................... August 25—September 20, 2013
• New Student Advising .......................................................... August 26, 2013
• New Student Registration ..................................................... August 26-27, 2013
Student Directed Days ........................................................... September 23-27, 2013

Fall Semester
All Students ........................................................................... September 30—December 13, 2013

2014 Spring Term: January 14—May 9, 2014
Winter Block
Continuing Students ................................................................. January 14—February 7, 2014
New Students Orientation ......................................................... January 12—February 7, 2014
• New Student Advising ........................................................... January 13, 2014
• New Student Registration ..................................................... January 13-14, 2014
Student Directed days ............................................................ February 10-14, 2014

Spring Semester
All Students ........................................................................... February 18—May 9, 2014 (Tuesday)

2014 Summer Term: May 19—August 7, 2014
Summer Block 1 ...................................................................... May 19-June 13, 2014
Summer Block 2 ...................................................................... June 16-July 11, 2014
Summer Block 3 ...................................................................... July 14-August 7, 2014

Registration Dates
Fall 2013 ...................................................................................... April 11-17, 2013
Spring 2014 ................................................................................ November 7-14, 2013
Summer 2014 ............................................................................. February 26-27, 2014
Fall 2014 ...................................................................................... April 16-23, 2014

Drop/Add Deadlines
Summers .................................................................................. 2nd day of each block

Student-Initiated Withdraw Deadlines
Fall Block 2013 ......................................................................... September 6, 2013
Fall Semester 2013 ................................................................... November 22, 2013
Winter Block 2014 ................................................................... January 31, 2014
Spring Semester 2014 .............................................................. March 28, 2014
Summer 2014
Block 1 ...................................................................................... June 6, 2014
Block 2 ...................................................................................... July 3, 2014
Block 3 ...................................................................................... July 31, 2014

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### Prescott College Preview Weekends

<table>
<thead>
<tr>
<th>Term</th>
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<tbody>
<tr>
<td>Spring 2014</td>
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<td>Summer 2014</td>
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### Tuition Due Dates

<table>
<thead>
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<tr>
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### Degree Conferral Dates

<table>
<thead>
<tr>
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<tr>
<td>Fall 2013</td>
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<tr>
<td>Spring 2014</td>
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### Commencement Ceremonies

<table>
<thead>
<tr>
<th>Term</th>
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<tbody>
<tr>
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<tr>
<td>Spring 2014</td>
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</table>

### Graduate Program

**Master of Arts in Social Justice and Human Rights**

*(pending accreditation from Higher Learning Commission)*

#### 2013 Fall Term: August 27—December 13, 2013

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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<tbody>
<tr>
<td>New Student Orientation</td>
<td>. . . . . . . . . . .</td>
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<tr>
<td>Fall Block</td>
<td>. . . . . . . . . . .</td>
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<tr>
<td>Student Directed Days</td>
<td>. . . . . . . . . . .</td>
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<tr>
<td>Fall Semester</td>
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#### 2014 Spring Term: January 14—May 9, 2014

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>New Student Orientation</td>
<td>. . . . . . . . . . .</td>
</tr>
<tr>
<td>Winter Block</td>
<td>. . . . . . . . . . .</td>
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<tr>
<td>Student Directed Days</td>
<td>. . . . . . . . . . .</td>
</tr>
<tr>
<td>Spring Semester</td>
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#### 2014 Summer Term: May 19—August 7, 2014

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Summer Block 1</td>
<td>. . . . . . . . . . .</td>
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<tr>
<td>Summer Block 2</td>
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<tr>
<td>Summer Block 3</td>
<td>. . . . . . . . . . .</td>
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### Registration Dates (tentative)

<table>
<thead>
<tr>
<th>Term</th>
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<tbody>
<tr>
<td>Fall 2013</td>
<td>. . . . . . . . . . .</td>
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<tr>
<td>Spring 2014</td>
<td>. . . . . . . . . . .</td>
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<tr>
<td>Summer 2014</td>
<td>. . . . . . . . . . .</td>
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### Drop/Add Deadlines

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Summers</td>
<td>. . . . . . . . . . .</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>. . . . . . . . . . .</td>
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<tr>
<td>Spring 2014</td>
<td>. . . . . . . . . . .</td>
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### Student-Initiated Withdraw Deadlines

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Fall Block 2013</td>
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</tr>
<tr>
<td>Fall Semester 2013</td>
<td>. . . . . . . . . . .</td>
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<td>Winter Block 2014</td>
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<td>Spring Semester 2014</td>
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<td>Summer 2014</td>
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<tr>
<td>Block 1</td>
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<tr>
<td>Block 2</td>
<td>. . . . . . . . . . .</td>
</tr>
<tr>
<td>Block 3</td>
<td>. . . . . . . . . . .</td>
</tr>
</tbody>
</table>
Tuition Due Dates
Fall 2013 ................................................................. December 6, 2013
Spring 2014 ............................................................. April 11, 2014
Summer 2014 .........................................................

Degree Conferral Dates
Fall 2013 ................................................................. May 13, 2013
Spring 2014 ............................................................. May 3, 2014
Summer 2014 ......................................................... August 30, 2014

Commencement Ceremonies
Fall 2013 ................................................................. Saturday, December 14, 2013
Spring 2014 ............................................................. Sunday, May 18, 2014

Limited Residency Programs 2013-2014 Academic Calendar

Undergraduate and Teacher Preparation Programs
Fall 2013 ................................................................. September 13-December 16, 2013
   Block 1 ............................................................... September 13 –October 25, 2013
   Block 2 ............................................................... October 28-December 16, 2013
Spring 2014 ............................................................. January 24-May 2, 2014
   Block 1 ............................................................... January 24-March 7, 2014
   Block 2 ............................................................... March 17- May 2, 2014
Summer 2014 .......................................................... May 30-August 29, 2014
   Block 1 ............................................................... May 30-July 11, 2014
   Block 2 ............................................................... July 14-August 29, 2014

New Student Orientations
Fall 2013 ................................................................. September 12-14, 2013
Spring 2014 ............................................................. January 23-25, 2014
Summer 2014 .......................................................... May 29-31, 2014

Tuition Due Dates
Fall 2013 ................................................................. September 6, 2013
Spring 2014 ............................................................. January 17, 2014
Summer 2014 .......................................................... May 23, 2014

Drop/Add Deadlines
Fall 2013 ................................................................. September 27, 2013
Spring 2014 ............................................................. February 7, 2014
Summer 2014 .......................................................... June 13, 2014

Student-Initiated Withdraw Deadlines (2 weeks prior to end of term/block)
Fall 2013 ................................................................. December 2, 2013
   Block 1 ............................................................... October 11, 2013
   Block 2 ............................................................... December 2, 2013
Spring 2014 ............................................................. April 18, 2014
   Block 1 ............................................................... February 21, 2014
   Block 2 ............................................................... April 18, 2014
Summer 2014 .......................................................... August 15, 2014
   Block 1 ............................................................... June 27, 2014
   Block 2 ............................................................... August 15, 2014

Degree Conferral Dates
Fall 2013 ................................................................. December 16, 2013
Spring 2014 ............................................................. May 3, 2014
Summer 2014 .......................................................... August 29, 2014

Commencement Ceremonies
Fall 2013 ................................................................. Saturday, December 14, 2013
Spring 2014 ............................................................. Sunday, May 18, 2014

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Limited Residency Graduate Programs 2013-2014 Academic Calendar

Master of Arts Program

Fall 2013 ................................................................. August 19–December 6, 2013
Spring 2014 ............................................................ January 21–May 16, 2014
Summer 2014 ......................................................... June 2—July 25, 2014 (continuing students only)

New Student Orientations
Adventure Education, Education, Environmental Studies, Humanities
Fall 2013 ................................................................. August 15-17, 2013
Spring 2014 ............................................................. January 16-18, 2014
Fall 2014 ................................................................. August 14-16, 2014

New Student Orientations
Counseling Psychology
Fall 2013 ................................................................. August 15, 2013
Spring 2014 ............................................................. January 16, 2014
Fall 2014 ................................................................. August 16, 2014

Colloquia
Adventure Education, Environmental Studies, Humanities, Education
- November 15-17, 2013
- April 11-13, 2014
Counseling Psychology
- August 16-19, 2013
- January 17-20, 2014
- April 11-14, 2014

Tuition Due Dates
Fall 2013 ................................................................. August 9, 2013
Spring 2014 ............................................................. January 10, 2014
Summer 2014 ......................................................... May 23, 2014

Drop/Add Deadlines
Fall 2013 ................................................................. August 30, 2013
Spring 2014 ............................................................. January 31, 2014
Summer 2014 ......................................................... June 13, 2014

Student-Initiated Withdraw Deadlines
Fall 2013 ................................................................. November 15, 2013
Spring 2014 ............................................................. April 25, 2014
Summer 2014 ......................................................... July 11, 2014

Degree Conferral Dates
Fall 2013 ................................................................. December 6, 2013
Spring 2014 ............................................................. May 16, 2014

Commencement Ceremonies
Fall 2013 ................................................................. Saturday December 14, 2013
Spring 2014 ............................................................. Sunday, May 18, 2014

Master of Education (pending accreditation from Higher Learning Commission)
Terms
Fall 2013 ................................................................. August 19- December 6, 2013
Block 1 ................................................................. August 19-October 11, 2013
Block 2 ................................................................. October 15-December 6, 2013
Spring 2014 ............................................................ January 21-May 16, 2014
Tuition Due Dates
Fall 2013 Block 1 .................................................. August 9, 2013
Fall 2013 Block 2 .................................................. October 5, 2013
Spring 2014 Block 1 .................................................. January 10, 2014
Spring 2014 Block 2 .................................................. March 14, 2014
Summer 2014 .................................................... June 2—July 25, 2014

Drop/Add Deadlines
Fall 2013 Block 1 .................................................. August 23, 2013
Fall 2013 Block 2 .................................................. October 18, 2013
Spring 2014 Block 1 .................................................. January 24, 2014
Spring 2014 Block 2 .................................................. March 28, 2014
Summer 2014 .................................................... June 6, 2014

Student-Initiated Withdraw Deadlines
Fall 2013 Block 1 .................................................. September 27, 2013
Fall 2013 Block 2 .................................................. November 22, 2013
Spring 2014 Block 1 .................................................. February 28, 2014
Spring 2014 Block 2 .................................................. May 2, 2014
Summer 2014 Block .................................................. July 11, 2014

Summer Learning and Leadership Institute
June 16-19, 2014

Ph.D. in Sustainability Educaiton
Fall 2013 .......................................................... August 19–December 6, 2013
Spring 2014 .......................................................... January 21–May 16, 2014
Summer 2014 .................................................... June 2—July 25, 2014 (Continuing students only)

Tuition Due Dates
Fall 2013 .......................................................... August 9, 2013
Spring 2014 .......................................................... January 10, 2014
Summer 2014 .................................................... May 23, 2014

New Student Orientations
Fall 2013 .......................................................... August 18-23, 2013
Fall 2014 .......................................................... August 17-22, 2014

Drop/Add Deadlines
Fall 2013 .......................................................... August 30, 2013
Spring 2014 .......................................................... January 31, 2014
Summer 2014 .................................................... June 13, 2014

Colloquia
October/November, 2013 ........................................ 2nd Year Students (dates and site to be determined)
January 19-24, 2014 ........................................ 1st Year Students

Sustainability Symposium
May 14-17, 2014 ........................................ All Students

Student-Initiated Withdraw Deadlines
Fall 2013 .......................................................... November 15, 2013
Spring 2014 .......................................................... April 25, 2014
Summer 2014 .................................................... July 11, 2014
Degree Conferral Dates

Fall 2013 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . December 6, 2013
Spring 2014 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . May 16, 2014

Commencement Ceremony

Fall 2009 Cohort Spring 2014 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Sunday, May 18, 2014
Fall 2010 Cohort Spring 2015 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Sunday, May 17, 2015

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
- 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.

On-Campus Master of Arts: Social Justice and Human Rights
(pending accreditation by the Higher Learning Commission)

<table>
<thead>
<tr>
<th>Application deadlines</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority due date</td>
<td>April 15, 2013</td>
<td>September 15, 2013</td>
</tr>
<tr>
<td>Final application due date</td>
<td>May 15, 2013</td>
<td>October 15, 2013</td>
</tr>
</tbody>
</table>

Minimum application requirements for the Master of Arts Program
- Application Form, completed and signed
- $40 Application Fee
- 2 Letters of Recommendation
- Official undergraduate transcripts of each regionally-accredited institution attended since high school including the institution awarding the bachelors degree.
- Resume or c.v.
- Personal Statement
- Academic Focus Essay (1-2 pages, double spaced). Briefly tell us the story of the motivations (experiences, goals, and/or commitments) that have led to your interest in the study of social justice and human rights. How do you envision your participation in social justice work upon completion of this program?
- The quality of application materials (transcripts, recommendations, resume, and essays) is scored as admit or high admit by admissions; followed by an approval of a faculty review.

Computer Literacy Requirement
Master's 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.

Limited-Residency Bachelor of Arts Program

<table>
<thead>
<tr>
<th>Application deadlines</th>
<th>Spring 2013</th>
<th>Summer 2013</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority due date</td>
<td>November 1, 2012</td>
<td>April 1, 2013</td>
<td>July 15, 2012</td>
</tr>
<tr>
<td>Final application due date</td>
<td>May 1, 2013</td>
<td>December 1, 2012</td>
<td>August 15, 2012</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
- 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 Limited-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 Limited-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.

Limited-Residency Master of Arts Program

Application deadlines

<table>
<thead>
<tr>
<th>Fall 2013</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority due date</td>
<td>April 15, 2013</td>
</tr>
<tr>
<td>Final application due date</td>
<td>May 15, 2013</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 Limited-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 Limited-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 Limited-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
Prescott College is authorized under Federal law to enroll nonimmigrant, i.e. 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.

**Limited Residency Master of Education**

(pending accreditation from the Higher Learning Commission)

The following items are required for admission into the Master of Education program. All are found on the Prescott College website.

• Application Form
• Two Letters of Recommendation from academic or professional sources addressing the applicant’s capability to complete graduate level work through a self-directed Master of Education Degree. Letters must contain the writer’s contact information and relationship to the applicant. Letters may be emailed to admissions@prescott.edu
• Personal Statement
  - In three to five pages the applicant must integrate her/his thoughts around the two major themes described below into a comprehensive personal statement. The applicant should address each of the specific parts identified within each theme.
  - Educational Goals
  - The events in your life that lead you to want to earn a graduate degree.
  - The role this area of study now plays in your life. What has been your experience, if any, in teaching or school leadership (if pursuing the principalship program)?
  - How do you envision your life goals and professional aspirations changing as a result of this educational experience?
  - Readiness to thrive in a graduate program in which the student, to a great degree, works independently and is required to demonstrate high levels of self-direction and motivation.
  - Describe your experiences completing independent projects.
  - Discuss how your existing support network will help you handle the sense of isolation that can occur when completing projects independently.
  - What do you see as your strengths that will benefit you in a program such as this? What areas, if any, do you foresee that might pose a challenge to your success?
  - Share your initial thoughts about the Student Teaching or Principal Internship experiences you will complete during your program. How will these experiences offer you the opportunity to explore the theories and demonstrate your learning in your field of study in a practical, real-world context?
• Official Transcripts from the college or university that conferred the bachelor’s degree. The transcripts should be sent directly from the college or university to the Prescott College Admissions Office in sealed envelopes.
  - **International applicants must submit official transcripts translated into English to Admissions. International applicants 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. Applicants will need to provide Admissions with a general**
report or basic statement of comparability. Please see the all-college catalog for more information.

- Resume
- $40 Application Fee

**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.

**Limited-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.

**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.
- Limited-Residency Bachelor of Arts Program: Equivalent of one year (two–three semesters) of full-time enrollment.
- Limited-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 Limited-Residency Master of Arts Program section for more details.)
- Limited-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) 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 Supplemental Educational Opportunity Grants (FESOG)
• Prescott College Grant
• Federal TEACH Grant

Arizona State Grants
Offered through the Arizona Commission for Postsecondary Education (ACPE):
• Arizona College Access Aid Program (ACAAP), funding permitting
• Leveraging Education Assistance Partnerships (LEAP), funding permitting

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 Loans
• Federal Direct Parent Loan for Undergraduate Students (PLUS) Loan
• Federal Direct Graduate PLUS loan

Private Loans for Education
A private/alternative loan is a credit-based educational loan. Terms and conditions are set by individual lenders. Students unable to qualify on their own may need to obtain a co-borrower/co-signer. Students may borrow up to their established Prescott College cost of attendance less any other financial aid funds and resources. For more information on private loan lenders, visit http://www.prescott.edu/apply/financial-aid/loans/private-loans-for-education.html

Scholarships
The College offers a number of institutional scholarships each year. Many are renewable from year to year provided students maintain Satisfactory Academic Progress and continuous enrollment. For a full listing of scholarships offered by the College, visit http://www.prescott.edu/apply/financial-aid/scholarships/index.html Students are also encouraged to do their own searches. Information is available at this same website location, above.

The College offers two types of employment opportunities for students:
• Federal Work Study
• Prescott College Student Employment Program


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 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.” The maximum timeframe for the completion of a degree is limited by federal regulations to 150% of the published length of the degree or approved certificate program. Maximum timeframe is calculated as follows using semester credits:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Hour Requirement</th>
<th>Maximum Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>All undergraduate programs</td>
<td>120-128</td>
<td>192</td>
</tr>
<tr>
<td>Post graduate programs</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td>Graduate programs</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Graduate programs w/certificate</td>
<td>60</td>
<td>90</td>
</tr>
<tr>
<td>and/or licensure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phd Programs</td>
<td>96</td>
<td>144</td>
</tr>
</tbody>
</table>
The maximum number of credits includes all attempted credits at Prescott College and any transfer credits that apply to the student's program of study.

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

- 0 to 29 credits = Freshman
- 30 to 59 credits = Sophomore
- 60 to 89 credits = Junior
- 90 credits or greater = Senior

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

- Full Time 12 or more credits 100%
- Three Quarter Time 9 – 11 credits 75%
- Half Time 6-8 credits 50%

With the exception of the Federal Pell Grant and Federal TEACH Grant, no financial aid is available to students enrolled in fewer than 6 credits during a payment period.

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

Student Eligibility Requirements:

- Students must obtain approval of the transferability of coursework before the course is taken at another institution in order for the work to be applied toward a Prescott College degree.
- Students must provide a copy of the course description(s) from the college/university catalog or schedule for review, include a statement as to how it fits in your degree plan, and why it cannot be taken at Prescott College.
- If you wish to use financial aid while enrolled, you must be simultaneously enrolled for a minimum of six credits at Prescott College for the term in which you wish to receive financial aid.
- For study abroad courses/programs, students will not be required to be simultaneously enrolled at Prescott College.
- If you wish to receive financial aid through Prescott College, the host school of your choice must be regionally accredited and approved for Title IV Aid funding.
- Approval forms must be signed by the student’s faculty advisor/core faculty prior to students’ attendance at the host school. Relevant forms are available on the website or from the Financial Aid and Registrar’s offices.

Student Responsibilities:

- Student must be in, and maintain, Satisfactory Academic Progress (Good Standing) as outlined in the All College Catalog for the relevant academic year. (See Academic Standing.)
- If using financial aid through a consortium agreement, you must be enrolled in the number of credit hours approved in the agreement at the time of financial aid disbursement.
- You must complete a Transcript Request form at the Host School. Be sure to check the option on the Transcript Request Form for “Hold for Current Grades” for the consortium term. Ultimately, it is the student’s responsibility to have official transcripts sent to Prescott College. Failure to do so will result in a hold being placed on your financial aid for the following term.

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

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

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: 2013-2014
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 2013-2014 academic year) Pending final approval by the Board of Trustees. Approved 2/8/2013

On-Campus Bachelor of Arts Program
Full-Time Tuition (12–16 credits per semester) ................................................................. $14,160
Per Credit Tuition ............................................................................................................. $1,180
Graduation Fee (one-time fee) ...................................................................................... $110
New Student Orientation Fees (one time fee) .............................................................. $750
On Campus Housing: Campus Village Apartments - Single Occupancy Freshmen ........ $3,500
On Campus Housing: Campus Village Apartments - Double Occupancy Freshmen .... $2,700
On Campus Housing: Tsegí Housing -Single Occupancy ............................................. $2,500
On Campus Housing: Tsegí Housing -Double Occupancy ........................................ $2,250
On Campus Housing: Cholla Housing -Single Occupancy ........................................ $2,500
On Campus Housing: Cholla Housing -Double Occupancy ....................................... $2,250
Meal Plan (Minimum Required for Freshmen in On-Campus Housing (Fall and Spring Terms)) ................ $200
Housing Deposit (For On Campus Housing - To be returned if no damage (true deposit) .......... $250
<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (one-time)</td>
<td>$40</td>
</tr>
<tr>
<td>Recreation Fee</td>
<td>$55.50</td>
</tr>
<tr>
<td>Course Fees</td>
<td>vary by course</td>
</tr>
<tr>
<td>Health Insurance (fall semester—see registration materials)</td>
<td></td>
</tr>
<tr>
<td>Health Insurance (spring semester—see registration materials)</td>
<td></td>
</tr>
<tr>
<td><strong>On-Campus Master of Arts, Social Justice and Human Rights</strong></td>
<td></td>
</tr>
<tr>
<td>(pending accreditation by the Higher Learning Commission)</td>
<td></td>
</tr>
<tr>
<td>Full-time (12 credits per semester)</td>
<td>$11,820</td>
</tr>
<tr>
<td>Per Credit Tuition (below or above 12 credits)</td>
<td>$985</td>
</tr>
<tr>
<td>Application Fee (one time)</td>
<td>$40</td>
</tr>
<tr>
<td>Orientation Fee (one time or per orientation)</td>
<td>$175</td>
</tr>
<tr>
<td>Graduation Fee (one time)</td>
<td>$110</td>
</tr>
<tr>
<td>Health Insurance (fall semester—see registration materials)</td>
<td></td>
</tr>
<tr>
<td>Health Insurance (spring semester—see registration materials)</td>
<td></td>
</tr>
<tr>
<td><strong>Limited-Residency Bachelor of Arts Program</strong></td>
<td></td>
</tr>
<tr>
<td>Full-Time Tuition (12 credits per semester)</td>
<td>$6,420</td>
</tr>
<tr>
<td>Per Credit Tuition (below or above 12 credits)</td>
<td>$535</td>
</tr>
<tr>
<td>Application Fee (one-time)</td>
<td>$740</td>
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<tr>
<td>Orientation Fee</td>
<td>$175</td>
</tr>
<tr>
<td>Orientation Fee CP Students</td>
<td>$250</td>
</tr>
<tr>
<td>Graduation Fee (one-time fee)</td>
<td>$110</td>
</tr>
<tr>
<td><strong>Limited-Residency Master of Arts Program</strong></td>
<td></td>
</tr>
<tr>
<td>Full-Time Tuition (12 credits per semester)</td>
<td>$8,850</td>
</tr>
<tr>
<td>Per Credit Tuition (below or above 12 credits)</td>
<td>$510</td>
</tr>
<tr>
<td>Application Fee (one-time)</td>
<td>$740</td>
</tr>
<tr>
<td>Orientation Fee (one time or per orientation)</td>
<td>$175</td>
</tr>
<tr>
<td>Orientation Fee CP Students</td>
<td>$250</td>
</tr>
<tr>
<td>Graduation Fee (one-time fee)</td>
<td>$110</td>
</tr>
<tr>
<td><em>Professional Liability Insurance required only for Counseling Psychology students</em></td>
<td></td>
</tr>
<tr>
<td><strong>Limited Residency Master of Education</strong></td>
<td></td>
</tr>
<tr>
<td>(pending accreditation by the Higher Learning Commission)</td>
<td></td>
</tr>
<tr>
<td>Full-time (12 credits per semester)</td>
<td>$6,120</td>
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<tr>
<td>Per Credit Tuition (below or above 12 credits)</td>
<td>$510</td>
</tr>
<tr>
<td>Application Fee (one-time)</td>
<td>$40</td>
</tr>
<tr>
<td>Orientation Fee (one time or per orientation)</td>
<td>$75</td>
</tr>
<tr>
<td>Graduation Fee (one time)</td>
<td>$110</td>
</tr>
<tr>
<td><strong>Limited-Residency Ph.D. Program</strong></td>
<td></td>
</tr>
<tr>
<td>Full-Time Tuition (12 credits )</td>
<td>$11,640</td>
</tr>
<tr>
<td>Per Credit Tuition (below or above 12 credits)</td>
<td>$970</td>
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<tr>
<td>Application Fee (one-time fee)</td>
<td>$50</td>
</tr>
<tr>
<td>Graduation Fee (one time)</td>
<td>$110</td>
</tr>
<tr>
<td><strong>Fees Applied to All Programs</strong></td>
<td></td>
</tr>
<tr>
<td>Transcript Fee (one-time fee)</td>
<td>$50</td>
</tr>
<tr>
<td>Sustainability Fee (per semester)</td>
<td>$50</td>
</tr>
<tr>
<td>Technology Fee (per semester)</td>
<td>$100</td>
</tr>
<tr>
<td>Late Registration Fee (if applicable)</td>
<td>$50</td>
</tr>
<tr>
<td>Late Payment Fee (if applicable)</td>
<td>$25</td>
</tr>
<tr>
<td>Replacement Diploma Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Insurance (Optional)</td>
<td>Contact Provider Directly</td>
</tr>
</tbody>
</table>

**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 a promissory note to cover their costs until the financial aid is avail-
able. 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 Tuition Management Systems. Visit:
www.prescott.edu for the link to Tuition Management Systems and further details. The earlier a student
sets up the on-line payment plan, the lower the down payment.

Statements sent by the Business Office will indicate a date payment is due. Delinquent payments are sub-
ject 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 visit www.prescott.afford.com.
• Payment Plans – See above.
• Financial Aid – Financial aid recipients must accept all Federal Direct Loan and/or PLUS awards
AND complete Federal Direct 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 Limited-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 stu-
dents’ number of enrolled credits. The effective date is when a written request (Drop/Add form or Leave
of Absence/Withdrawal form) is received in the Office of the Registrar. All refunds are based on the date
of the written request to drop credits, calculated as per the schedule below. There will be no refund for
“withdrawn” credits/courses. (See also, Withdrawal from College for more information).
On Campus Undergraduate and Graduate Programs Fall and Spring Semesters
Week of term: .....................................................% of Paid Tuition Refunded
Through 2nd day of Block (End of Drop/Add) ........................................100% refund
End of Week 1 ...................................................90% refund
End of Week 4 ...................................................75% refund
End of Week 6 ...................................................50% refund
After Week 6 ...................................................0% refund

On Campus Undergraduate and Graduate Programs Summer Semester
Week of term: .....................................................% of Paid Tuition Refunded
Friday Prior to Start of Term .....................................................100% refund
2nd Day of Each Block Session .................................................90% refund
3rd Day to the End of Each Block Session .................................0% refund

Limited-Residency Undergraduate, Masters and PhD Programs
Week of term: .....................................................% of Paid Tuition Refunded
Through End of Week 2 (Drop/Add) .............................................100% refund
After Week 2 ...................................................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 Dean for Distance Learning and Academic Affairs 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 dean. 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 dean. 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 EVPAA/Provost. This appeal must be filed in writing and received within 15 days of the dean's ruling. No further appeals will be accepted and the Provost'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 Early Warning [For On-campus Bachelor's Program students]
Attendance and participation in classes are crucial components of student success at Prescott College. Students who consistently fail to attend classes, consistently fail classes. In recognition of this fact, the college has implemented an early intervention strategy. Students who miss two or more sessions of a class within the first two weeks of the semester will be required to attend a mandatory workshop designed to assist them with time management, prioritizing work and school, and other concerns that may be affecting their ability to attend classes. Students who fail to participate in the required workshop will be placed on Academic Early Warning, which is an indicator that they are in danger of failing to receive credit for one or more courses and thus may not achieve Satisfactory Academic Progress in the term.

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 Limited-Residency Bachelor of Arts Program section for more details:
http://www.prescott.edu/learn/limited-residency-undergraduate/life-experience-documentation/index.html

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

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

**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 withdraw 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 after 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 after 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 Bachelor of Arts Programs section:

http://www.prescott.edu/learn/limited-residency-undergraduate/life-experience-documentation/index.html

**M.Ed. Transfer Credit Policy (pending accreditation from the Higher Learning Commission)**

The M.Ed. faculty chair works with the Admissions department to review and approve all transfer credit requests based on the following criteria:

- Courses must be from a regionally accredited institution.
- Courses must be graduate level.
- Students must have earned a grade of “B” or better in those course(s) being considered.
- The number of credits transferred may not exceed more than 25% of the number of total minimum credits required for your master's degree.
- Elementary – maximum 12 credits
- Secondary – maximum 10 credits
- Educational Leadership, Principalship – maximum 10 credits

- Transfer credits must be earned within the last 6 years prior to acceptance into Prescott College.
- Official transcripts must be included before consideration.

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 Master of Arts Programs 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.

Authorization to Take Course(s) at a Host School
Students may be eligible to take courses at another accredited institution (“host school”) subject to the criteria below.

Student Eligibility Requirements:
• Students must obtain approval of the transferability of coursework before the course is taken at another institution in order for the work to be applied toward a Prescott College degree.
• Students must provide a copy of the course description(s) from the college/university catalog or schedule for review, include a statement as to how it fits in your degree plan, and why it cannot be taken at Prescott College.
• If you wish to use financial aid while enrolled, you must be simultaneously enrolled for a minimum of six credits at Prescott College for the term in which you wish to receive financial aid.
• For study abroad courses/programs, students will not be required to be simultaneously enrolled at Prescott College.
• If you wish to receive financial aid through Prescott College, the host school of your choice must be regionally accredited and approved for Title IV Aid funding.
• Approval forms must be signed by the student’s faculty advisor/core faculty prior to students’ attendance at the host school. Relevant forms are available on the website or from the Financial Aid and Registrar’s offices.

Student Responsibilities:
• Student must be in, and maintain, Satisfactory Academic Progress (Good Standing) as outlined in the All College Catalog for the relevant academic year. (See Academic Standing.)
• If using financial aid through a consortium agreement, you must be enrolled in the number of credit hours approved in the agreement at the time of financial aid disbursement.
• You must complete a Transcript Request form at the Host School. Be sure to check the option on the Transcript Request Form for “Hold for Current Grades” for the consortium term. Ultimately, it is the student’s responsibility to have official transcripts sent to Prescott College. Failure to do so will result in a hold being placed on your financial aid for the following term.

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 Limited-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 Limited-Residency Ph.D. Program students must enroll full-time and complete a full-time load in their first enrollment period. Limited-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 classroom-based or Moodle (online) courses will be administratively dropped as “no shows” if they have not started to participate in the course(s) within the drop/add period, as defined by their degree program. For online courses “participation” means logging into Moodle at least once during the drop/add 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. There will be no refund for “withdrawn” credits/courses. 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 withdraw 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 consecutive 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
Prescott College Assessment of Undergraduate Education

A strong foundation in the Liberal Arts prepares students to be lifelong learners, critical thinkers, and creative problem-solvers by engaging them in a broad, interwoven range of models of inquiry. This foundation of knowledge and skills allows students to understand societies and their histories, cultures, arts, aspirations, and challenges. It prepares students to find, evaluate and analyze information, as well as integrate and synthesize the practical and theoretical aspects of their learning. They develop an understanding of their obligation to respond to the needs of the greater community of humans and the natural world.

Competence within the Specific Field(s) of Study

Competence is shown through demonstrated ability in the content and methodology of the chosen field, including knowledge of the basic history, the important individuals and their work, the major current theories and their application, and demonstrated capacity to use the critical research techniques, scholarly methods, leadership skills, artistic modes of expression, etc., employed in that area. The demonstration of competence requires personalization, interconnection, and application of learning.

Humanities and Arts Knowledge

An appreciation of literature, language, and the arts provides the foundational knowledge needed to pursue critical and creative approaches to reading, writing, problem-solving, communication, performance, and the making of art. A well-rounded understanding of the humanities and the arts supports the development of an informed aesthetic, effective communication and performance skills, and insight into different cultural and artistic sensibilities, forms, contexts, and histories.

Global Cultural Literacy

Global cultural literacy involves both an academic and a personal understanding of the depth of our interdependence as human beings and communities. It involves an awareness of the challenges that we face and must address as a global community. It requires the ability to critically analyze the ways that power is distributed within regions and societies and to trace the historical roots and current reality of social, political and economic inequality. It involves knowing about diverse cultures of the world, about differences of gender and sexuality, race, religion and ethnicity, and developing a relationship with oneself and one’s own position within larger systems of privilege. To be literate in this area is to learn to listen, share and reciprocate, to reach across borders of unequal power with critical awareness, humility and commitment.

Civic Engagement

Civic engagement requires a combination of knowledge, skills, and motivation that are applied with the intention of creating positive social change in communities ranging from local to global. It may involve political or non-political activities of individual or collective concern that demonstrate personalization of learning, ethical reasoning, and social action of potential benefit to the community.

Ecological Literacy

Ecological literacy is based on an understanding of unperturbed natural systems and an examination of human impact on the integrity of those systems and the diversity of life. Ecological literacy involves exploring humanity’s historic and current relationship with the natural world and the processes that sustain all life. It ultimately fosters healthy relationships between human communities and the natural world.

Skills for Inquiry, Analysis, and Synthesis

Inquiry is a systematic process of exploring issues, facts, or works through the collection and analysis of evidence that result in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them; synthesis is the dynamic assembly of discrete elements into new wholes or systems. Skills for inquiry, analysis, and synthesis include the capacity to use research techniques, mathematics, and other qualitative and quantitative scholarly methods as tools for learning in the competence and the breadths.

Skills for Self-direction and Lifelong Learning

The skills and dispositions involved in lifelong learning are curiosity, transfer, independence, initiative, and reflection. Lifelong learning depends on the ability to be a self-directed learner who integrates and applies these skills and abilities to improve her or his knowledge, skills and competence to meet new challenges throughout life.

For specific requirements, see the On-Campus Bachelor of Arts, Fine Arts, and Bachelor of Science section, or, the Limited Residency Bachelor of Arts Program.
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 Limited-Residency Bachelor of Arts sections for more details.)

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) Demonstrating appropriate social and ecological literacies; 4) A minimum of 39-61 semester credits are required to complete a M.A. degree, depending on the degree. A thesis that joins theory with practice may or may not be required depending on the degree. (See Limited-Residency Master of Arts section for more details.)

Additional Requirements for M.A. in Social Justice and Human Rights
(pending accreditation by the Higher Learning Commission):
Complete a minimum of 36 semester credits consisting of:
- 6 core courses (3 credits each)
- 2 electives (3 credits each)
- Research Methods (3 credits)
- Practicum (6 credits)
- Capstone (3 credits)
(See On-Campus Master of Arts SJHR Section for more details.)

Limited-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.

Changes to Degree Requirements
Students who are enrolled continuously follow the degree or program completion requirements in effect during their first term of enrollment, as outlined in the All College Catalog. Students may choose to upgrade to a later catalog’s requirements, pending approval of their graduation committee/curriculum committee/thesis-dissertation committees. However, if they do so, they may not later revert to the earlier requirements. To upgrade to a later catalog’s degree or program requirements, consult your faculty advisor/core faculty about how to revise your degree or program plan.
Students who are readmitted to a degree or other program are required to follow the requirements in
Exceptions to Policy
Students who seek an exception to published policies or deadlines must file a formal written appeal to the Exceptions Committee. The Request for Exception to Policy form is available on the College website, or Registrar’s Office. The exceptions committee notifies students regarding the status of their appeal at the student’s College email address.

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

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

Other Policies and Compliance

Notice of Nondiscrimination Policy
The College is committed to equal opportunity for students and applicants for admission, without discrimination on the basis of race, color, creed, national or ethnic origin, sex or sexual orientation, age, disability, marital or parental status, status with respect to public assistance, or veteran’s status. This policy applies to the administration of the College’s educational policies, financial aid program, or any other programs generally accorded or made available to students. The Student Life and Human Resources offices are available to discuss and investigate matters concerning discrimination.

Access and Disability Support Services: Policies and Procedures for the Americans with Disability Act (ADA)
Prescott College is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Prescott College prohibits and actively discourages discrimination against individuals with disabilities.

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

Academic Standards and ADA Accommodation Statement
Prescott College has an institutional commitment to provide equal educational opportunities and access for qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Under the ADA, students requesting ADA accommodations must be able to perform the “essential academic and technical standards of the program”; providing ADA accommodations must not fundamentally alter the program or compromise the essential elements of a course or curriculum, nor does it weaken the academic standards or integrity of a course. Accommodations are an alternative way to accomplish the course requirements by eliminating or reducing disability-related barriers; accommodations “level the playing field”, they do not provide an unfair advantage.
Services for students with disabilities are located in the Office of Student Life (OSL), Pinon Building, at Prescott College. The OSL is responsible for providing services, auxiliary aids and accommodations to meet the individual needs of students with documented disabilities. The mission of OSL is to assist students with disabilities with access issues for full participation in programs and services offered on campus, to promote college awareness of the needs and capabilities of students with disabilities and to serve as a resource for members of the college community, prospective students, parents and members of the public.

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

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.

Residential Life at Prescott College
Mission and Vision
It is our hope that the residential experience will be an opportunity for students to fully experience the mission of Prescott College. We believe that student participation is a necessary part of a successful and active housing program. We strive for a community that realizes the value and necessity of each individual member. This mutual respect makes it possible to have safe and open dialogue where residents can share concerns, express and appreciate differing points of view, and hold themselves and others accountable for actions that may have negative consequences in the community. We encourage students to take ownership of their residential area and larger community and challenge themselves to act in a way that is sensitive to how their actions may affect their peers. We recognize students who learn to take responsibility for their actions within the confines of this community will become positive role models and just leaders in the Prescott College community and beyond.

Statement of Non-Discrimination
The Residential Life Program at Prescott College does not discriminate against any student with respect to eligibility for housing on the basis of sex, race, color, creed, religion, national origin, ethnicity, sexual orientation, gender identity or expression, veteran status, or learning exceptionalities.

Housing Options
Prescott College’s on-campus housing consists of 13 townhouses housing up to 98 residents, and 8 cottages housing up to 16 residents. Each townhouse, consisting of 5 bedrooms and 3 baths along with community living space and a kitchen, houses up to 8 residents. Rates (per semester) will be set each Spring for the upcoming academic year.

Residential Staff at Prescott College
The Residential Life Staff at Prescott College is composed of Resident Assistants, a Housing Manager, and an Assistant Manager.

The Housing Manager is a full time staff member that oversees the Residential Life Program, residential educational programming and the supervision of Resident Assistants. The Housing Manager works closely with the Director of Student Life to create new policy and procedures.

Resident Assistants (RA) are student leaders whose role it is to create an on-campus community. Each area has an RA whom community members can approach if they are having problems, including conflicts with roommates, maintenance requests, and communicate concerns of students to the Housing Manager.

Prescott College Liability Policy
Prescott College is not responsible for the injury of person(s) or loss or damage of any property of the resident or their guests caused by water, rain, fire, steam or sewer pipes, plumbing, stoves, refrigerators, laundry machines, dryers, or anything else that is beyond its control. Liability for such risks is expressly assumed by the resident. Residents are encouraged to obtain the appropriate insurance for personal property and keep a record of their belongings.

Residential Life Policies

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

Student Conduct 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 academic deans and/or the Director 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 (see Academic Policies). 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 within 15 days of receiving the sanction. Appeals of disciplinary rulings issued by the Director of Student Life should be sent to the appropriate academic dean. Appeals of disciplinary rulings issued by an academic dean should be sent to the EVPAA / Provost.

Student Grievance Procedures
Students may file a grievance in response to any perceived infringement of their rights, whether the perceived infringement is of their rights according to federal law, their rights as students according to College policies, or simply their personal rights to fair and humane treatment. Prescott College is committed to handling all grievances in a prompt and equitable manner.

Grievances fall into two categories: academic and nonacademic.
• Academic grievances might include conflicts over course evaluations, learning contracts, or grades, but could concern any academic matter in which a student believes he/she has been treated unfairly or unreasonably. Students who believe they have grounds for an academic grievance should contact the Dean for Distance Learning and Academic Affairs.
• Nonacademic grievances might concern any instance of perceived mistreatment. Examples include, but are not limited to, sexual harassment or discrimination based on race, age, disability, sexual preference, or any other unprofessional and/or illegal conduct on the part of a College community member. Students who believe they have grounds for a nonacademic grievance should contact either the Dean for Distance Learning and Academic Affairs, or the Director 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. The following are the steps to take:
1. A student who is unsure whether his/her grievance falls under this description should consult with the Dean for Distance Learning and Academic Affairs.
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 or mentor. (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 Dean for Distance Learning and Academic Affairs. The grievance should be in writing and should 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 complainant has a right to present witnesses or testimony if they so choose.
5. The dean will investigate and decide how the problem should be resolved and will render a decision in a written summary to the student and the relevant faculty member or mentor.
6. The dean's decision may be appealed in writing to Paul Burkhardt, the Provost, who will make a ruling within 15 days of receipt of the appeal.
7. If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board
Nonacademic Grievance Procedures

Non-academic grievances fall into 2 categories: I) general non-academic grievances and II) sexual harassment grievances, which include sexual violence. Title IX regulations cover sexual harassment/sexual violence.

I. General Non-Academic Grievance:

1. A student who is unsure whether his/her grievance falls under the non-academic description should consult with the Dean for Distance Learning and Academic Affairs, or the Director of Student Life. For issues dealing with sexual harassment, the student should follow the Sexual Harassment Grievance procedure. 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.)

2. If informal efforts are unsatisfactory or inappropriate, a formal grievance can be filed with the Director of Student Life. The grievance must be in writing and must include the name of the respondent and a description of the specific incident(s) concerning the grievance, an outline of the informal steps taken to resolve the matter, and the reference to the desired outcome(s) if appropriate. The formal grievance should be filed within 30 days after the student has knowledge of the problem.

3. The Director of Student Life, in consultation with the academic dean(s) and/or another appropriate College official(s), will determine if an investigation is appropriate.

4. Any investigation will be conducted by the Director of Student Life; she may include other relevant College officials in the process.

5. The complainant has a right to present witnesses or testimony if they so choose.

6. Based on the investigation, the Director of Student Life will render a decision in a written summary sent to both parties.

7. The student may appeal this decision to Kristin Woolever, the President, who will make a ruling within 15 days of receipt of the appeal. This ends the College appeals process.

8. If the complaint cannot be resolved after exhausting the institution’s grievance procedure, the student may file a complaint with the United States Department Education: Office for Civil Rights (OCR), 400 Maryland Avenue, SW, Washington, DC 20202-1100, Customer Service Hotline #: (800) 421-3481, Email: OCR@ed.gov

II. Sexual Harassment Grievance

A member of the community who believes that he or she may have been the victim of sexual harassment or sexual violence should consult with one of the sexual harassment officers (listed below) or officially file a complaint. The College will respond to any report or complaint, formal or informal, of sexual harassment in a prompt and equitable manner. Allegations of sexual harassment must be made in good faith. It is prohibited to knowingly make false or malicious complaints.

Legally, if the College knows or reasonably should know about possible sexual harassment or sexual violence, it must promptly investigate to determine what occurred and then take appropriate steps to resolve the situation, and prevent it from reoccurring.

Filing a Report of Sexual Harassment

A member of the community who believes that he or she may have been the victim of sexual harassment or sexual violence should consult with, or file a complaint with the Title IX Coordinator; Lisa Lundberg; 302 Grove Avenue (Human Resources Building), 928-350-4204, llundberg@prescott.edu, or one of the sexual harassment deputy coordinators (listed below). The College will respond to any report or complaint, formal or informal, of sexual harassment in a prompt and equitable manner. Allegations of sexual harassment must be made in good faith. The following administrators serve as deputy sexual harassment officers:

- Academic Dean(s)
- Associate Dean(s)
- Risk Management Officer(s)
- Co-Directors of Human Resources
- Director of Student Life
- Resident Housing Manager
The Title IX Coordinator, or one of the deputy coordinators, will be responsible for taking the report, asking questions of clarification, and other documentation. Together, they will explore the options available for resolving the matter. If the College knows about possible sexual harassment or sexual violence, it will promptly investigate to determine what occurred and then take appropriate steps to resolve the situation, even if the alleged victim does not want to file a complaint or does not request that the College take any action upon their behalf. The individual also has the right to file a criminal complaint. The College’s investigation will be completely separate from any criminal investigation. It is possible that, due to the “preponderance of evidence” clause mandated by Title IX regulations (April 2011), there could be different outcomes from the different investigations.

Rights of Complainant
Every complainant of sexual harassment has the following rights:
• The right to a prompt and equitable resolution
• The right to present his or her case. This includes the right to adequate, reliable, and impartial investigation of complaints and the right to have an equal opportunity to present witnesses and other evidence.
• The right to file a criminal complaint.
• The right not to be retaliated against for bringing forward a complaint (this also includes any witnesses or participants).
• The right for the complaint to be decided using a preponderance of the evidence standard (i.e., it is more likely than not that sexual harassment or violence occurred).
• The right to end any informal process at any time and begin the formal stage of the complaint process. Mediation is not appropriate in cases involving allegations of sexual assault.
• The right to be notified, in writing, of the outcome of the complaint. The Clery Act requires that both parties be informed of the outcome, including sanction information, of any institutional proceeding alleging a sex offense.
• The right to appeal the verdict. Appeals will be directed to the Kristin Woolever, the President.
• Individuals with complaints of this nature also always have the right to file a formal complaint with the United States Department Education: Office for Civil Rights (OCR), 400 Maryland Avenue, SW, Washington, DC 20202-1100, Customer Service Hotline #: (800) 421-3481, Email: OCR@ed.gov

Rights of Accused
Anyone accused of sexual misconduct will have the following rights:
• The right to a prompt and equitable resolution
• The right to present his or her case in response to the accusations. This includes the right to adequate, reliable, and impartial investigation of the complaint(s) and the right to have an equal opportunity to present witnesses and other evidence.
• The right for the complaint to be decided using a preponderance of evidence.
• The right to be notified, in writing, of the outcome of the complaint. The Clery Act requires that both parties be informed of the outcome, including sanction information of any institutional proceeding alleging a sex offense.
• The right to appeal the verdict directly to the President.

What to Expect if a Complaint of Sexual Misconduct/Harassment has been filed
The following outlines the procedures that will be used to respond to a complaint of harassment:
1. A student who is unsure whether his/her grievance falls under sexual harassment should consult with the Title IX Coordinator or any of the above listed deputy sexual harassment officers. Once it is determined the grievance is nonacademic in nature and relates to sexual harassment, every effort should be made to resolve the problem informally if it is appropriate.
2. If informal efforts are unsatisfactory or inappropriate, a formal grievance can be filed the Title IX Coordinator or any of the deputy sexual harassment officers. The grievance must be in writing and must include the name of the respondent and a description of the specific incident(s) concerning the grievance, an outline of the informal steps taken to resolve the matter, and the reference to the desired outcome(s) if appropriate. The formal grievance should be filed within 30 days after the student has knowledge of the problem. When necessary, a sexual harassment officer can take the statement and prepare a written copy.
3. In conjunction with Title IX Coordinator, a prompt and impartial investigation of the complaint
will follow, including the opportunity of both parties to present witnesses and other evidence.

4. The results of the investigation will be presented to the Sexual Misconduct Hearing Board and which will decide if sexual misconduct/harassment has occurred base of a Preponderance of the Evidence and will render a decision in a written summary sent to both parties. If the complaint is found to be valid and a violation has occurred, appropriate disciplinary action will be taken. No retaliation will be taken against any member of the community reporting suspected harassment in good faith.

5. The student may appeal this decision to Kristin Woolever, the President, who will make a ruling within 15 days of receipt of the appeal. This ends the College appeals process.

6. If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the United States Department Education: Office for Civil Rights (OCR), 400 Maryland Avenue, SW, Washington, DC 20202-1100, Customer Service Hotline #: (800) 421-3481, Email: OCR@ed.gov

Confidentiality
Certain information concerning sexual harassment will need to be disclosed to be in compliance with The Clery Act and Title IX. Nevertheless, the College shall protect the confidentiality of the identities of and statements made by individuals (parties and witnesses) involved in a report of sexual harassment to the extent permitted by law and to the extent that continued protection does not interfere with the College's ability to fully investigate allegations of misconduct brought to its attention and to take corrective action. Information will be disclosed strictly on a need to know basis to select employees.

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

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

Education records do not include employment records (except where an enrolled student is employed as a result of his or her status as a student), alumni records, student health records, or records of instructional, administrative, and other personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute.

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

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

- student name
- home and local addresses
- email and web site addresses
- all phone numbers
- date and place of birth
- photographs
- fields of study, including competence, breadth, and primary degree/program area
- dates of attendance and full-time/part-time status
- all degrees earned and awards received
- anticipated graduation/completion date
- advisor(s) name(s)
• recently attended previous educational institution(s)
• participation in officially recognized activities

Students may request to withhold Directory Information (“Directory Hold”) by notifying the Office of the Registrar in writing. Directory Holds will be removed from students’ records when they graduate or withdraw from the College.

Right to View and/or Amend Records
Prescott College students have unrestricted access to their own records, and may have copies made of their records at their own expense, except for the following: in cases of outstanding debt to the College; or copies of transcripts from previously attended institutions.

Students who believe that their education records contain information that is inaccurate or misleading, or otherwise in violation of their privacy or other rights, may discuss their concerns informally with the Registrar and/or with the academic personnel involved. If the decisions are in agreement with the student’s request, the appropriate records will be amended. If not, students will be informed by the Registrar of their right to file an “academic grievance” which will serve as a formal hearing. See Student Grievance Procedures for details on that process.

Right to File a Complaint

Notification
Prescott College informs students about the Family Educational Rights and Privacy Act in each semester’s enrollment materials.

Drug and Alcohol Policy
In compliance with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226) and HEOA Sec. 120(a)(2)(B)-(C) amended effective 8/14/08, the following policies and sanctions are enforced by Prescott College:

State and Federal laws, as well as College policy, prohibit the use of illegal drugs. Possession of illegal substances and drug paraphernalia is prohibited. No illegal drugs may be possessed or used by any participant, student or employee on campus, in a course or field course, field trip, college sponsored event, or in campus housing. Students found responsible for possession or use of any illegal substances, including in campus residence facilities, may be subject to immediate judicial action which may include dismissal from the College and College Housing without refund.

Possession of alcohol or alcohol paraphernalia is prohibited. No alcohol shall be consumed by any student or instructor during any activity required for a course or field course, or at any time that a course is in a remote field setting. Course participants at Prescott College field stations shall comply strictly with all local laws relating to the consumption of alcohol. Group food money and College funds may not be used for the purchase of alcohol.

Students found responsible for possession or use of alcohol in or around campus residence facilities may be subject to immediate judicial action which may include dismissal from the College and College Housing without refund.

The abuse of alcohol as demonstrated by excessive consumption and resulting in intoxication by employees or students on any occasion that involves college sponsorship, on or off campus, or at any time on campus property or facilities could result in sanctions against both the participating employees and students. It is expected that the faculty, staff and/or other course leaders provide a safe and comfortable environment for all students participating in a course or event.

Arizona law has an underage drinking statute (A.R.S. 4-244.40, effective 8/31/02) stating that no person under the age of 21 years is to have any spirituous liquor (i.e. beer, wine, hard alcohol) in their body. This is a Class 2 Misdemeanor with penalties of a $750.00 fine and up to four months in jail.

Non-compliance with the drug and alcohol policy is grounds for dismissal from a course and may result in 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 of work 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.

Counseling and referrals for treatment, rehabilitation, and re-entry programs is available for students through Counseling Services located in the Office of Student Life. Employees may access the Employee Assistance Program (EAP) for counseling, treatment, rehabilitation, and re-entry programs. Information about the health risks of drugs and alcohol are available from the offices of Student Life and Human Resources.

Drug and alcohol-related violations and fatalities are reported in accordance with HEA requirements and can be found in the section containing the Annual Crime Statistics on the website. Programs and the consistent enforcement of sanctions are reviewed regularly by the College.

Policies Relating to Emergency Response and Evacuation Procedures
Prescott College has established an Emergency Response Plan designed to effectively coordinate the use of college and community resources to protect life and property in the event of an emergency. The procedures in the Emergency Response Manual are implemented when an emergency affecting the campus cannot be controlled through normal channels and provide protocol for students, faculty, and staff. The primary emergencies may be, but are not limited to the following: chemical spills, bomb threats, civil disturbances, fire, severe weather, flooding, utility failure, and violent or criminal behavior.

For details on policies and procedures, refer to the Prescott College Emergency Procedures Manual, located at the following offices:

- Auxiliary Services Office at 371 Garden Street, Suite A, Prescott, AZ 86301
- President's Office at 220 Grove Prescott, AZ 86301

For assistance contact:
- Greg Lazzell – Director of Facilities (928) 308-3557
- Carla Rellinger – Campus Risk Manager (928) 499-0781
- Campus Security (928) 350-2222
- Steve Pace -Director of Risk Management for Field Activities (928) 350-2243

Media: Ashley Mains – Coordinator for Integrated Advancement Communications (982) 350-4506

Sexual Harassment Prevention Policy
Prescott College prohibits and will not tolerate sexual harassment* of, and/or sexual violence towards, our employees or students by members of our community (employees, students, supervisors, administrators, etc), vendors, suppliers, consultants, contractors or other persons or organizations that work with our 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 our 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. Sexual harassment is illegal under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. Inquiries concerning Title IX can be directed to the Title IX Coordinator: Lisa Lundberg, Co-Director of Human Resources, 302 Grove Ave, Prescott, AZ 86301. (928) 350-4204. llundberg@prescott.edu. Title IX inquiries may also be directed to the Office for Civil Rights: http://www.hhs.gov/ocr/

*“Sexual harassment” throughout this policy includes sexual violence unless otherwise noted.

DEFINITIONS:

Sexual Discrimination and Sexual Harassment
Sexual harassment is one of many forms of illegal discrimination prohibited by the federal laws cited above. 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; or, it can involve colleagues or peers. Under Title IX, discrimination on the basis of sex includes sexual harassment and sexual violence, e.g., rape, sexual assault, sexual battery, and sexual coercion.
• 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 or learning environment, even if the harassment occurs outside of the school’s program.
• Sexual harassment encompasses a wide range of conduct and behaviors 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.
• Sexual harassment can be based on one’s sexual orientation.

Violations of Sexual Harassment Policy
Though not a comprehensive list, it shall be considered a violation of the College’s sexual harassment policy for any member of the community to:
• Make sexual advances or request sexual favors if submission or rejection of such conduct is made, either explicitly or implicitly, a term or condition of an individual’s employment, education, performance or academic evaluation, or participation in College-affiliated activities.
• 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.
• 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.
• 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 Prescott 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. In addition, a person who is under the influence of drugs or alcohol will be considered unable to give valid consent if they cannot fully understand the details of a sexual interaction and/or they lack the capacity to reasonably understand the situation.
• 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.
• Disregard, fail to investigate, or delay an investigation of allegations of sexual harassment when it is appropriate (or required) by one’s supervisory position.

Consensual Relationships Between Employees and Students
The College does not condone consensual romantic and/or physically intimate relationships between employees and students, regardless of the duration. 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 involved with another member of the community for whom they have supervisory or evaluative responsibilities are expected to immediately report their relationship to their supervisor, and must remove themselves from any decision-making processes involving their partner. Relationships that are not reported per this policy are not considered consensual and are considered to be in violation of this policy, and employees will be subject to appropriate sanctions, up to and including the possibility of termination.

Reporting
A member of the community who believes that he or she may have been the victim of sexual harassment or sexual violence should consult with, or file a complaint with the Title IX Coordinator, Lisa Lundberg, 302 Grove Ave, Prescott, AZ 86301. (928) 350-4204, lundberg@prescott.edu or one of the sexual harassment deputy coordinators (listed below). The College will respond to any report or complaint, formal or informal, of sexual harassment in a prompt and equitable manner. Allegations of sexual harassment must be made in good faith.
• Academic Dean(s)
• Associate Dean(s)
• Risk Management Officer(s)
• Co-Directors of Human Resources
• Housing Director

See the Student Grievance Procedures (non-academic grievance) for details on reporting an incident of sexual harassment or sexual violence or filing a sexual harassment complaint.

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

Computing and Communications: Acceptable and Responsible Use Policy
This policy establishes the boundaries and acceptable and responsible use of College’s computing and communication resources, including computers, networks, electronic data, electronic mail services, electronic information services, electronic mail services, voice mail, telephone services, and other related computing facilities. This policy intends to reflect the College’s desire to promote free exchange of information between and among students, faculty, staff, and the global information community while respecting the principles of free speech and compliance to applicable communication laws.

College-owned computing equipment, networks, services, and resources are provided for the purpose of conducting College-related activities and are therefore considered College property. The College, as owner of such property, has the right to access information on the system stored, sent, created, or received by students, alumni, faculty, or staff including electronic mail, as it deems necessary and appropriate. As such, these individuals should not expect individual privacy in the system.

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

1. Using information technology resources for purposes other than research or instructional purposes. Computing resources may not be used for commercial purposes or personal gain. Use of computer services for any commercial purpose, partisan political purpose or for any unlawful purpose is prohibited.
2. Records containing information directly related to a student are confidential and protected from public disclosure by the Family Education Rights and Privacy Act. Employees may not access any such records or disclose or distribute their contents in a manner inconsistent with federal and state law and College regulations.
3. Making, distributing, or using unauthorized, duplicated copyrighted material, including software applications, proprietary data, and information technology resources. This includes illegal file sharing of entertainment (e.g., music, movies, and video games) files in violation of copyright laws.
4. Intentionally or recklessly abusing or misusing computing resources so as to cause damage, system interruptions, or harassment to other persons.
5. Repeatedly or purposefully engaging in activities which can reasonably expect to, or do, unreasonably tax computing resources or go beyond their intended or acceptable use.
6. Borrowing, lending, falsifying, allowing, or facilitating the unauthorized access to use of College computing resources by a third party.
7. Obtaining user IDs and/or passwords of other persons in order to use College or College-related computing resources, or impersonating another person on a computing resource.
8. Using electronic media to harass or threaten other persons, or to display, design, copy, store, draw, print, or publish obscene language or graphics.
9. Using College computing resources to gain or attempt to gain unauthorized access to computing resources either inside or outside of the College.
10. Intercepting or attempting to intercept or otherwise monitor any communications not explicitly intended or him or her without authorization.
11. Copying, reading, accessing, using, misappropriating, altering, publishing, or destroying computer files, data, documents, or other files of another individual or attempts to do so, without the permission of that individual or authorized administrator.
12. Violating the terms and conditions of software license agreements for software distributed by the College by giving, lending, selling, or leasing such media or software to others for their own use.
13. Interfering with the operation of the College’s information technology resources by deliberately attempting to degrade or disrupt resource performance, security, or administration operation including, but not limited to, intentionally introduction any computer virus or similar disruptive force into any computer resource.
14. Attempting to alter or connect any computing or networking components (including, but not limited to, bridges, routers, DHCP servers, wireless access points, and hubs) on the College network without approval.
15. Installation or alteration of writing, including attempts to create network connections, or any extension or retransmission of any computer network services without approval.
16. Violations of this policy should be reported immediately to Student Life, Human Resources or the Office of the Provost. Violations of this policy will result in appropriate disciplinary action, which may include loss of computing privileges, suspension, termination, or expulsion from the College, and legal action.

Residential Networking and Computing: Acceptable and Responsible Use Policy
In addition to the Computer Equipment, Applications, and Information Services Acceptable and Responsible Use restrictions for the general College community, resident students have a responsibility to properly use computing resources in residential housing.

The College provides wireless network connections and support to students in support of College curricular and co-curricular missions. It is the responsibility of every student to use these resources appropriately and in compliance with all College, local, state, and federal laws and regulations.

Students are personally responsible for all use of their personal computer and network connections and will be held accountable for any violations that occur in connection with their use. Students should allow their computers to be used by others only with full understanding of the potential consequences of such action.

This policy provides description of unacceptable uses of College computing resources in resident housing and how to report violations; however, the College may at any time make determinations that particular uses are and are not appropriate.

1. Altering or extending residential networking services, equipment, wiring and/or jacks beyond the location of their intended use.
2. Attaching or attempting to attach a server to the College network.
3. Using illegal file sharing (peer-to-peer) software programs such as Limewire, BitTorrent, and others which violate anti-piracy efforts and legislation.
4. Violations of this policy should be reported immediately to Student Life, Human Resources or the Office of the Provost. Violations of this policy will result in appropriate disciplinary action, which may include loss of computing privileges, suspension, termination, or expulsion from the College, and legal action.

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.

Academic Operations
The Academic Operations department supports all processes pertaining to the development and management of courses for all college programs. They work with instructors and Deans to determine course schedules, to plan classroom use, course budgets, etc. The Academic Operations department also works with Program Chairs and the Deans to organize and facilitate all Limited Residency orientations and all Graduate program colloquia and symposiums. They provide administrative faculty support on many levels, across all programs and platforms. This department also provides support for degree requirements to students in all Limited Residency programs.

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: Conference Services 731 Garden Street; phone: 928-350-2201

**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.

**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.

**Learning Technology**
The Learning Technology department supports distance and on campus students, faculty and staff with all e-learning and instructional technology solutions. Prescott College uses Moodle for our Learning Management System, Digication for an Eportfolio platform, and Google Apps for Education, which includes the College email system, PCMail. In addition to managing and supporting these tools, the Learning Technology department manages the Audio/Visual and computer short term loan program, as well as classroom computers and e-forms solutions. This department maintains and supports the ITV classroom on the Prescott Campus.

**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.
The Lifelong Learning Center

Looking for a career change? Need a promotion at work? Want to enhance your current practice? The Lifelong Learning Center at Prescott College provides certificate programs. Join us for these professional development programs in specific content areas that are sure to enhance your knowledge, resume, and career opportunities! Likewise, continuing education and certification courses and events are sure to take you to the next level. Join us this year for the following professional development offerings:

Certificate Programs – earn a certificate in the following subject areas:
- Certificate in Coaching
- Certificate in Experiential Education
- Certificate in Sustainability Design, Management, and Entrepreneurship
- Certificate in Civic Leadership
- Certificate in Digital Storytelling and Digital Media

Continuing Education and Certification Courses and Events
Participate in the following courses or events and earn a certification or continuing education clock hours:
- Wilderness First Responder
- Certificate in Regenerative Ecological Design with ECOSA
- Brain Gym®
- Avalanche Forecasting Course – Level I
- Equine Assisted Learning and Mental Health Best Practices (conference)
- Expressive Art Therapy Summer Institute
- Somatic Psychology Summer Institute
- DIBELS, Next; Structured English Immersion (SEI); and other teacher continuing education available (ongoing)
- And More!

Continuing Education Clock Hours (CEUs) are available. See the LLC website for details about these exciting offerings: www.prescott.edu/lifelong-learning.

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 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 Limited-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 2,500 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.
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- 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, Bachelor of Fine Arts and Bachelor of Science Program

Mission
The On-Campus Bachelor of Arts, Bachelor of Fine Arts and Bachelor of Science 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-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/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/Religion and Philosophy
Cultural and Regional Studies/Student Directed Competences

Education
Education/Elementary Education
Education/Environmental Education
Education/Secondary Education Education/Student Directed Competences

Environmental Studies
Environmental Studies/Agroecology
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 architects of their education and help them not only take advantage of the privileges but also to accept the responsibilities of self-direction. Student success at the College and in life is important to the College. Students should see their educational journey, and the tools they use to navigate that journey, as metaphors for navigating the difficult terrain of their post-collegiate careers.

A student’s first year at the College is the 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.
First Year Experience Program
The First Year Experience Program, designed for first-time college students in the on-campus Bachelor of Arts, Fine Arts and Science degree programs, includes themed housing, courses, and weekly co-curricular programming sessions called Community in Common. Through this living-learning environment, students develop close relationships with their classmates and the Prescott College Community.

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, Bachelor of Fine Arts and Bachelor of Science 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 Student Life Center. 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. There is one curricular area in the Bachelor of Science Program: Environmental Studies. 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://intranet.prescott.edu/students/rdp/forms.html#advising

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, Bachelor of Fine Arts, and Bachelor of Science 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 environmentally sound, low impact camping
- Share in the teaching of basic ecological concepts of local flora, fauna, landscapes, and the peoples inhabiting the area, both past and present

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

**Orientation as a Graduation Requirement and Prerequisite for Field Courses**

Completion of Orientation is required for graduation from Prescott College. Whether a student completes 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, spiritual, and physical. Interdisciplinary connections are emphasized rather than the distinctions between these ways of understanding the world. The College is unique in its approach to the liberal arts in that direct experience is emphasized; the process of learning is just as important as the content.

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

In the On-Campus Bachelor of Arts and Bachelor of Science 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 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 Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science 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 mentor. 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 mentors 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.

Academic Partners
Prescott College has developed exchange opportunities and partnerships with nearly 20 colleges, universities, and other organizations locally and throughout the world that complement and enhance the College's mission. Many of these programs operate through funding provided from their programmatic and research activities, while at the same time connecting to and facilitating the learning and service mission of the College. These opportunities allow students to experience ecological and cultural diversity and explore areas of study that enhance and extend what is available to them at Prescott College.

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.

Eco-League Certificate in Water Resources Management
Students attending an Eco-League school could qualify for a certificate in Water Resources Management. This is a cross-disciplinary, skill-based program that embeds learning about the physical properties and ecological processes related to water into study of the local and global social, cultural, and political contexts of water resources and their management. The Water Resources Management Certificate program is structured as follows:

1) Students in the Water Resources Management Certificate program choose a minimum of six courses, from a list of qualified courses at each participating institution*, which must include at least one course in each of the following four core areas:
   - Geographic Information Systems
   - Physical Properties of Water
   - Ecological Relationships Associated with Water
   - Management and Fair Distribution of Water Resources
   (Note: Many of the courses have prerequisites and students should plan accordingly.)

2) Core area courses may all be taken at the student's home college, but the Water Resources Management Certificate candidate must take Water Resources Management courses from at
least two Eco League institutions: i.e. student must participate in at least one Eco-League exchange.

3) Learning must be applied in a professional context; for example, through an internship or independent study. The professional experience does not need to be credit-bearing.

4) Each student's program is approved by the Eco League Steering Committee in consultation with faculty at the student’s home school.

**Learning Outcomes**

Students will have a working knowledge of Geographical information Systems with potential application to water resources.

Students will have a working knowledge of the physical, chemical, and biological processes that shape water resources and the management of water resources.

Students will have a working knowledge of social, political, and cultural factors as applied to water resource management.

Students will choose and articulate an emphasis within water resources (e.g., amphibians; cultural studies; or water resource management) and will take courses that support that specialization.

*The courses that are considered applicable to the Water Resources Management Certificate are identified at each school by its members in the Water Resources Management Certificate Planning Group and approved by the Eco League Water Resources Management Certificate Coordinating Committee. Consult your faculty advisor for details.

**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**

The exchange program with Telemark University College in Norway gives Prescott College students the chance to undertake detailed work in Adventure Education and Environmental Studies for a study-abroad semester.

**The Consortium for North American Sustainability (CNAS)**

CNAS provides students with one-semester exchanges at one of six partner universities that offer experiences working with local communities. Students who complete coursework in sustainability issues and a community-based research project earn a certificate for their work. The exchange institutions are: Universidad La Salle, Mexico; University of Guanajuato, Mexico; University of Northern British Columbia, B.C., Canada; St. Francis Xavier University, Nova Scotia, Canada; Daemen College, New York.

**Graduation Requirements**

Also see, Assessment of Undergraduate Education

**Key Graduation Requirements**

The minimum number of credits required to earn a Bachelor of Arts, Bachelor of Fine Arts or Bachelor of Science degree from the On-Campus Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science 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, Bachelor of Fine Arts, Bachelor of Science 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 is 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 the student’s 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 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 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.

**Bachelor of Science in Environmental Studies: Additional Requirements**

As students in the On-campus Undergraduate Program, students can earn a Bachelor of Science degree in Environmental Studies. This degree builds on the foundational requirements of the Bachelor of Arts in Environmental Studies with additional study in mathematics and science. The Bachelor of Science in Environmental Studies includes requirements for coursework in mathematics (Calculus) and a minimum of four courses in Ecology and Biological/Life Science, a minimum of two courses in analytical methods and two additional upper division science courses to be determined by the student and her/his Individual Graduation Committee. See the online Advising Document for the Bachelor of Science in Environmental Studies for specific guidance on selection of courses:

http://www.prescott.edu/current-students

**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 Science 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 docu-
ment. Attach a final degree plan.

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

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

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


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

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.

Changes to Degree Requirements
Students who are enrolled continuously follow the degree or program completion requirements in effect during their first term of enrollment, as outlined in the All College Catalog. Students may choose to upgrade to a later catalog’s requirements, pending approval of their graduation committee/curriculum committee/thesis-dissertation committees. However, if they do so, they may not later revert to the earlier requirements. To upgrade to a later catalog’s degree or program requirements, consult your faculty advisor/core faculty about how to revise your degree or program plan.

Students who are readmitted to a degree or other program are required to follow the requirements in effect upon readmission. See Readmission to the College.

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 four 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 or Bachelor of Science Degrees
The Bachelor of Fine Arts (BFA) and Bachelor of Science (BS) degree options use variations on the single competence and double competence formats, but have their own requirements. Please see the related advising documents online for specific guidance for these options.

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 Limited-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 community organizing activities.
- Ultimate Frisbee Club – Meets every week to play ultimate frisbee in the community for fun, exercise and occasionally competition.
- Village Life – African inspired dance gatherings, drumming and workshops.

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

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

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

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

Public Relations
Students should submit event announcements to the College’s online calendar of events at
www.prescott.edu/news/calendar_form.htm. Students or groups sponsoring events that are open to the public, visit http://www.prescott.edu/media/index.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 Literary Journal Practicum course.

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

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

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

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 2013/2014
[Also see Academic Calendar]

Risk Forms for Independent Studies and Senior Projects due to Risk Manager
Fall Block 2013 .................................................................April 12, 2013
Fall Semester 2013 .............................................................April 12, 2013
Winter Block 2014 .............................................................November 15, 2013
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.

**Aboriginal Living Skills**
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 obsessional and compulsive suffering. Spiritual perspectives on the challenges of addiction and recovery are considered in the context of individuals' lives. A variety of emerging alternative treatment modalities are also critiqued. Community and global implications are evaluated.

**Adolescent Psychology**
This course is designed for advanced undergraduate students seeking a broad comprehensive view of adolescent development including issues of autonomy, ego identity, socialization, and sexuality. Its focus will be on the application of theory in applied areas such as classrooms, hospitals, treatment facilities, recreation, and wilderness programs.

**Advanced Workshop in Fiction and Nonfiction**
This advanced course provides students with the experience of the writer’s retreat. During the two weeks in residence at Arcosanti, about 40 miles southeast of Prescott, students will live and work in small, individual studios. Days are spent reading and writing in solitude; late afternoons are spent in class, discussing readings; evenings are spent in informal workshops, during which students read aloud from works in progress. Each student elects to work primarily in fiction or nonfiction, and prepares presentations in that genre, but must be flexible to work in both genres during class time. Presentations include the following: selecting and leading discussion on one published story/essay/memoir; teaching one lesson on some aspect of craft, relevant to the genre of choice; and leading the class in a writing exercise, related to the craft lesson. Students keep a writer’s journal documenting ideas, observations, growth, reactions to the readings, and the effect of the Arcosanti environment on their work. Students will produce 30 pages of fiction or nonfiction, at least 20 of which will be 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 expediting, students will also be asked to explore their own style of teaching, leading and living in wilderness environments. Students will use this course to develop a diverse range of experiential teaching methods in preparation for the practical phase of the course.

**Adventure Education III: Teaching Practicum for Adventure Educators**
This course will provide students a practical introduction to the leadership of adventure education activities. Students will implement outdoor programs for their peers and groups from the community. The focus will be on teaching basic backcountry living and traveling skills, top rope climbing technique, and water-based expeditioning. Students will receive regular feedback and mentorship regarding their development as educators.

African-Inspired Dance
In this course students will learn about West African inspired, nature-based dance. Areas of focus will include conditioning, technique, choreography, improvisation, energy and breath awareness, ritual, dance composition and the dancer/drummer partnership. Physical conditioning will emphasize grounding, centering, rhythm, strength, flexibility, and endurance. The focus will be on the use of dance to strengthen and express relationships with one another, ancestors, earth and cosmos, community, and the cycles of life. The importance of respect and humility, as westerners inspired by an elder culture, will be addressed. Students will learn about the natural integration of dance with drummings, song, costuming, and story-telling. Drumming and musical accompaniment will be both live and recorded. The course will culminate in a community sharing.

Agroecosystems of the Arid Southwest
Water availability is the most prominent ecological factor limiting agricultural production in the Southwest; however, temperature, nutrient availability, salinity, and pests also exert considerable influence. In this field-oriented course the student will initially explore the ecological constraints that limit productivity of natural plant and animal communities in diverse ecosystems, ranging from the submontane to desert. We will then examine how people in prehistorical, historical, and modern times have designed farming systems to contend with these ecological limitations. The types of questions this class will focus on are: How sustainable are current agricultural practices? Why have some practices been discontinued? What are the off-farm ecological impacts of modern agronomic techniques? Is there a carrying capacity in the Southwest and if so, is the current human population above or below it? How does the complexity and scale of irrigation systems affect the social structure of communities?

Aikido: The Way of Harmony
This course is an introduction to the Japanese art of Aikido, “the way of harmony of the spirit.” The course includes three elements: the history and philosophy of Aikido; the physical discipline, mental discipline, and practice of Aikido; and the application of the principles of Aikido in daily life.

Alpine Ecology
Alpine ecosystems are some of the least studied regions on earth due largely to their remoteness. This course examines the ecology of the alpine including extremes of heat, cold, wind, and the availability of moisture. The complex associations of plants and animals will also be discussed. Students will gain a basic understanding of regional geology and the influence of glaciation on hydrology and vegetation in high mountain environments. The course also examines cultural associations with alpine environments including the increasing impact which humans are having on these remote regions. As a necessary aspect of its academic mission, this course requires extensive wilderness travel.

Alpine Mountaineering
This is an intermediate/advanced course for students with solid backgrounds in rock climbing and general back country skills. The concentration is on acquiring basic alpine mountaineering skills and perfecting them to a level suitable for use in conducting adventure experiences in an alpine setting. This field-oriented course takes place in a suitable alpine region and emphasizes ascents of mountains with a broad range of characteristics. Topics covered include: expedition planning and logistics; safety and hazard evaluation; communication and leadership; self-rescue and emergency procedures; snow and ice climbing technique; glacier travel and crevasse rescue; avalanche awareness; route finding; applied rock climbing; practical weather forecasting, accident prevention, and modern trends in mountaineering.

Alternative Processes in Photography
This hands-on workshop will give students a direct experience with the practical techniques of historical and contemporary image-making methods. Aesthetic emphasis will be placed on the attitudes behind, and the importance of the visual/material syntax in an historical order. Students will make enlarged negatives and explore the image potential through a range of printing processes including cyanotype, salted paper prints, kallitype, and emulsion transfer.

American Government: The Political Game
This course is an introduction to American political thought and practice. We will pay attention to the
peculiar relationship between political language and political reality: Which issues are elevated to the status of social problems, who gets labeled a political leader or constructed as a political enemy? What is the current state of the American electoral process? What constitutes an ethical, pragmatic foreign policy? What is the proper relationship between church and state? What is citizenship, anyway? All of these issues receive a special political charge in an election year, but when all of the pomp and circumstance subside into the less spectacular politics of everyday life and public service, who gets what, why, and how? Special attention will be paid to questions concerning race, gender, and class. Let the games begin!

American Paradox: Studies History of a Varied People
This course examines the central theme of separatism and unity within the in the United States. It poses the question of whether or not it is possible or even desirable to create and live in a unified nation. In order to grapple with this question, we will study a series of paradoxes through which the country’s identity was formed: how can a country founded on the principle of freedom have built its economy, in part, through slavery? How can a nation that represents to the world economic prosperity continue to maintain such a large underclass? The course will develop chronologically so it will give you a good general overview of the major events of U.S. history.

American West in Film & Literature
This class will explore the American West as it has been depicted in films, stories, essays, dramas, and poetry. Topics will include the contrast between the reality and myths about the frontier, the importance of place in the literary imagination, and the concerns and themes of contemporary Western films and literature. Specifically, we will analyze the myths fostered by such films as “High Noon” and “Shane.” We will look at how more contemporary films like “McCabe and Mrs. Miller,” “Little Big Man,” and “Dances with Wolves” have provided new interpretations of the old West. We will also examine films such as “The Last Picture Show,” “Paris, Texas,” and “Raising Arizona” that are concerned with the modern West. Literature readings will include selections from authors such as Edward Abbey, Willa Cather, Gretel Ehrlich, 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, 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.

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no longer offered

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**Book Arts**

Students will become familiar with the materials and the methods of basic bookbinding techniques. Students will make pamphlet, one section, multi-section, accordion and hardbound books for journals or sketches. While this course is a studio/production course and we will be making a number of books, it is also a course about ideas and book content, not just technique. We will examine artist's books that incorporate collage, painting, photography, mixed-media and writing. Through the exploration of alternative structures, sequential relationships and physical properties of a book, students will create works that include imagery and text, as well as sculptural objects which involve the book as metaphor. This course will focus on incorporating digital technologies for limited editions. This is an interdisciplinary course designed for writers, painters, photographers, and sculptors.

**Botany**

Plants and other photosynthetic organisms form the basis of primary production on land and in the oceans. Non-photosynthetic organisms with some plant-like cellular structures, Fungi, have also traditionally been studied by botanists. The science of botany delves into the fundamental biology, myriad adaptations, and diversity of life within the three Kingdoms Plantae, Fungi and Protista (photosynthetic Divisions only). Topics covered include evolutionary history (from aquatic systems to terrestrial ones), life history strategies, plant anatomy, physiology (photosynthesis, photorespiration, internal transport, hormones), secondary plant chemistry, and pollination.

**Calculus: Theory & Practice**

This course is an introduction to the basic concepts, techniques, and applications of calculus. Applications will focus on the use of calculus techniques in developing, interpreting, and investigating functions that model natural phenomena and dynamical systems. Topics include limits and infinity, derivatives and rates of change, and computing areas via integration. Graphing calculators will be used extensively in the course to explore and reinforce mathematical concepts.

**Canoeing: Introduction to Expeditionary Paddling**

This course is designed as an introduction to the skills and techniques of expeditionary canoeing as practiced on flatwater and Class I/II rivers. In addition to paddling skills, the class will explore the history and origins of canoe construction and travel, hydrology and reading moving water, expedition planning, water safety and river rescue, and a variety of relevant outdoor skills. Effective communication and teamwork between partners within the context of the larger group will be emphasized. The course will include class time to develop theoretical foundations, day trips, and expeditionary paddling. Exact locations are dependent upon water levels.

**Central America: History and Current Issues**

Central America has been, and continues to be, the focus of tensions in the Western Hemisphere and a major focus of U.S. foreign policy. This course will be an in-depth study of the roots of current political and economic problems shared by the nations of the region. Initially the course will deal with the heritage derived from the indigenous people and European immigrants, as well as the development of the present nations out of the Spanish colonial experience. With this background, the course will focus on events since World War II. Topics to be investigated include: hunger and land tenure, education and health, survival of indigenous people, revolution, the U.S. influence and intervention, foreign debt and international relations. We will also look at possible solutions to economic and other problems in the region.

**Ceramics**

This course introduces students to the fundamentals of pottery-making. Through hands-on work they will discover the various uses of clay, as well as glazing techniques and kiln-firings. The students will explore the hand-building techniques of pinch, coil and slab construction. Emphasis will be placed on good design and the development of technical skills. Students taking this course for upper division will further hone their ceramics skills, with special attention to improved craftsmanship and advanced design. Upper division students will be expected to take on a leadership role in the class.

**Changing World Order: The Political Economy of Globalization**

This course offers perspectives on various aspects of globalization, historical and contemporary. We will study the rise of the nation-state system and consider current sub-national and transnational challenges to it. Mapping a changing world order that is simultaneously more globalized and localized than ever before, we will examine the dynamic movements of capital, culture and technology as well as the multitude of (actual and possible) political responses to these “global flows.” We will consider the meanings of such
terms as uneven development, cultural imperialism, post-colonialism, postmodernism, sustainability, displacement, diaspora and tourism, to name a few. At the culmination of the course, students should be able to critically assess worldwide political, cultural, and economic phenomena through an understanding of key concepts and various theoretical frameworks.

Chemistry, Foundations of
This course provides an introduction to chemical sciences, focusing on inorganic chemistry. Topics include the nature of matter and energy, atomic structure, chemical bonds, chemical reactions, nuclear chemistry, and radioactivity. Organic chemistry and biochemistry will be introduced. The course will serve as a useful basis for students who will continue to study chemistry and to those interested in biological systems, environmental chemistry, soil science, geology, geochemistry and many other areas within environmental studies. Classes consist of lectures, discussions, and lab exercises. Environmental applications such as the energy requirements of the chemical economy, toxic chemicals and pollutants are used extensively to illustrate concepts in the course.

Chicano Studies
This course provides an opportunity to understand and work with the experiences, values, cultural representations, and socio-economic issues of the Chicano/Latino community in Arizona and the United States. Drawing on the legacy of the Chicano/a movements of the 1960’s and 1970’s, we will examine the intersections of race, class, gender, and sexuality and apply them to real issues of the reality of the Southwestern United States. By the end of the course, students will also have a comprehensive understanding of the current issues that affect and transform this socio-political group in the United States.

Choreography and Performance
This course takes the student through the entire process of creating and producing choreographic work for performance. Through working with ideas, physical impulses, and curiosities, students will learn to generate movement material that supports their particular creative vision. Practice with improvisational and compositional structures will provide methods for forming, organizing, and editing movement. Students will gain experience in learning and repeating choreographed movement aimed at developing skills in presence, phrasing, and dynamic versatility. Production elements such as selection of performance location, technical considerations, time and budget planning, promotion, and costuming will be integrated in the coursework.

Choreography in the Community
This course brings students together with diverse populations of the Prescott community in a sharing of oral histories, which are transformed into dance, theatre, and storytelling. The first portion of the course will focus on the development of choreographic, storytelling, and teaching skills, and the second portion will involve implementing and adapting these skills for the specific population chosen. Populations such as elders, children, children with parents, athletes, people with disabilities, and youth-at-risk are possible community participants. Issues and themes relevant to the particular group will be identified and used as art-making inspiration. We will challenge the societal assumptions about who can be a dancer or artist and promote the belief that everyone has a dance and a story to share. The course will culminate in a community sharing in which community and course members perform together.

Coastal Ecology of the Gulf of California
The Gulf of California is a biological treasure of global significance. In this intensive field course, we take an in-depth look at the ecology and biota of this diverse region. Prime study subjects are marine and coastal birds, especially their behavior and feeding ecology. Also covered are intertidal and estuarine ecology with a focus on rocky, sandy, and mudflat habitats; ecology of the Sonoran Desert; and natural history of marine mammals. Specific organisms are studied as examples for understanding the complex ecological interactions of the Gulf Coast. Students are required to undertake an independent field project.

Color Line in U.S. History, The
This course explores the origin of one of the most perplexing questions facing Americans today, which is “why, over 135 years since the end of legal slavery of African Americans in this country, do we still live in a society divided by ‘race’?” In this class, we will trace the history of race in the U.S. We will learn about the first encounters between European, African and Indian people on this continent, the slave system that developed, and the belief that people are ‘racially’ different from each other that evolved through the decades and centuries that followed. We will look very specifically at the ways that segregation continues
today, in neighborhoods, schools and jobs, and explore how we can challenge the inequality in daily lives. The course will focus on ways that the colorline divides the community in Prescott, and will provide you with an opportunity to explore your own racialized history, and that of your family.

Community & Counseling
This course introduces students to the concept of service as a vehicle for Practicum personal growth and social change through deep self-inquiry and compassionate action. Each student will intern with a local human service agency or private service provider. Students spend approximately 100 hours of supervised counseling activities. A minimum of 40 hours is spent in a direct service environment. Other activities include weekly group case consultation and in-service workshops. Students research and present psycho-educational material relevant to their placement. Students directly apply skills of effective helping, self-directedness, and sustained commitment to self, peers and community. This course promotes that service is always a strengthening action and is at the heart of true community.

Community Mediation & Principled Negotiation
Community mediation reflects a growing trend toward non-litigious resolution of conflict. Across the country, communities are 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 background in basic mediation skills and principled negotiation and receive a Level I certification.

Conjunctive Studies in Bodywork no longer offered
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 stu-
dent with a technical foundation which will strengthen and enhance expressive capacities. This course will be taught with a double focus on building skills in modern dance technique and in learning repertory that challenges students to increase their dynamic range. The course draws on techniques of modern dance, with physical training based on the principles of “tension and relaxation” and “fall and recovery.” Awareness and control of energy flow in the body and its relation to performance presence will be explored. Attention will also be given to tracing the roots of modern dance movement from the beginning of the 20th century and finding contemporary applications to the formative philosophies of modern dance pioneers.

Contemporary Dance Training
This course is designed to give the dance student a broad base of physical training through a synthesis of movement styles and techniques. Aspects of modern dance, yoga, partnering, ensemble work, and contact improvisation will be blended into a dynamic dance practice. Concentration on performance skills, movement memory, and cultivation of the energetics of the body will help the student develop a heightened awareness of the present moment and its inherent performance possibilities. The course will also provide a framework for research into historical and contemporary performance theory and trends. Viewing and writing about live dance performance will be an integral part of the course.

Contemporary Perspectives in Photography
This course is concerned with making photographs and not taking pictures. Students will become confident with their visual style and be challenged to enlarge their critical vocabulary. We will become better acquainted with the masters, movements, and social attitudes embraced in photo history and develop a critical awareness and concern for current issues within the medium. Contemporary concerns of censorship, legalities, career opportunities, and materials will be covered through presentations and student research. Technically, students will refine their use of the zone system and explore advanced B/W darkroom techniques including chemistry, various papers, and alternative toners or digital techniques.

Contemporary Society, Art and Politics in Eastern Europe
Travels will take students to Romania with stays in the Transylvania city of Sibiu and the capital city of Bucharest. We will visit museums, attend gallery art shows, the theatre, go on architectural tours and meet with artists and curators. We will also be visiting sites of ecological concern and meeting with academic and political figures. This class will travel under the theoretical auspices of what we will call a “third culture.” This means self reflexivity as travelers crossing borders and meeting those who inhabit them. We see this as distinguishable from the concept of “multi culturalism” because of the emphasis on the culture of travel and the cultures of Eastern Europeans who themselves occupy political and cultural places “in between.”

Students will read extensively and are expected to keep meticulous journals in a creative way incorporating their personal writing, photography, sketching and/or collage designs. Encouraged through discussion, reading, activities and the personal journal, students will contribute to a collective project that will address “third cultural” issues inspired by their experiences. This project may take the form of an exhibition, public presentation, multi media 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 workshop 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 quarters, requiring all students to take on the responsibilities of meals, basic yacht maintenance, and cleaning while adapting to a cooperative group environment. Two-days of Wilderness First Aid training 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
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 graphically appropriate methodologies including the conceptual approach to ecological principles, sensory awareness, values clarification, and general interpretation. These approaches will be presented in a way that demonstrates the interrelatedness of environmental education to diverse subject areas within a school curriculum as well as other relevant educational settings and populations. Students will gain experience designing and implementing activities in a “place-based” watershed and creeks education program with fifth grade students at a local elementary school.

Environmental Education Methods for Adventure Educators
Environmental education (EE) encourages the discovery and understanding of the Earth’s natural systems and the human role in those systems. Adventure education has typically put more emphasis on outdoor skills instruction and group dynamics. This course will explore the developing interface between these two fields from a philosophical and practical perspective. It is designed for students who anticipate employment in the adventure education field, and who recognize the importance of environmental education in their instructional repertoire. We begin by revisiting important theories and philosophies covered in the “Fundamentals of Environmental Education” course. The bulk of the course focuses on design and implementation of adventure-based EE curriculum, and investigating ways in which EE and interpretive natural history can be successfully integrated into a variety of field settings with teenage and adult populations. Students will experiment with how they can best combine skills instruction and experiential education techniques with interpretive natural history, ecology, and environmental issues. Individual and group research projects incorporate students’ personal interests into the course. Students developing EE curricula for their research project may work towards implementing their curriculum in conjunction with Wilderness Orientation, other AE courses, or future adventure education related employment.

Environmental Education, Fundamentals of
This course is important for educators who intend to incorporate environmental awareness and action into their teaching. The definition of environmental education will be examined and refined by comparing it to other related fields such as experiential education, adventure education, and science education. Students will explore the theoretical and philosophical framework of environmental education and seek to understand the relationship to disciplines which inform the field: environmental studies, education, psychology, political science, fine arts, language arts, history, performance studies, etc. Students will also inventory various methods, curricula and techniques currently used by environmental educators and evaluate them against criteria which screen for developmental appropriateness, learner needs, and cultural sensitivity. After observing in a variety of local educational settings, students will apply environmental education theory by developing integrated thematic units which can be implemented during subsequent methods courses.

Environmental Ethics
Environmental ethics is the study of values by which human beings relate to the natural environment. This course will address the question of “how” people live or should live on the earth. It will focus not on ethical theory, but rather, through reading and discussing primary literature and case studies, will address the moral and ethical dilemmas in current environmental issues.

Environmental Geology, Introduction to
This course studies reactions of the earth to human uses and human attempts to control its dynamics. It is an applied science course and a study of those environmental problems having a strong geological component. It covers short-term and long-term geologic effects of human activities including geologic hazards and attempts to control natural processes. Topics include waste disposal, groundwater, flood control, effects of
damns 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 to practice being effective citizens. The topics of the course will vary from year to year. Students will be responsible for studying the issue from many different perspectives, drawing conclusions consistent with their own values and choosing a course of action that move towards solutions.

**Environmental Politics: Domestic & Global Dimensions**
What are the connections between social inequality and environmental destruction? The goal of this course is to explore the interconnections and interdependencies between human and environmental justice issues. This is a writing emphasis course designed to expose students to issues of culture, power, politics, economics, and globalization as they relate to issues of cultural and ecological sustainability. The course offers the skills and perspectives necessary to analyze dynamic relationships between social inequality and the degradation of the natural world as well as efforts to create solutions and build movements for sustainable social transformation. We will analyze the power dynamics of globalization, including the rise of industrial agriculture and food systems, the impacts of economic imperialism on consumption in the global north and production and envi-
ronmental 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 of 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, physiologial). Feminist Psychology cuts across these areas to take a women-centered approach to psychology, in contrast to the historical pattern in psychology of either ignoring women and women’s issues or generalizing work done with men to women. The fundamental goal of feminist psychology is to create a psychology opposed to sexist oppression. By exploring women’s experiences within their social context, students will learn to challenge traditional labels of pathology that are commonly assigned to women and girls and learn how to apply a feminist perspective in their work as counselors and teachers.

**Fiction Writers’ Workshop: Forms of Fiction**
This course is designed to develop and deepen students’ fiction writing skills by familiarizing them with a variety of narrative forms and challenging them to write their own stories incorporating these elements. Through reading and discussing work by contemporary and classic writers, students will formulate a vocabulary for critiquing stories which utilize traditional, modern, and post-modern forms, and then write their own stories, which will be put before the class for workshop. During the semester, students will write, workshop, and revise 2-3 full-length stories. In-class writing exercises will help students generate material for these full-length stories. Each student will be expected to help facilitate workshops and lead discussion of published fiction.

**Fiction Writing, Introduction to**
This course is designed to introduce students to the short story form. Students will read and critique the works of classic and contemporary authors in order to become familiar with narrative strategies and to understand how stories are crafted. Several writing exercises, in and out of class, will help students generate material for original short fiction that will eventually be put before the class for workshop. Equal emphasis on reading, writing, and critiquing skills will provide the background students need for advanced fiction workshops.

**Field Biology Studies: Colorado Plateau**
Students who have taken a field methods course will be involved in on-going research projects at Mesa Verde National Park (vegetation mapping and fire history studies), Chaco Canyon National Historic Park and Canyonlands National Park (insect study). Students will carry out the day-to-day field data collection as well as data organization, statistical, and spatial (GIS) analyses and assist with writing the project summary. The class will be based out of Durango, Colorado and field time will be partitioned between the three projects.

**Field Biology Studies: Sutter Buttes**
The Sutter Buttes is a biogeographic island, the only mountain range within the vast Central Valley of California. Though it is a geographically well-defined unit, it is a complex mosaic of private lands with differing management practices. In this class, students will collect and compile data on plant and animal distributions in this unique range and attempt to relate patterns of distribution to ecological and historical factors. The project will involve active field measurements, computer entry of data, and group discussions of ecological questions and alternate hypotheses they raise. The data collection and analysis will be done with thoughtful consideration of conservation implications of the work, particularly with respect to eco-
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 cultural, 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 trolleys.

**Global Political Ecology**

For over two decades the world has undergone an intense process of globalization. This notion goes beyond the dimension of economic trade. It touches all aspects in the life of humans and therefore affects social systems and ecosystems in a global way. Yet, little is done to comprehensively understand the social, cultural and ecological dimensions of this process and to understand the political steps necessary to address global problems. This course seeks to bridge that gap. Through a political ecology/economy approach the course will analyze aspects of global development issues such as world trade and interdependence relations, international political organization, global migrations, globalization of culture and international resource management. The course will apply sustainability frameworks to these problems in order to better understand them and suggest alternative paths for global development.

**Globalization, Religion, & Social Change**

Globalization is a religious – as well as an economic, social, and political – phenomenon. Missionaries have always contributed to the widespread mixing of cultures, and religious traditions themselves have been challenged by scientific discoveries and technological developments, movements for social change, and an increased awareness of environmental issues. These challenges have led to a wide range of responses, from reactionary religious fundamentalism to radical secular humanism. In this course we will explore the efforts of contemporary religious persons to answer modern challenges to traditional religious ideas and institutions, with a focus on how the process of globalization and the rise of modern science, feminism, and environmentalism are transforming the world's religions.

**Globalized Sustainable Development: A Paradox? (Costa Rica)**

This case study provides the students with an opportunity to connect their reality with that of developing nations. Costa Rica has 25% of its land in a National Parks system and 100% of its territory under a bioregional resource management plan. Its agricultural frontier is exhausted, while it holds one of the most stable growing economies in Latin America. The course will focus on the potential paradoxes that result from this situation. It will evaluate how resources are used and organized in terms of efficient allocation, sustainable scale and fair distribution as parameters of sustainability. The course will use business organization models as the medium to perform such evaluation. Students will examine several models: agricultural cooperatives, multinational corporations, women's associations, and private ecotourism ventures, among others. They will also have the task to integrate this evaluation with the surrounding social and natural setting. By the end of the course, we should have a clearer perspective on the complexities and feasibility of implementing sustainability at a global scale. The planned program involves moderate hiking under cold.
rainy conditions, and coping with modest accommodations in very warm tropical areas.

**Group Counseling: Theory & Practice**
This course provides students with a theoretical foundation and opportunities for practice in group counseling. Classical counseling theories and methods are considered as they apply to therapeutic groups in both traditional clinic and backcountry settings. Topics and themes include the leadership role, setting, client selection, group cohesion, trust and safety, communication dynamics, formative stages, difficult clients, and special applications. At times, the class members utilize their group as a practice laboratory for their professional growth.

**Group Process for Adventure Educators**
Within a conceptual framework based on an overview of the role of the leader in an adventure-based educational process, students will read about, discuss, and practice skills such as group facilitation and conflict resolution, assessing groups, and the designing of appropriate activities to facilitate group development. Much of this will be done within the context of initiatives and activities used by many adventure-based experiential schools such as Outward Bound. Students will also work toward developing their own leadership style. Designed for students who plan to work with groups in a leadership role, this course will be structured to complement the College’s outdoor leadership program.

**Herpetology**
This course focuses on identification, evolution and classification, adaptations (morphological, physiological, and behavioral), and ecology of amphibians and reptiles. Lectures, lab exercises, and readings supplement field studies of behavior and distribution in the diverse habitats of the Southwest. Students research a chosen topic, including review of primary literature, and present results to the class.

**History and Culture of Native America**.
This course will provide an overview of the history of Indigenous America and Americans from the arrival of the first humans in North America to the present. The course will also examine the ways that the history of indigenous people has been represented in American culture and scholarship, and contrast mainstream and Native American presentations of that history. It will explore the role that this history has played in forming American identity. The course will analyze the types of sources and methods used to create the factual history of Native America, and the strengths and weaknesses of oral and written sources.

**History of Conflict in the Southwest**
This course examines the history of the Southwest region from the first inhabitants to the 19th century. Emphasis is placed on the diverse groups that have inhabited this region, currently divided by the U.S./Mexico border. Students will look at the history of contact, domination, conflict, and collaboration among these groups, and the relationship between political borders and the formation of identity.

**History of Gender & Sexuality**
This class traces the history of gender and sexuality in America, from the three-part gender system of many Native American tribes, the not-so-pure Puritans, Victorian America’s reliance on both the belief that the nature of “True Woman” was sexless and on commercial prostitution, sexuality and slavery – to the medicalization of sexuality in the early 20th century, the invention of “homosexual” and “heterosexual”, the sexual revolution, and the AIDS crisis. We will explore gender theory, the historically changing meanings of ‘man’ and ‘woman’, the ways that gender and sexuality are understood in different American subcultures, and the relationship of gender and sexuality to power as expressed through race and class hierarchies.

**Holistic Body Work: Introduction & Survey**
This is an introductory level course for any students interested in a holistic approach to health through the use of bodywork. The course will cover the history and theory of Swedish massage. Students will learn basic anatomy and become skilled in this essential foundation. In addition, the course will survey a broad range of other approaches to bodywork and holistic health.

**Holistic Health & Wellness**
This course will take a personal and planetary perspective on health and well-being. Topics addressed will include: breathing, eating, exercise, communications, thinking, sexuality, finding meaning in life, and spirituality. The material will be laid upon a foundation that self-responsibility, increased awareness, and compassionate self-acceptance are the bases for health.
Holy Books: Survey of Religious Literature
This is a foundation course in religious studies and also a survey of Holy Scripture as great literature. We will read from the primary sources: The Bible, Koran, Bhagavat 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
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 Hassestrom, David Orr, and Gary Paul Nabhan, who have focused on the relationships between culture, agriculture and nature. In reading both non-fiction and fiction, we will address questions of ethics (i.e., self-imposed limits) that pertain to how our culture and other cultures relate to the land on which we all depend.

**Landscape Ecology**
Humans engage with landscapes, not individual species. However, our behavior at the landscape scale has a profound effect on the long-term viability of every species on earth. Landscape ecology shows us what we need to know before we build a road, plow a field, or turn a pasture into a subdivision. We discover how our actions disturb natural productivity or support one species over another, thereby disrupting the ecological functioning of a place. We explore how landscape components, such as patches and corridors provide for the basic needs of their inhabitants, including humans. The complex interactions of size, shape, and history affect whether or not a corridor is a wild life “freeway”, for instance. This course focuses on how systems theory, ecological modeling, historical ecology and GIS data among others are used as tools to develop good landscape level practices on local, state, and national scales.
Language Arts: Methods & Practice
The purpose of this course is for future elementary teachers to gain knowledge of and demonstrate competence in the development of language arts curriculum. Students will explore the relationship between reading and writing skills, examine methods for language arts instruction, and be able to design developmentally appropriate lesson plans. Students will be expected to implement original lesson plans in a grade appropriate setting. This course also requires students to research the needs of cognitively and culturally diverse learners, students impacted by specific environmental conditions as well as demonstrate sensitivity to these areas through the design and implementation of lessons.

Large Format Photography
In this course students will be introduced to the mechanical and aesthetic concerns of using the 4x5 and 8x10 camera formats. Emphasis will be placed on using the zone system of B/W exposure control, including expansion and contraction development. There will be several project themes (studio and field) proposed so the students will be challenged to integrate the variety of camera manipulations as well as develop a personal philosophical attitude toward the larger formats. Both conventional sheet film and Polaroid materials will be used as the students enhance vocabulary of perspective, lens choice, metering technique, and image scale. Each student participating in this study should expect to compile an image portfolio of at least eight final photographs and an extensive written journal.

Large Scale Photography
This course will address the technical and aesthetic proposition of producing photographic images of large physical size. Beginning with philosophical discussion of image content and presentation context, students will explore the issues of producing photographic work for public spaces. Students will make new images based on a specific theme and print onto various papers in escalating sizes (16x20, 20x40, 40x96, etc.). Refinement of darkroom technique and print handling will be stressed while students work together as a team to accomplish the tasks at hand. As our projects progress, we will pursue and design exhibition possibilities including all aspects of installation craft, legal considerations, and ethical position concerning public viewing.

Latin American History
This is a survey of the history of Latin America from the 15th century to the present. Beginning with a review of conditions in Europe and the New World at the time of the discovery, it will follow the confrontations of cultures and peoples as Europeans, principally Spanish and Portuguese, conquered and colonized the New World, transferring their social, technological, religious, and governmental systems to the Americas. The causes and consequences of the independence movements in Latin America will be the second main topic of study. We will continue through the formation of the newly independent nations of Latin America during the 19th century, the challenges of organizing self-governing states and the several political and ideological models that were tried, focusing on the emergence of the caudillos or strong men leaders. The social, political, and economic conditions during 20th and into the 21st century will follow, including the role of the military and of the popular and revolutionary movements in more recent Latin American politics.

Latin American History through Film
Latin American films (and foreign films about Latin America) can serve as provocative entry points to the political and cultural realities of this world region. This course will familiarize students with film’s potential to critique these realities and, in turn, contribute to a wider historical understanding of power and resistance. We will devote some time to developing critical approaches foundational to the formal study of documentary and feature films. With this background, this course will emphasize film as a window into broader historical and cultural issues surrounding the events dramatized in a given work. The discussion and analyses will consider periods of political transition, social movements, and representations of class, race, gender, and ethnicity as seen in the varied socio-economic and political contexts of Latin America. Most films will be shown in class; some evening screenings will be required.

Law & Social Change
This course will examine the interplay between law and social change. How do social and cultural factors influence changes in the law, and how does law impact the potential for producing social change? How do changing interpretations of social values affect the law and how do changes in the law influence the social interpretations of those values? Specifically, the course will examine the underlying assumptions of fairness, equality, and morality that helped define certain landmark Supreme Court decisions; how those
decisions have modified the basic ways people in a society relate (e.g., race relations, gender relations, sexual relations); and how those decisions have restructured major social institutions such as the family, religion, and education. We will also look at the use of law among activists and social movements through the eyes of lawyers practicing in the field, and will visit local courtrooms in order to obtain a fuller sense of how the law actually works in practice.

**Law, Society, and the Environment**

This course explores the social and ecological consequences of the US legal system. Such analysis will evolve from the US Constitution into specific regulations in fields such as Tax Law, Business Law, Labor Law, and Agricultural Law. The role of Courts as promoters of social and environmental change will be studied. The environmental justice movement will receive special attention as a case study of overlapping social and environmental inequities. Through this process, we will conclude on the possibility to implement a more sustainable institutional framework in this country. Field trips and exercises will be the experiential complement to class activities.

**Learning Theories**

This course provides an overview of the process of learning. Theorists examined will include but not be limited to Benjamin Bloom, Lev Vygotsky, John Dewey, Erik Erikson, Geoffrey and Renate Nummela Caine, Maria Montessori, Howard Gardner, and Paulo Freire. Students will explore topics such as optimal conditions for learning and how relationships within the classroom affect learning, and will gain an understanding of learning differences. Psychological and developmental factors will be examined as well as the impact of environmental and cultural conditions. Various theorists who have made contributions within the field of education will be compared as a way to provide further insight into effective teaching strategies.

**Life Centering Practicum**

Too often holistic living practices are taught and practiced as part of a class but are apart from one’s daily living experiences. This is an advanced course designed to integrate a variety of conscious living skills into one’s daily routines. As such, this course is designed to put into practice the theories, philosophies and techniques of Holistic Living in a field setting conducive to the process of conscious living, students will participate fully in practices designed to promote the attunement of the mind, body and spirit. These practices will include yoga/stretching, meditation, exercise, massage, body awareness, movement, creativity, ritual and ceremony. Each student will select several texts to further investigate a particular discipline. Finally, students will document the effects of these practices on a personal and group level.

**Life Centering: Mindfulness and Meditative Practices**

This course provides the student with a theoretical and experiential overview of mindful and meditative practices from an array of philosophical and spiritual traditions. Course participation involves a significant amount of experiential immersion in pertinent practices, as well as didactic study of the theoretical foundations of these practices. The course is designed to encourage self-reflection, life enhancement, and didactic and experiential learning within each student.

**Lifespan Development I: Early Childhood through Adolescence**

This course is designed to familiarize students with developmental themes and tasks of children from birth to sixteen years of age. The work of major theorists in the field are introduced and students are encouraged to apply various theoretical constructs to their observations of, and experience with, children and adolescents. The course encourages students to examine their own developmental histories. The students’ explorations of their family-of-origin serves as a point of departure for organizing and understanding developmental theory.

**Lifespan Development II: Early to Late Adulthood**

To better understand and appreciate human development, we must view development and growth as a lifelong process. This is the second course in the Lifespan series. Here we investigate the stages of development from early through late adulthood. Development is defined from emotional, social, cognitive, biological, gender, familial, mythological, transcultural, and spiritual perspectives. Through this wide-angle lens, we explore both continuous and stage theories of adult development, the corresponding ages, the nature of transition periods, unique and shared changes, and death and dying. Students read a variety of different models of adult development and integrate their own perspectives that can act as a guide for their own lives.

**Literary Journal Practicum**
In Literary Journal Practicum, students are the staff of Prescott College’s national literary magazine, *Alligator Juniper*. After familiarizing themselves with the national literary market by reading sample journals, students spend the bulk of class time and homework time reading submissions. During the first third of the course, the class reads creative nonfiction and selects submissions for the upcoming issue. For the rest of the semester, the course is divided up into two editorial groups: one for fiction and one for poetry. Submissions come from writers all over the country. Students maintain individual response journals, where they keep notes on submissions, their reactions, and their recommendations as to whether a particular piece should be published, rejected, or given further consideration. The class then moves into more in-depth discussion and compromise to narrow the list of semi-finalists to a list of finalists, and eventually to the handful of essays, stories, and poems agreed upon for publication. Students and instructors write thoughtful rejection letters to all those whose work was not selected for publication. This practicum provides valuable professional experience, seldom available at the undergraduate level.

**Literary Journal Practicum: Poetry**

In this course, students are the poetry staff for Prescott College’s national literary journal, *Alligator Juniper*. After becoming familiar with the current literary market by reading and reviewing sample journals, they will spend most of class time and homework time reading submissions in the Poetry category and deciding whether particular poems should be published, rejected, or given further consideration. In the final weeks of the course, staff members will formally discuss all poems which have received positive responses and narrow the list to a group of finalists whose work will be published (or to a group of semi-finalists if there is a guest judge). They will also write thoughtful rejection letters to those whose work won’t be published. Staff members will be identified on the front page of the issue and be able to list this professional experience on their resumes. If time permits, they may submit their own manuscripts to the rest of the staff for editorial review.

**Literature as Experience**

Ezra Pound once called literature “news that stays news.” Through the study of literature we can see, interpret, and understand the central issues of our lives. During this course, we will explore works of contemporary and more classical literature and examine them as the creative and intellectual experiences of their authors and as cultural documents of their times. We will also consider the literature we read and write ourselves as part of our own uniquely individual yet culturally-mediated life experience. Central to our own experience of literature will be making connections between the texts we read. Examples of thematic strands we might trace include: the search for self, the search for love, family and community, and the search for meaning. The course will be conducted as a seminar with students taking an active and even leading role in discussions. We will enhance our reading experience with a variety of class activities drawing upon films, plays, critical and creative assignments and presentations, and informal dialogues with contemporary writers.

**Literature of the American Dream**

This interdisciplinary course will provide students the opportunity to examine the evolving historical, social, and personal perceptions of the American Dream as depicted in influential novels, autobiographies, poetry, and plays. Some of the topics for discussion will include the dream of hard work and prosperity, the dream of the natural environment, slavery and the dream of civil rights, the myth of the American West, the dream of a cultural melting pot, and a study of American archetypes. Reading assignments will include “The Declaration of Independence” as well as texts by Benjamin Franklin, Frederick Douglass, Henry David Thoreau, Walt Whitman, F. Scott Fitzgerald, E.L. Doctorow, John Steinbeck, and others. Writing assignments will include a combination of critical and creative work.

**Magazine Journalism**

For the freelance writer, every assignment is both a writing project and a learning experience. You might find yourself in the Sierra Madre researching an article on deforestation, or rafting down a river while preparing a story on whitewater recreation. You do interviews, you take countless notes, you observe. Once your research is completed, you sit down with a stack of notes and begin shaping your story, writing and rewriting until things fall into place. In this class students will read and analyze numerous magazine pieces, and then write a full-length feature themselves.

**Maps & Wilderness Navigation**

This course will balance theory and practical applications of wilderness navigation techniques. The primary outcome will be competence in the use of map and compass to navigate in wilderness settings. Equally important will be the development of cartographic literacy. Students will gain an understanding of the history of cartography and its role in the development of human conceptions of place. We will look at the changes in technology, including GPS systems and mapping programs, and examine their impact on our understanding of the world and our place in it. The strengths and limitations of maps, including the ways they reflect cul-
tural assumptions and are used to further them, will also be explored. Weekly field trips will provide opportunities for refinement of practical skills and serve as an introduction to local geography.

Marine Biology I: Diversity of Marine Life
This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase II – Oceanography, and Phase III – Field Methods for Marine Ecology, Diversity of Marine Life is a survey of the common groups of marine organisms. We will explore the evolution, diversity, morphology, field identification, and ecology of marine algae, halophyte plants (such as mangroves), plankton, invertebrates, fishes, reptiles, birds and marine mammals of the Gulf of California midriff region.

Marine Biology II: Marine Ecology
This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase I – Diversity of Marine Life and Phase III – Field Methods for Marine Ecology, Marine Ecology is an investigation of the structure and function of marine ecosystems. The course will focus on marine food webs, energy and nutrient flow, population interactions, and biogeography of the midriff islands of the Gulf of California. There will also be a heavy emphasis on the ecology of intertidal ecosystems, rocky shores, sandy beaches, and estuaries.

Marine Biology II: Oceanography
This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase I – Diversity of Marine Life and Phase II – Oceanography, Oceanography will provide an introductory glimpse of the Earth’s oceans from physical and marine geologic perspectives. Through class presentations, lectures, discussions, lab exercises and field trips we will ponder the geologic origin of the oceans and familiarize ourselves with their geography. With an eye towards understanding the oceanic realm and the dominant role it plays in regulating global climate, we will study the physical and chemical properties of sea water and the techniques for measuring these properties. We will examine global oceanic circulation patterns and the causes of currents, waves, tides and upwelling. The preceding topics will be examined globally but examples from the Gulf of California will be used extensively to provide students with an introduction to this area.

Marine Biology III: Field Methods for Marine Ecology
This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase I – Diversity of Marine Life and Phase II – Oceanography, Field Methods for Marine Ecology will focus on design and execution of student research projects. Students will design field research projects, collect field data, analyze results and write up scientific papers on some aspect of marine ecology. Projects will be based primarily on the ecology of intertidal habitats or on islands of the Gulf of California.

Marine Conservation I: Global Marine Issues
This course examines global marine issues from interdisciplinary perspectives. We begin by developing a general background in maritime cultures, laws of the sea, and the ecological, economic, and social importance of the marine environment. Issues studied in depth include fisheries, pollution, tourism, habitat alteration, island and coastal management, protected areas, and endangered species. An understanding of resource ecology forms the foundation of learning in the class. The international nature of marine issues is emphasized, leading to the study of international policy, culture, globalization and trade. Traditional and alternative strategies for meeting marine conservation challenges are examined and analyzed. Readings, discussions and lectures are complemented with field trips and guest speakers.

Marine Conservation II: Gulf of CA Conservation Case Studies
Concepts introduced in Phase I are illustrated through regional case studies in the Gulf of California. Through first-hand field observation and participation, students gain an understanding for the complexity of many conservation challenges in the Gulf. For example, case studies in fisheries provide students with the opportunity to observe a variety of fishing techniques, speak with fishers, and learn through on-board observations. Field observations are complemented by lectures on marine ecology and management in the region and discussions with resource users, researchers and managers.

Marine Conservation III: Applied Conservation Research
Theoretical and field-based knowledge gained in Phase I and Phase II lead the student to a better understanding of current and potential management strategies for protecting marine and coastal resources. In Phase III students will demonstrate a thorough familiarity with specific conservation projects and collective conservation efforts in the Gulf of California. Students analyze the effectiveness, strengths and shortcomings of marine and coastal conservation in the region. Each student has the opportunity to work with an ongoing conservation project, to create a proposal for a future project, or to do library-based research. Project work provides students with experience in applied conservation research and management. Projects might include monitoring and inventorying resources, education and interpretation, work with exotic species, or introduction and evaluation of alternative resource use. Students meet with management agency representatives, scientists, educators, and local resource users. Each student's work is part of ongoing conservation efforts in the region.

Marine Mammal Biology and Conservation
This course provides an overview of the biology, ecology and conservation of marine mammals. Students will develop a background in marine mammal taxonomy, evolution, distribution, and anatomy and physiology. We will focus on the ecology of cetaceans and pinnipeds, including behavior, communication, social structure, energetics and population dynamics. We will also discuss global and regional conservation issues regarding the protection and management of marine mammal populations. Students will learn about marine mammal research techniques through readings, discussions and field activities. Course topics will be augmented with field observation whenever possible. Students will have the opportunity to participate in an ongoing conservation project and to incorporate related topics of personal interest into the class.

Marine Studies I: Skills for Ocean Exploration
This course will introduce students to the basic nautical knowledge needed by all mariners with an emphasis on sea kayaking skills and general boating safety. In addition, students will explore the skills and safety considerations for freediving and will participate in an introductory scuba diving experience. Daily sessions on the water will be utilized for boating and freediving skill development. An overnight trip will serve as an introduction to kayak touring. Students will learn oceanographic concepts relevant to all marine activities, including tides, currents and related moon phases, wind and wave formation and behavior, and marine weather forecasting. Students will use maps, charts, compasses and GPS for coastal navigation and will practice route planning and sea conditions risk assessment. Additional topics will include marine first aid and the use of emergency signaling devices and VHF radios.

Marine Studies II: Nat’l History
The Gulf of California is one of the most productive marine environments on earth. Its islands, biological diversity, geologic and cultural history make it a remarkable place for students to learn about marine and coastal natural history. Class and field sessions will introduce students to the coastal ecosystems, islands and offshore environments of the Gulf of California. Students will develop skills in field observation, species identification, and field journaling, as well as an understanding and appreciation for this amazing region and its people. They will demonstrate their learning through the completion of a series of species accounts, a detailed field journal, participation in field activities, and participation in class discussions.

Marine Studies II: Natural History of the Gulf of California
The Gulf of California is one of the most productive marine environments on earth. Its islands, biological diversity, geologic and cultural history make it a remarkable place for students to learn about marine and coastal natural history. Class and field sessions will introduce students to the coastal ecosystems, islands and offshore environments of the Gulf of California. Students will develop skills in field observation, species identification, and field journaling, as well as an understanding and appreciation for this amazing region and its people. They will demonstrate their learning through the completion of a series of species accounts, a detailed field journal, participation in field activities, and participation in class discussions.

Marine Studies III: Case Studies in Marine Conservation
Through first-hand field observation and participation, students will gain an understanding of the complexity of many conservation challenges in the Gulf of California. For example, case studies in fisheries will provide students with the opportunity to observe a variety of fishing techniques, to speak with fishers, and discuss a variety of management strategies. Case studies in island and wetland conservation will provide students with opportunities to participate in conservation studies and service projects and to learn from scientists and community members working in the region. Field observations will be complemented by lectures and assignments on marine conservation in the region and discussions with resource users, researchers and managers.
Math for the Liberal Arts
This course is a college-level math course designed to foster an awareness of the nature of mathematics, to promote an understanding of the role of mathematics in today's society, and to encourage the development of critical and quantitative reasoning skills. Topics include the mathematics of voting and social choice, linear and exponential models of change, unit analysis, and the collection, analysis, and visual display of data.

Math Skills Review
This course is a review of basic math skills necessary to succeed in math certification courses. Students will work independently with their mentor to gain mathematical fluency in working with fractions, decimals, scientific notation, percentages, ratios, order of operations, and linear equations. The course is designed to help students master these essential arithmetical skills while developing confidence in their mathematical abilities.

Math: Methods & Practice
This course explores various elements of mathematics education for elementary school students. Topics covered include: the importance of concrete manipulation in the formation of symbolic levels of understanding and reasoning; a variety of specific manipulative tools for math education; methods for teaching 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.

Mathematical Modeling, Introduction to
This course is an investigation of the algebraic and graphical properties of polynomial, exponential, logarithmic, and trigonometric functions. Students will focus on applications of these various functions when used as mathematical models for real-world data. Students will develop and interpret mathematical models for population growth, monetary concerns, temperature change, pollution rates, etc. In each case, algebraic approaches will be reinforced and supplemented by graphical methods. TI-83 graphing calculators will be used extensively throughout the course.

Mediation Practicum
This practicum course offers students the opportunity to apply the mediation skills learned in Community Mediation and Principled Negotiation in professional settings, as well as to learn more specialized mediation applications. Students receive advanced training and certification in Victim Offender Mediation. This is a form of mediation that works with perpetrators and victims of crimes, and promotes restorative justice. Students observe and critique a variety of mediations, including small claims, civil, victim-offender, and family mediations. Students then participate in the Yavapai County Courts as mediators-in-training. This entails co-mediating actual cases with experienced, trained mediators. Additional opportunities may include training for and/or supervising local, school-based, peer mediation programs. In addition to observing and conducting mediations, students assist with case development for the Victim Offender Mediation Program (VOMP) of Yavapai County through the Superior Court of Arizona.

Memoir, The
This course is divided between student-led discussion of published memoirs and workshop of memoirs written by the students in the class. While several of the memoirs we read will be book-length, we will also look at many shorter examples of the form: essays, articles, and chapter-length excerpts – some published, some not. This will provide students with necessary models for the memoirs they will be expected to produce, approximately 20-30 double-spaced pages. Students are encouraged to think carefully and extensively about possible topics before delving into a draft, considering the connections between different aspects of their lives, different time periods. Students should aim for writing a memoir that is centered around an event, as opposed to a chronology of their lives so far. It will likely be an event that, viewed in retrospect, somehow connects each student's past to her present to her future. We will spend time, each class, doing writing exercises that will help students tap into their material. There will be plenty of time for necessary exploration before settling on a topic. The course is relevant to studies in Human Development because students are asked to examine their own lives. When dealing with the material in class, however, we will approach and critique the work as a piece of writing, in other words, we will workshop students’ memoirs, not students’ lives. This necessitates a certain distance from the event on the part of the writer. Aside from writing the memoir, each student will be paired with a classmate to co-lead discussion and write a paper on one book.

Men & Masculinity
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 Bahía Kino, Sonora, Mexico. This area exhibits a rich diversity of desert, marine, and estuarine ecological communities. Two distinct human groups inhabit this region: Mestizo Mexicans and Seri Indians. A third group whose impact has increased significantly in recent years is tourists, principally from the Sonoran capital, Hermosillo. Students will analyze the various components of the local environment and study the interrelationships between Kino ecology and economy.

Natural History and Ecology of the Southwest, Phase I
This intensive course will provide both descriptive and quantitative tools of analysis as applied to ecosystems within the state of Arizona. Students will learn natural history skills such as field identification of organisms, use of dichotomous keys, record-keeping, basic sampling techniques, and the fundamentals of writing a scientific paper. These skills will be developed within the context of ecological principles such as natural selection and evolution, homeostasis, population dynamics and life-history patterns, community organization and structure, ecosystem functioning, and biogeographic concepts. Students will practice
the art of thinking ecologically and will consider how ecological principles can be applied.

Natural History and Ecology of the Southwest, Phase II
This intensive course will provide both descriptive and quantitative tools of analysis as applied to ecosystems within the state of Arizona. Students will learn natural history skills such as field identification of organisms, use of dichotomous keys, record-keeping, basic sampling techniques, and the fundamentals of writing a scientific paper. These skills will be developed within the context of ecological principles such as natural selection and evolution, homeostasis, population dynamics and life-history patterns, community organization and structure, ecosystem functioning, and biogeographic concepts. Students will practice the art of thinking ecologically and will consider how ecological principles can be applied.

Nature and Dance
In this course students will explore and develop their relationship with nature as a primary source of movement and creative expression. Students will research the origins of dance in earth-based cultures, as well as contemporary and emergent forms in the field. These studies will inform and guide the class’s engagement with the natural environment and investigation of the interdependency of all life. The practice of deep reverence and receptivity will be used to enhance artistic development. Components of this integrative course will include dance, physical conditioning, voice, writing, theater, movement meditation, perception, and ritual. Students will develop abilities to create solo, duet, and ensemble pieces that express personal and collective art in nature. Students’ unique interests will be encouraged and supported.

Nature and Psyche
This interdisciplinary course explores the complex relationship between human consciousness and non-human nature. Course exploration revolves around four major themes: 1) the nature of our psychological responses to the non-human world, historically, currently, and ideally; 2) the concept of the Self, explored from psychological, sociological, evolutionary, and ecological perspectives; 3) the guidance which non-human nature provides for human behavior; and 4) the relationship between the wounding, or well-being, of the psyche and the degradation, or care, of the earth. Within the context of these themes, we explore such questions as are humans and non-humans compatible? Is human domination of the non-human world natural? How might human consciousness and behavior become more adapted and responsive to current ecological conditions? One week of the course takes place in a retreat setting. Learning formats include lectures, experiential exercises, field natural history exploration, and extensive writing.

Nature’s Voice: Reading & Writing about Natural History
In this course we will attempt to place the contemporary genre of nature writing in historical and literary context, learning from others’ work as we try to improve our own. Our ultimate goal is to become as fluent as possible at “speaking for nature.” In essence, we will spend the semester addressing two related questions: 1) What are nature writers concerned about? and 2) How do we translate our feelings and thoughts into clear, graceful writing? We will read a wide variety of nature writing – essays, poetry, and some fiction – and critique it regarding content and style. We also will work continually at developing our own skills at observing nature and writing.

New Play Development and Production
In this collaborative practicum course, students form a repertory company to produce new plays, serving in multiple roles as actors, directors, playwrights, designers, and technicians. Student-written scripts are taken through all stages of the new play development process, from original reading to revision to casting to rehearsal to more revision to full-scale production. Students document their learning in written portfolios and rehearsal logs, and the class attends other professional and university theatre productions. The course culminates in a new play festival.

New Psychology, Introduction to a
This course will provide an overview of the major areas of study in psychology. Topics will include the biological basis of behavior, sensation and perception, consciousness, personality, motivation and emotion, learning and memory, cognition, abnormal behavior, and social psychology. Although the course is essentially an introduction to psychology, we will extend traditional conceptions of psychology by continually asking how our knowledge of human behavior and human nature is relevant to the contemporary world. More specifically, the course is concerned with how basic psychological principles can inform our environmental and social change efforts.

New Student Seminar, Option 1, Phase I, II, III: (COURSE TITLE)
New Student Seminar offers first-year students at Prescott College (including transfer students with less
than 31 semester credits) an integrated introduction to the academic life of a student in the resident undergraduate program. Students electing this option will spend the semester following orientation in a suite of 3 courses (totaling 12 credits) specifically designed to serve new students. This suite of courses will provide an array of foundational skills and will have a specific focus on using an integrated, thematic approach to developing students’ writing abilities.

**Life Centering: Mindfulness & Meditative Practices**
This course provides the student with a theoretical and experiential overview of mindful and meditative practices from an array of philosophical and spiritual traditions. Course participation involves a significant amount of experiential immersion in pertinent practices, as well as didactic study of the theoretical foundations of these practices. The course is designed to encourage self-reflection, life enhancement, and didactic and experiential learning within each student.

**New Student Seminar, Option 2, Phase I: (COURSE TITLE)**
New Student Seminar offers first-year students at Prescott College (including transfer students with less than 31 semester credits) an integrated introduction to the academic life of a student in the resident undergraduate program. Students electing this option will spend the semester following orientation in a suite of 3 courses (totaling 12 credits) specifically designed to serve new students. This suite of courses will provide an array of foundational skills and will have a specific focus on using an integrated, thematic approach to developing students’ writing abilities.

**Newspaper Journalism Practicum: The Raven Review**
In this hands-on practicum course, students learn journalism in a classroom setting and apply the knowledge to the publication of Prescott College’s student newspaper, *The Raven Review*. The course will cover issues of reporting, interviewing, style, typography, headlines, libel, advertising, editing, and media releases. Students will serve in various capacities, depending on their talents and interests and the needs of the paper: as reporters covering college, community, and national issues; as writers of columns and opinion pieces; as photographers, layout designers, and advertising solicitors; and as editors, shaping issues and reading and choosing articles from the college community for publication. The class will produce several issues during the semester. The experience from this course counts toward the practicum requirement in writing and literature.

**Nonprofit Management**
This course will engage in exploration of the theory, topics, and issues associated with management in the non-profit environment. This will include: the role of nonprofits in the greater socioeconomic landscape, organizational structure; strategic planning, marketing; financial management; capitalization and fundraising, including gifts and grants; and other topics associated with managing a nonprofit organization. Learning formats will include extensive readings and writing assignments, class discussion, and conversations with experienced nonprofit managers. Students seeking upper division credit will also engage in additional in depth study of a specific area associated with nonprofit management.

**Nonviolent Communication**
This approach to communication emphasizes compassion as the motivation for action. The goal of non-violent 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 an introductory glimpse of the Earth’s oceans from physical and marine geologic perspectives. Through class presentations, lectures, discussions, lab exercises and field trips we will ponder the geologic origin of the oceans and familiarize ourselves with their geography. With an eye towards understanding the oceanic realm and the dominant role it plays in regulating global climate, we will study the physical and chemical properties of sea water and the techniques for measuring these properties. We will examine global oceanic circulation patterns and the causes of currents, waves, tides and upwelling. The preceding topics will be examined globally but examples from the Gulf of California will be used extensively to provide students with an introduction to this area.

Opening the Creative Mind
This course offers the student an exploration into creativity and personal development through a variety of processes and media. Our emphasis will be on breaking out of conditioned ways of thought and perception in order to generate new creative ideas, original solutions to problems, and inner skills of self-directedness. Theoretical models and experiential exercises are used to foster flexibility of awareness, move through creative blocks, and align with the dynamic stages of the creative process itself. Methods may include image-making, writing, games, stories, movement, rhythm meditation, and creative life actions. An excellent preparation for any area of study or life endeavor in which original, creative thought and action are a necessity.

Organic Evolution
This course focuses on the genetic basis of organic evolution. Topics include the study of diversity and the history of evolutionary thought; Darwin’s evidence for evolution and common descent; the nature of inheritance, adaptation, and speciation; and rates and timing of growth and development. The course consists of lectures, discussions, and extensive readings. Students will develop the ability to evaluate the various theories regarding the processes of organic evolution as well as gain a broad overview of evolution as a unifying theme in biology. In addition, students will focus on specific topics of their choice by completing personal projects.

Organic Farm Management
The agriculture industry is currently ranked the third highest employer in the United States. The demand is great for qualified persons to manage farms and agriculture-related program such as Community Support Agriculture. This course is designed to give students tangible, practical experience working on an organic farm, as well as provide a solid education in farm management. The educational approach will involve a basic economic model designed by the student creating their ideal farm, incorporating crop design, budget, farm size, infrastructure, water issues, etc., and learning what is required to be an effective farm manager. There will be one research project and paper required.

Orientation Instructors Practicum
This advanced course represents a practical demonstration of wilderness leadership. It enables student leaders to apply knowledge and skills that have been gained through their prior course work. Student leaders conduct a three week wilderness expedition for students entering the On-Campus Bachelor of Arts Program. The student leaders are responsible for the organization, documentation, and facilitation of the expedition which serves as a personal demonstration of competence in leadership, teaching, and logistical skills.

Orientation, Base-camp: Equine
This course is intended to orient new students to the Colleges’ 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 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.
invaluable community by learning interpersonal communication, flexibility, commitment, and most importantly, compassion and respect for others and one's self. Through individual research projects, caring for their horses, leadership training, and service projects students must participate fully in this interdisciplinary Liberal Arts course. Students will conclude Orientation with an all-day academic seminar.

**Orientation, Base-camp: Health-based Practices**
This course is intended to orient new students to the College’s unique educational philosophy, structure and community. The curriculum for the course is carried out over three weeks in a base camp setting focused on yoga and other mind/body practices. Students will develop a twice daily practice that teaches yoga postures and breathing technique. They will develop a sense of place while living and practicing and studying in a local natural environment. Student’s become functioning members of an invaluable community by learning interpersonal communication, flexibility, commitment and most importantly, compassion and respect for self and others. Through individual research projects, a solo experience, leadership training and service projects, students must participate fully in this interdisciplinary Liberal Arts course. Students will conclude Orientation with an all-day Academic Seminar.

**Orientation: Desert, Mountain, and Canyon Expedition**
This course is intended to orient new students to the College’s unique educational philosophy, structure, and community. The curriculum for the course is carried out within the context of a three week backpacking expedition. Students develop a sense of place and make connections to the southwest through rigorous back country travel, map and wilderness navigation, and studying the ecology and natural history of their route. Students become functioning members of an invaluable community by learning interpersonal communication, flexibility, commitment, and most importantly, compassion and respect for others and one’s self. Through individual research projects, a solo experience, leadership training, and service projects students must participate fully in this interdisciplinary Liberal Arts course. Students will conclude Orientation with an all-day academic seminar.

**Origins & Directions in Adventure Education**
A major goal of this course is to provide literacy in the field giving students a well-rounded and professional edge to a career in Adventure Education. Through lecture, discussion, research, and experiential projects, this course will explore the many facets comprising Adventure Education. By exploring historical influences relative to exploration, industrialization, as well as changing views of the concepts of both leisure and nature, one will see how and why Adventure Education emerged as a field. Similarities and differences to such fields as outdoor education, recreation, environmental sciences, and experiential education will be investigated. Students will practice several modes of research and writing while critically examining common trends in Adventure Education. Upon completion, the successful student will be able to converse intelligently and with depth on the origins and directions of Adventure Education.

**Ornithology, Introduction to**
This course introduces students to the biology of birds. Topics include evolution, anatomy, physiology, behavior, ecology, and conservation. The course consists of lectures, discussions, and extensive readings including a selection from the primary scientific literature. Local outings will supplement the material covered in class.

**Outdoor Education & Recreation**
This course offers an introduction to the manifold facets of the Adventure Education program. Major recreational skills are presented in an outdoor setting. Complimentary topics (including a history of adventure and exploration, landscape studies, and the origins of outdoor education) will provide students with a means of assessing and determining their own commitment and suitability for outdoor leadership and recreational pursuits.

**Outdoor Program Administration**
This course will introduce students to the administrative and leadership skills required to operate a successful adventure education program. Topics covered include: program design; safety and risk 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 79,761 square miles (1,284,640 square kilometers) have 83 zones. Inter-Andean valleys house one of the poorest and more “Indian” peasantries of Latin America, survivors of an Agrarian Reform that erased private ownership of lands in the 1970’s and tried a cooperative system of administration, an experiment almost obliterated by the Civil War of the 1980’s. Two of the more traditional and backward areas of Peru are Cuzco and Puno. The first is a “tourist Mecca” and the second a commercial entrepôt towards the Bolivian border. How traditional peasant communities survive around and adapt to these two different “islands of modernity” in Southern Peru is the main question of the course. Complementarily, the role of rural-to-urban migration will be tackled in Lima, the country’s capital city, center of politic, economic, and symbolic power, the hyper-centralist home of three out of every ten Peruvians.

**Philosophies of Interpretive Naturalists**
Wilderness has had a profound effect on art, literature, and political thought in America. This course will consider the historical influences wilderness and nature have had in shaping our contemporary philosophies and attitudes. Beginning with an overview of definitions of nature from the roots of western civilization, we will gain a historical context for considering the writings of interpretive naturalists such as Henry David Thoreau, John Muir, Aldo Leopold, and Rachel Carson. Selected essays will be read and discussed with respect to their influence on political and philosophical perspectives in America.
Philosophy and Religion: Search for Meaning
Beneath the massive problems that we face today lies a deep confusion about many philosophical and religious questions that have been asked since the beginning of time. This course gives students the opportunity to ask questions about the real world of meaning that exists behind appearances. Who am I? What is the meaning of human life on earth? Does anything exist beyond our senses? This course will introduce the student to philosophy as a wisdom tradition and return to Aristotle’s original premise that all philosophy begins with wonder. We will also consider religions as sources of meaning. By reading excerpts from philosophical and religious texts from a global perspective, students will develop an overview of the various wisdom traditions and the main themes that each tradition encompasses. The course will include short selections from diverse sources such as Plato, Aristotle, Plotinus, Augustine and other Christian thinkers, Descartes, Kant, Kierkegaard, and selections from basic texts in Hinduism and Buddhism.

Philosophy: History of Consciousness
This is the second course in Prescott College’s basic philosophy series, following Modes of Thinking. The major problems with which conscious thinkers have grappled since ancient times will be our starting point. Traditional issues like knowledge (epistemology), existence and meaning (metaphysics), and moral development (ethics) will be explored in the beginning, and a historical approach to the development of modes of thinking will be emphasized. The destination of this intellectual journey will be to examine contemporary philosophical thought and involve class members in creative, original work to understand their own ideas and feelings. This class is intended for all students who wish to gain a broad understanding of the history of conscious thought, based on both reason and emotions (i.e. philosophy). The course will also be of great value to anyone who has ever pondered imponderables and wondered if others have done the same.

Philosophy: Making Ethical Decisions in the Contemporary World
In this course, each participant will confront important social and personal issues and determine what his or her ethical basis should be for deciding and acting. The nations and peoples of the world are going through a period of accelerated change, that is bringing with it very real dangers but also great opportunities. The crises of this period are reflected in the personal choices people have to make in every society; this is particularly true of our own. Many of the issues we confront today are being addressed through politicized labels such as “right to life vs. genetic engineering,” “clash of civilizations vs. war on terrorism,” “globalization vs. peoples’ movements,” or “global warming vs. jobs and the economy.” In exploring these challenges and issues, each participant in this course will be encouraged to develop a rational and emotional basis for personal ethical behavior, a coherent set of social commitments, and an understanding of how decisions we make today will affect the short- and long-term future of our communities, our society, our descendants, and our planet.

Philosophy: Modes of Scientific Thinking
Science is one of the most dynamic powerful enterprises in the modern world, but it is not generally known that all science has a philosophical foundation. Epistemology and metaphysics provide the basic theories of knowledge underlying all types of pure and applied science. In this course we will learn how scientific theories are created and tested. We will not restrict ourselves to empirical or laboratory science, but also treat phenomenology and human/social sciences. Our study material will be taken from fields like small particle physics and string theory, cosmology and astrophysics, evolution and natural history, and advanced genetics – examined at a descriptive level. Students will not only learn the philosophical bases of such sciences, but a great deal about the newest developments as well. The course will open understanding of some of the most exciting directions of humanity now and in the future.

Philosophy: Modes of Thinking
There are many modes of thinking – mythic, metaphoric, intuitive, logico-analytic, synthetic, systemic, non-linear, and others (as well as fallacious or mis-applied modes.) The human tendency is to unconsciously adopt one or two modes and ignore the others, which leads to misunderstandings and errors in thinking. We also make the mistake of believing one mode of thinking is superior to the others. For 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 encouraged to understand the problems and solutions of plant propagation in today's world.

Plants & Humans
This introductory course gives an overview of human relationships and interactions with plants developed from the perspectives of ethnobotany and economic botany, with emphasis on the following kinds of topics: food plants and domestication, medicinal plants and phytochemistry, ritual and ceremonial plants, plants for fiber and utility, invasive species, plants for bioremediation and living machines. Activities in the class include laboratory exercises, class discussions, class projects, and projects based on individual students’ interests. This is a foundation course for application-based independent studies in any of the above topical areas and for students pursuing competencies in agroecology, ecological design, human development, ecopsychology, holistic health and wellness, human ecology, and related areas.

Playwriting
This course engages students in the theory and practice of writing for the theatre. The class will read, view, and study plays in preparation for writing original short dramatic works. Students will experiment with the form through writing exercises to develop character, dialogue, plot, and setting. Each student will write at least two short plays and participate in workshops, discussions, and class projects. Plays written in this class will be considered for possible performance by acting and production classes.

Poetry Workshop
Students will read and critique the works of contemporary poets in order to become familiar with a variety of literary techniques and to develop an appreciation for the relationship between content and form. Students will also submit original drafts of poems for class critique and engage in a variety of writing exercises. The reading, writing, and critiquing experience gained in this course will provide the background students will need for further study in poetry.

Poetry Workshop, Advanced
This course provides advanced students with the opportunity to pursue independent projects in poetry in a workshop atmosphere. Each student will design an individual reading list appropriate to the chosen project. Such projects may include continuing to experiment with free-verse techniques introduced in Poetry Workshop; exploring traditional forms such as haiku, the sonnet and villanelle; concentration on nature poetry, poetry in translation, particular authors or poetry in relation to visual art forms; or pursuing other emphases pertinent to the students’ creative endeavors. Students will submit their own works-in-progress for the weekly class critiques, engage in a variety of writing exercises, and give brief presentations on their independent projects. Students will also explore avenues for taking their work beyond the classroom by either participating in a public reading or by sending their work to journals for consideration.

Political Personalities and Mass Psychology
This course is an introduction to the study of political personalities and mass psychology largely from the
standpoint of contemporary psychoanalysis (Jacques Lacan, inter alios). Special attention will be paid to 
the origins, development, manifestations and consequences of psychopathologies within the context of
certain ideologies and political institutions. All of the principal historical psychoanalytic pathologies-
obsessional desire, paranoia, perversion (sadism, masochism), and hysteria-are registered in political indi-
viduals, 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 var-ious interpretations of political violence (war, genocide, terrorism), and political moods (melancholia, cyn-
icism, nostalgia, humor) as well as possible political antidotes or “cures” for psychopathologies in politics.
Finally, we will discuss arguments against psychological or psychoanalytic interpretations of politics. Our
readings will be supplemented by the screening of appropriate films.

Printmaking
In this course students will examine various theories through experimentation in several printmaking
processes as they relate to bookarts traditions. Work will be crafted using the stencil, monotype, and
various low tech polymer processes. Aesthetic understanding, development of individual style, and the
expression of personal and societal issues will be stressed in the prints. Students will research the
printmaking accomplishments of contemporary artists whose approaches to form and content are
expressive and revolutionary. Personal style and vision will be encouraged through exploratory creative
exercises with mixed media projects and the development of images from a central theme. Visits to
printmaking studios, museums, and galleries will help expand a critical dialogue and understanding of
contemporary vocabulary.

Psychology For Social Change
This course explores and attempts to expand psychology’s contributions to our understanding of the
world’s problems involving social and environmental injustice. Specific topics may include: the relation
between psychological health and environmental conditions; the psychology of global responsibility; the
nature of empowerment and transformation; psychological views on aggression and conflict; peacemak-
ing 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 pos-
itive 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-aware-
ness 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 cul-
tural 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 com-
pletion of a permanent mural. This course includes technical instruction in acrylic and fresco mural paint-
ing 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 leader, 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 scien-
tific 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 religions 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 progres-
sion. 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 execut-
ing 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 to motivate and stimulate classroom interest. Potential areas of exploration are: Whose history is valid? How do students learn about other times and places in a reflective, substantive manner? Do textbooks engage students or do real stories about real people? Furthermore, the student will investigate environmental and cultural factors that influence the teaching of social studies and methods for teaching social studies to diverse populations.

**Socialism, Democracy & Conservation I, II, III**

This field summer program seeks to make a comparative interactions that exist between the diverse forms in which socialist ideas influenced governments in Latin America from the mid part of the 20th century on and the outcomes of this influence in terms of the balance between economic and social development and environmental conservation practices. The course will begin with in-class work in Prescott preparing students with the fundamental groundwork upon which the two successive courses in the field will build. Subjects will include a brief history of Latin America, US-Latin American relations, indigenous communities and environmental and sustainability issues. The second portion, which will take place in Antigua, Guatemala, will study how socialist ideas were translated into social movements and how these movements had consequences that have impacted the realities of Latin American countries. We will give special emphasis to the process of interaction between protected areas, sustainable development practices and communities. The studied subjects will also include social, cultural and environmental consequences of the “new economic trends” in the country. Courses will take place Antigua as well as in the field in many areas around Guatemala. Finally as a part of the third portion of the course, students will build upon the information from the first and second parts and be able to take what they have learned to make comparisons as we travel through Honduras and learn about the unique aspects of this country and the role it has played in the Americas.

**Soil Science, Introduction to**

Soil is one of the ultimate factors that determine the productivity of natural and agricultural ecosystems. What factors determine how soils form and what makes them fertile or infertile? Students in this course will study why soils vary in texture, chemical properties, organic matter content and water-holding capacity. In the field, a range of soil profiles will be examined and the appropriate Soil Survey will be interpreted. In the lab, students will learn some basic soil analyses, including determination of pH, action exchange capacity, available phosphorus, texture, bulk density, and soil organic matter content. In addition, soil samples will be submitted to a state soils lab, and students will learn how to interpret the results from the laboratory analyses.

**South America-Current Issues: Political and Social Change**

This course surveys and critically analyzes the new trends in social movements and political change in South America that have accompanied the rejection of conservative World Bank-recommended economic policies in the early 21st Century. This analysis will include the changes that have occurred in Brazil, Argentina, Uruguay, Venezuela, Chile, Bolivia, and other nations, trying to understand the gradation in the radicalism of social change between them. Further, students will be able to contrast these experiences with the reality of other nations that have not followed this trend in South America, such as Peru and Colombia. By the end of the class, students should have a comprehensive view of the current socio-political reality of this part of the hemisphere.

**Southwestern Archaeology**

This course introduces students to archaeology through the detailed study of the prehistoric cultures of the Southwest, including the Anasazi, the Sinagua, and the Hohokam. Students will learn basic archaeological techniques and interpretations of prehistoric adaptations from readings, examining artifacts, and studying archaeological sites. The class will visit numerous archaeological sites in Arizona, Colorado, and New Mexico. Most of the block will be spent in the field.

**Spanish Intensive**

Spanish Intensive is a total immersion, intensive Spanish language learning program taught in Mexico. Students study the language four to six hours daily for two to three weeks, and live with a Mexican family to experience the culture and society of a Spanish-speaking community. This provides them a natural setting in which to practice and develop their ability to communicate in Spanish. In addition to language learning, course work, and living with a Mexican family, students participate in service projects, lectures, discussions, and field trips that introduce them to the history, traditions, arts, and contemporary conditions of Mexico.
Spanish, Beginning I
Beginning Spanish introduces the student to the Spanish language and Hispanic cultures. The program of instruction provides foundations for future mastery of the language. Initial emphasis is on oral expression and comprehension with reading and writing skills introduced later in the instructional sequence. Active student participation is required. Classes will be conducted in Spanish with minimal recourse to English. Cultural readings and commentary are integral parts of the instruction.

Spanish, Beginning II
Beginning Spanish introduces the student to the Spanish language and Hispanic cultures. The program of instruction provides foundations for future mastery of the language. Initial emphasis is on oral expression and comprehension with reading and writing skills introduced later in the instructional sequence. Active student participation is required. Classes will be conducted in Spanish with minimal recourse to English. Cultural readings and commentary are integral parts of the instruction.

Spanish, Intermediate I
Building on language skills and cultural understandings developed in Beginning Spanish I and II, Intermediate Spanish introduces the student to more complex forms of communication. While maintaining an emphasis on conversational skills, increased reading and writing activities are introduced. Active student participation is required. Classes will be conducted in Spanish with minimal recourse to English. Cultural readings and commentary are integral parts of the instruction. The purpose of this sequence is to prepare students to use Spanish in conversational situations and to comprehend some of the cultural differences between the United States and the Hispanic world.

Spanish, Intermediate II
Building on language skills and cultural understandings developed in Beginning Spanish I and II, Intermediate Spanish introduces the student to more complex forms of communication. While maintaining an emphasis on conversational skills, increased reading and writing activities are introduced. Active student participation is required. Classes will be conducted in Spanish with minimal recourse to English. Cultural readings and commentary are integral parts of the instruction. The purpose of this sequence is to prepare students to use Spanish in conversational situations and to comprehend some of the cultural differences between the United States and the Hispanic world.

Spanish: Advanced Composition and Grammar
Este es un curso avanzado en el cual se aprende la gramática y la redacción españolas a través del estudio de ensayos, artículos y pasajes literarios escritos por autores hispanohablantes. Los estudiantes analizan el uso y la estructura del idioma y los conceptos gramaticales presentes en las obras estudiadas y escriben composiciones usando como modelos estas obras. También los estudiantes escriben composiciones “libres” y otras asignadas. Al final del curso los estudiantes demostrarán una comprensión de la gramática española y la capacidad de escribir correctamente en español. El curso se enseña en español.

The student will learn Spanish grammar and composition through the study of essays, articles, and literary excerpts written by native-speaking authors. Students analyze language usage, structure, and grammar concepts evident in the works studied and write Spanish language compositions modeled on these works. Students write “free” compositions. By the end of the course, students will demonstrate an understanding of Spanish grammar and the ability to write correctly in Spanish. Course conducted in Spanish.

Spanish: Panorama de la Literatura Hispánica
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 disor-
ders, physical handicaps, sensory and speech impairments, severe and multiple disabilities, and the gift-
ed and talented. Current special education law and pertinent state and national standards are examined.
Attention is also given to issues of culturally and environmentally diverse backgrounds in the education of
individuals with exceptional learning needs.

ST in AE: River Guides Training and Swiftwater Rescue
This course is designed as a river guides’ training course and is suited to students with no previous river
experience as well as those with previous river guide experience. Basic white water rafting and expedi-
tory river trip leadership are primary components of the curriculum. The intention is to approach mod-
ern river running from a commercial guides’ training perspective. Students will assist in organizing an ini-
tial 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, san-
itation, participant briefings and client/guide relations, conducting side hikes and interpretive presenta-
tions 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 supple-
ment 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 theore-
tical and experiential understanding of the oceanographic principles of wave dynamics. Skills instruc-
tion 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, discus-
sions, 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 tech-
niques. 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 edu-
cational 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 oth-
ers, eddie turns, ferry gliding, surfing techniques, and other related subject matter. The grade of difficul-
ty 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 concep-
tualization through formal (gallery or other) presentation that expands on the techniques and process-
es 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 student will complete a final writing project.

ST in AL: The Literature of Modernism
“On or about December 1910,” wrote novelist Virginia Woolf, “human nature changed.” She was talking about the beginning of the modern period in western literature, art, and political culture. Modernism’s wide range of avant-garde experiments and its many aesthetic movements, like Dadaism, Surrealism, Expressionism, and Futurism, rejected bourgeois Victorian values to produce a literature characterized by intense subjectivity, reflexivity, discontinuous narrative, and fragmentation. Bold innovators like Ezra Pound, T.S. Eliot, Gertrude Stein, Marcel Proust, William Faulkner, James Joyce, and Virginia Woolf undertook the reinvention of human experience and provided us with the foundation from which all subsequent literature must rise. This course examines the exciting phenomenon of literary modernism. Although modernism is generally considered an urban or cosmopolitan movement, this course will also explore whether there exists such a thing as an “ecological modernism” and it will trace the highly ambiguous boundary between modernism and postmodernism.

ST in CRS: A Survey of Latin American Culture through the Arts
The complex and contradictory Latin American experience with modernity, democracy, and social justice in the post-Cold War international context is the central theme of this course. It seeks to study the more recent economic, political, social and cultural transformation of Latin America, since the 1990s. The course explores the association of current Latin American issues with globalization and the search for modernity, in particular, how these transformations are affecting the people of the region. It also studies the role of new political actors that appeared in the 1980s (women, indigenous and citizen’s movements). Finally, it discusses popular responses to national and trans-national neoliberal forces in countries like Mexico, Brazil, Argentina, Venezuela, and Bolivia that have made Latin America become an important site for the anti-globalization movement and the host of resistance forces like the Zapatistas in Chiapas, Mexico, and popular events such as the World Social Forum.

ST in CRS: Central America and the Caribbean to the 1960’s
Central America and the Caribbean experienced the uneven and conflictive transition from Spanish to British, and from British to U.S. forms of imperialism between the mid-19th through the mid-20th centuries. This course analyzes the internal economic and political processes of the new nations of this Middle-American region, their cyclical insertion into the international markets mainly through tropical agricultural exports, as well as the colonial and neo-colonial pressures of the imperialist powers with eco-
nomic and strategic interests in the region. The issue of the Transoceanic channel across the Central American Isthmus will receive special attention.

ST in CRS: Cultural Immersion and Environmental Issues in Alamos, Sonora
Alamos, Sonora, is one of the northernmost colonial villages of Mexico and sits near some of the least studied and most threatened ecosystems on earth. In addition to the diverse ecology of the region, Alamos possesses a rich history as an officially-designated Pueblo Mágico. The region offers unique cultural and ecological experiences rarely found in a world of rapid globalization and increasing homogenization. Students will visit traditional villages where life appears to have changed little over the decades, and will absorb the local culture through Spanish classes at the Alamos Language Institute and by attending the world-renowned Alfonso Ortiz Tirado Music and Arts festival. The course will visit wild, natural communities of extraordinary beauty and the subject of recent scientific inquiry undertaken by participating researchers at the facility at Alamos (the non-profit Conservation S.O.S.). Conservation issues covered in the region include wildlife-human conflict, especially those between rural ranchers and wild cats (puma, and possibly jaguar), and endangered species protection in the Sierra de Alamos-Rio Cuchujaqui nature reserve for endangered ocelot. Students will document this experience using video as a tool to record and interpret both cultural experiences and service work with conservation projects.

ST in CRS: Explorations in Diversity, Meanings, and Power
This course serves as an introduction to the diverse and interlinked areas that make up Cultural and Regional Studies (CRS), including religion, philosophy, economics, history, politics, and sociology. Students will delve into cutting-edge issues and societal challenges; will examine the forces of localism and globalization in a variety of cultural settings; will develop an understanding of the relationships among the practices of mass media, everyday life, the material world, historical forces, and social change; and will seek to identify and examine moments of both oppression and resistance. The course will offer students the opportunity to explore areas of knowledge including political economy, border studies, gender studies, Latin American studies, and peace studies, as well as an opportunity to work with the CRS faculty in both academic and community settings.

ST in CRS: Geography of Social Justice
In this course, students will analyze the relationships among globalization, inequality, and struggles for social justice though 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 Limited-Residency Master of Arts Program students) will work in classroom seminars while technologies such as Moodle and video conferencing will connect distance learning Limited-Residency Master of Arts Program students. The content of the course will examine topics and dialogues that have emerged among geography and justice scholars, opening with pioneers including David Harvey and moving to the present day with cutting edge analysis from activist academics such as Laura Pulido. students will explore the impacts of globalization through the critical lens of cultural geography to seek a greater understanding of both rubrics and develop avenues for appropriate intervention and the promotion of social justice.

ST in CRS: Maasailand I, III, III: A Study in Community Activism
This project-based course is a unique collaboration between Prescott College students and faculty and the Maasai people, indigenous pastoralists who co-exist with wildlife within diverse ecosystems they have occupied for centuries. The class features ‘problem based’ learning, as students will learn by contributing to solutions to current issues, under the direction of Maasai leadership and activists, specifically those working under the umbrella of the Maasai Environmental Resource Coalition. Students will learn from Maasai teachers about their culture: the consensus-based justice system; communal family and political structures; and shared economy. Students will explore how the Maasai, through grassroots activism, address issues such as education, land disputes (including privatization), voting rights, and environmental conservation. Two main curricular emphases will be Maasai approaches to human-wildlife conflict and the political economy of tourism. Additionally, students will study the complex relationship between indigenous cultures and educational models in Maasailand, and Maasai efforts to design and provide culturally literate education. Ultimately, the students will conduct research and write a report that will be of direct use to the people of Maasailand, that brings scholarship into conversation with Maasai expertise on an issue of common concern.

ST in CRS: Peace Studies: Educating for Peace
The purpose of this course is to enable students to explore the possibility of incorporating themes of
peace, solidarity, and social reform into their future work as activists, educators, and agents of change. The course will focus on promoting an understanding of the cultural implications of formal education and the ramifications that carries for global citizens interested in social justice. Participants will examine the ethical and political responsibilities of educators as well as the educational duty of peacemakers. Curricula aimed at promoting peace and critical consciousness will be reviewed and critiqued, and alternative pedagogies will be introduced. The course will culminate in two group projects: individuals or small groups will apply their learning by facilitating presentations for community or school groups, and the class participants will devise and implement a peace studies curriculum.

**ST in CRS: Peace Studies: Visions of Peace in Film & Art**

How can we imagine a world at peace? How do the visions of artists and filmmakers impact personal motivation and public discourse in movements for peace and justice? How do religious traditions enhance or inhibit these creative visions? This course wrestles with these questions by exploring artistic expressions such as popular films, political cartoons, street theater, visual arts, textile arts, and dance. We will examine contemporary and historical sources representing a diversity of race, class, and gender perspectives. As we seek to “read” these visual texts, we will utilize contemporary theories of film and art criticism, theories that include analysis of mythology, theology, and political and economic ideology.

**ST in CRS: Utopia & Dystopia**

The concept of utopia (meaning both “good place” and “no place”) has figured prominently in Western culture. In addition to artistic and literary depictions, the utopian nature of many social movements and alternative living experiences 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 radicals 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 des-
ignation of Utah’s Bureau of Land Management ground on the Tavaputs Plateau. Students will develop an understanding and appreciation of the beauty and importance of Utah’s Green River as it cuts through the Tavaputs Plateau by examining firsthand the natural and cultural history of the region. An action research model will be used to examine the issue of wilderness designation in the region. In addition, the students will develop an action plan that is grounded in a thorough understanding of the cultural, political, artistic, and ecological landscapes.

ST in ES: Wolf Ecology and Management
This course is designed to examine the role of top predators on ecosystem health, specifically focusing on the wolf. Biological, behavioral, and ecological evidence will be presented, while developing an understanding and appreciation of the political, sociological, and economic considerations of wolf conservation. Wolf reintroduction programs will be compared and evaluated with attention given to identifying effective action strategies that promote ecosystem health.

ST in HD: Arizona Trail: Expeditionary Horsepacking
This course is a horse packing exploration of the Arizona Trail. Starting on the Colorado Plateau of Southern Utah, then descending through the heart of the Grand Canyon, around the San Francisco Peaks, across the Mogollon Rim, and through the Superstition and Sky Island Mountains, the Arizona Trail is a rugged and varied 800 mile route from Utah to Mexico. Students study and apply all the equestrian and backcountry skills necessary to skillfully and safely travel with horses. Topics covered include equitation, nutrition, basic veterinary and natural hoof care, local natural history and ecology, and route finding, and Leave-No-Trace Horse-packing.

ST in HD: Arizona Trail: Psychology of Sustainability
Sustainability can be defined as the ability to meet needs of the present generation without compromising the ability of future generations to meet their needs. There is continually mounting evidence that current patterns of human behavior are not sustainable on either a social or ecological level. This course studies the psychological underpinnings for individual and collective dimensions of choice and motivation. Topics such as choice theory, the evolution of consciousness, and integral psychology will provide a theoretical background for an applied immersion in the study of personal, collective and ecological sustainability. Within the context of a major expedition, students explore the potential for the healthy integration of task and relationship.

ST in HD: Arizona Trail: Relational Leadership
Today, more than ever, the world needs effective, compassionate, and conscious leadership. Students will explore the evolution of human consciousness over time, track how priorities and possibilities shift as life conditions allow for shifts in awareness, and how viewing these shifts objectively allows for a comprehensive, non-judgmental leadership model. Explorations of emotional intelligence, self-awareness, and leadership in relation to other will provide access to the more immediate, personal aspects of our studies. Clear communication, use of pressure, intention, and evolutionary development will all be considered as students develop and apply their own unique leadership style on a day-to-day basis through relationship and partnership with their horses and each other.

ST in HD: Gestalt Therapy: Theory & Practice
Gestalt Therapy is a method of psychology that honors each human being as a unique expression of life, while living in a culture that may not always allow that uniqueness to be expressed. Gestalt Therapy is a creative process that challenges those involved to be authentic, spontaneous, and present. The Gestalt process is an invitation to actualize one’s possibilities and resolve internal and external conflicts. Students will learn and experience the basic principles, concepts, and techniques relevant to the practice of Gestalt Therapy.

ST in HD: Self-Inquiry: Embracing Your Identity Beyond Your Personal Story
“We spend most of our lives building an identity, thinking that is who we really are” says Oliver Bailey. “At some point, we begin to question what we have created and ask ourselves, ‘Who am I?’” This class explores that question using meditation to still the mind and self-inquiry to probe the identity that the ego and mind have created. Combined, these methods can create a deep transformation and assist in our journey from the perimeter of identity to the still center of being. This exploration requires a sense of adventure and a willingness to explore using art, guided imagery, movement, sensory awareness, and individual and group exercises. This class will enhance your ability to see, moment to moment, how psychological habit and personal “stories” block our connection to essence.

ST in IS: Globalization & Popular Resistance in Latin America Today
The complex and contradictory Latin American experience with modernity, democracy, and social justice in the post-Cold War international context is the central theme of this course. It seeks to study the more recent economic, political, social and cultural transformation of Latin America, since the 1990s. The course explores the association of current Latin American issues with globalization and the search for modernity, in particular, how these transformations are affecting the people of the region. It also studies the role of new political actors that appeared in the 1980s (women, indigenous and citizen's movements). Finally, it discusses popular responses to national and trans-national neoliberal forces in countries like Mexico, Brazil, Argentina, Venezuela, and Bolivia that have made Latin America become an important site for the anti-globalization movement and the host of resistance forces like the Zapatistas in Chiapas, Mexico, and popular events such as the World Social Forum.

Statistics for Research
Statistics for Research teaches the research skills needed to seek answers to complex ecological, biological, and social questions. This course focuses on hypothesis testing and the design of experiments and surveys. Experience will be given in acquiring large data sets and the statistical manipulation of quantitative data. Subjects include data distributions, descriptive statistics, analysis of variance and t-test, regression and correlation, and non-parametric alternative tests. Exposure will be given to multi-variety testing. Students will gain hands-on experience with SPSS.

Student Teaching, Elementary: Senior Project
Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a grade and subject appropriate classroom.

Student Teaching, Secondary: Senior Project
Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a grade and subject appropriate classroom.

Studies in Buddhism
This course explores the Buddhist religious tradition. Following a generally chronological order, students learn about the beginnings and development of Buddhism in India, then consider how Buddhism grew and changed as it spread to Southeast Asia, East Asia, and Tibet. In this course, students develop critical and empathetic understanding of Buddhist concepts and practices, and become familiar with the history of Buddhism and Buddhists, including important names/figures, texts/scriptures, and events. They learn how Buddhism affects the cultures in which it takes hold, and come to recognize the various roles of Buddhism within the human community. The course includes discussion, application, and critical consideration of differing approaches to the study of Buddhism, and gives students the opportunity to learn to identify and evaluate information resources appropriate to such study. Students also learn to think in Buddhist terms and to relate the teachings and practices of Buddhism to their own worldview and life patterns.

Studio Arts, Advanced
This class will provide studio opportunities for advanced students in painting, printmaking, drawing, or mixed media. Students individually and/or collaboratively will create a body of work at an upper-division level of technical expertise. Students will engage in continued practice with their chosen mediums, explore the syntax of visual form, investigate contemporary issues of art making, and examine historical practices. Critical discourse with peers and local art professionals will provide opportunities to examine aesthetic issues and artistic goals. This class will promote a dedicated work ethic as well as challenge pre-conceived notions of style and art making methodology. An end-of-the-semester art exhibition will pro-
mote 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 NGO’s, local activists and the scientific community. Students will develop a field research project through a group application of a holistic indicator of ecosystem health to a private biological reserve in the rain forest.

**SU Studies in CRS: Costa Rica: Human Dimension of the Green Republic**

It is necessary, in order to understand the context of the Costa Rican process, to study the basic characteristics of its society: history, culture, institutions, economy, etc. This part of the program will do this through a combination of field visits, exercises and lectures. We will give special emphasis the process of social change that began in the nineteen forties and resulted in the social-democratic structure of the Costa Rican society. The studied subjects will also include social and cultural consequences of the “new” economic trends in the country. This combination will lead us into the discussion the forces that shaped the great environmental reform of the nineteen nineties. We will explore the main characteristics of Costa Rica’s protected area system. To understand the role of the private sector in this conservation effort we will visit ecotourist developments throughout Costa Rica, and meet with local officials, tour operators, and conservationists. Comparative trips to other Central American Countries will help students understand the uniqueness of the Costa Rican.

**SU Studies in CRS: Costa Rica: Third World Development & Environmental Policy**

With a large percentage of the world’s population living in poverty in less developed countries, many third world nations seek economic and industrial development as a means of solving a vast number of social ills. This course analyzes the phenomena of development and its social and environmental impacts from the perspectives of history and social science. Students not only study the literature and theory of development, but also investigate specific development projects in the third world. Among the issues and questions considered in the course are: What are the motivating factors for development? What strategies are there for alternatives to the importation of development models? What kind of development is desirable and how is this determined? How can the conflict between the need to exploit natural resources and conserve the environment be addressed?

**SU Studies in ES: Insect Ecology**

Insects are the most diverse group of animals, and their populations often have dramatic effects—both positive and negative—on agricultural productivity. Taught within the context of the courses Agroecology and Southwestern Natural Systems Agriculture, this course will examine insect diversity and population dynamics in local ecosystems around the Chino Basin. How insect populations behave...
in natural systems will then be compared with their population dynamics in cultivated fields at the College’s Jenner Farm. Students will study how different cropping strategies such as intercropping, crop rotations, and resistant crop selection affect insect herbivore and predator abundance and diversity. Students will also explore and discuss insect control measures such as pheromone release, beneficial insect release, and integrated pest management.

**Sudden Fiction: The Art of the Very Short Story**
In this block course, we will examine and write very short stories. In our discussions, we will attempt to identify why this subgenre of short fiction has become so popular; define some of its distinguishing characteristics (how it seems, for instance, to be a cross between a poem and a short story); and classify and analyze its inherent strengths and limitations. Students will write and revise approximately ten short-short stories.

**Summer Studies in Alaska: Natural History of Alaska**
This course is an introduction to the ecological diversity of Alaska. Students will travel throughout Alaska to study principles of communities and ecosystems, and geographical ecology. They will also investigate how northern landscapes and climates interact to produce major patterns of vegetation, and how animals adapt to these patterns. Students will learn to identify the dominant plants typical of the climatic regions of Alaska, from the rainforests of the south-central coastal areas, to the interior boreal forest, to the tundra of the Arctic and alpine regions. Principles of animal distribution and adaptation will be introduced through indicator species of each region studied.

**Summer Studies in Alaska: Topics in Geography: Alaska**
This course applies theoretical concepts in physical-, cultural-, and bio-geography to specific regions of Alaska. Interrelationships between landscapes, ecological systems, and human cultures, past and present, will be explored. Students will analyze and compare temperate rainforests, interior forests, and arctic and alpine tundra in the contexts of geomorphic development, ecological habitat, and human lifeways. In addition to intensive field experience and interviews with local people, students will engage with course material through lectures, readings of primary literature, and seminars.

**Summer Studies in ES: Agroecology**
In this century, people have had great success manipulating energy intensive inputs as well as crop genetics to reduce ecological limitations for agricultural production. Some of this success, however, has been achieved by trading off future productivity or sustainability. For example, high yields today may come at the cost of serious soil erosion, or extreme dependence on non-renewable fossil fuels. In this course, we will explore the ecological basis of many basic farming practices. We will investigate the importance of soil organic matter and native soil fertility, crop diversity and genetic diversity, water availability and conservation, insect herbivore and predator dynamics, the effects of various tillage approaches, and the role of domesticated animals in agro-ecosystems. The ecological underpinnings and sustainability of agricultural systems from around the world as well as local farms will be interpreted.

**Summer Studies in ES: Contemporary Issues: Alaska**
Alaska, one of the last strongholds for “wild” in North America, is also the epicenter for some of the nation’s most hotly contested environmental issues. In this course students will research the controversies that dominate politics in the 49th state: oil development in the Arctic, the gray wolf sterilization and eradication program, proposed large-scale timber harvest in the Interior, Indigenous sovereignty and subsistence, large-scale mining, the Tongass National Forest, and the decline of commercial fishing, to name only a few. Students will read widely. They will also meet with environmental activists and developers, both groups who consider The Last Frontier their last best chance to pursue their interests.

**Summer Studies in ES: Plant Breeding for Sustainable Agriculture: Theories and Methods**
This class will cover all of the fundamental concepts needed to frame breeding objectives in the context of environmental challenges, organic market needs, and sustainable cropping methods. Students will demonstrate practical breeding techniques to achieve specific goals in field plots. They will also be involved in ongoing breeding projects, performing pollinations and actively selecting several crops in the field. The class will cover the genetic basis of Mendelian principles, crop co-evolution, and the population structure of self- and cross-pollinated crops. Discussions on increasing the diversity and genetic breadth of specific crop types for sustainable farming systems will be emphasized throughout the course. The practices and goals of genetic engineering and modern plant breeding for high-input monoculture systems will be assessed in a cultural, historical, and environmental context. Field days will be used to visit breeding nurseries and farms producing organic vegetable seed in the Southwest.
Summer Studies in ES: Southwest Natural Systems Agriculture

Natural Systems Agriculture is a term coined by Wes Jackson and his colleagues at the Land Institute in Salina Kansas. It refers to agricultural systems that are designed to mimic the structure and function of natural plant communities of specific ecosystems. Considerable work has been carried out in the Midwest to develop a prairie-like Natural Systems Agriculture, but little work of this type has been done in the Southwest. In this course we will evaluate the biological and ecological characteristics of numerous native or introduced plant species for their potential use in a Natural Systems Agriculture. Students will study the plant species as they exist in the wild and will experiment with propagating and cultivating the plants at the College’s experimental farm in Skull Valley. Students will also evaluate the ethnobotanical backgrounds of the potential crop species. This course is an important part of a long-term project to develop a viable set of crop species for use in a Southwestern Natural Systems Agriculture.

Summer Studies in Sierra Nevada III: Philosophies of Interpretive Naturalists

This course will consider the historical influence wilderness has had in shaping our contemporary philosophies and attitudes. We will examine the effect wilderness has had on art, literature, and political thought in America. We will follow a historical route beginning with Henry David Thoreau, consider the life and writings of John Muir and Aldo Leopold, and culminate with Joseph Wood Krutch’s The Great Chain of Life.

Systematics of Seed Plants

In this course students become acquainted with the aims and principles of plant systematics and the various philosophies and areas of research that contribute to this modern science. Students will develop skills in using and interpreting taxonomic keys and plant descriptions for the purposes of identifying plants and become familiar with the characteristics used to recognize important plant families, genera and species of the flora of the southwestern North America. Students will learn to recognize natural variation, its causes and importance in classification. The field and laboratory components of the course will emphasize identification skills and methods for collecting and preserving plant specimens for scientific study. Course content and geographic emphasis of the course may vary depending on the instructor and season.

The “F Word”: Feminism, Women & Social Change

What does it mean to be a woman? What is feminism? Is it outdated? Have women achieved equality? How have changes in women’s and men’s roles affected the sociopolitical landscape in America? Over the past two decades, many have come to believe that feminism is dead, or should be. However, when large groups of people are surveyed as to their beliefs about gender roles, by and large those polled strongly agree with feminist principles and values, although half 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 hun-
dred 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
Photography has always been influenced by technical developments in the photographer’s equipment. This course will explore the visual syntax of the photographic image as it is related to the choice of camera. Through experimentation with a variety of cameras such as pinhole, 35mm, Holga, disposables, medium and large format, students will explore a range of subject matter and critically examine aesthetic approaches. Students will also study the historical development of the camera and contemporary practices. The course will involve extensive field/location shooting and lab work to create a final portfolio of images.

The Derivative Image: Abstract Painting
In this course students will learn a variety of painting techniques in acrylics and oils while developing a personalized language of abstraction. The course will begin with perceptual exercises, from which students will work towards varying degrees of abstraction. Students will develop content and imagery along individualized themes, and be challenged to articulate their ideas with painting approaches that support their thematic interests. This course will cover significant artists and trends in the history of abstract art, as well as look at the relationship of visual art to modes of abstraction in literature and performance. Students will develop technical skills in acrylic, oil, and mixed media painting, while learning approaches to image development, juxtaposition, color theory, inclusion of text, appropriation, and critique.

The Othering of American Literature
A whole cast of often minor characters exists within American literature – variously marginalized, made-fun-of, used, chastised, stereotyped, silenced, and sometimes dehumanized characters who did not fit the prevailing model of American identity and behavior. This course asks a central question. What happens to the way we read American literature when we take minor or otherwise marginalized characters and make them the center of our reading attention? That is, what happens when we intentionally “misread” a book
as if it were about its minor characters? Moving from early American exploration and promotional literature, through the nineteenth century, to the present, we will look at the historical contexts of the books we read to better understand literary events from the perspectives of minor characters and compare what we learn to what we take to be the perspectives embodied in the books themselves, that is to say, what the books seem to want us to think. Learning in this course will be based on assigned readings, lively discussion, collaborative work, both critical and creative writing projects, and student-led instruction.

Theatre and Social Change
In this course, students will examine the role of playwrights and performers as social commentators and activists by studying the theory, techniques, literature, and history of theatre, including avant-garde and political theatre. Using research, students will develop and participate in creative projects, both individually and as a class. Students will engage in both creative and critical writing assignments to explore the connections between the theatre and its communities.

Theatre Production
Theatre Production is a practicum course that explores the process of creation and collaboration in the theatre. The members of the class work as an ensemble under the direction of the instructor to accomplish all the necessary tasks involved in producing full-scale performances of a play. Students will be involved in some combination of the following: acting, directing, technical crew, lighting, props, costumes, set construction, publicity. The class attends plays presented by other companies, and each student documents learning through a written portfolio of assignments including character sketches, play reviews, rehearsal notes, and a final synthesis essay. Meeting times will vary, but a complete rehearsal schedule will be provided, and additional meetings for field trips and work calls will be scheduled in consultation with the class.

Therapeutic Use of Adventure Education
This is an advanced-level course for students seeking a combination of skills in both Adventure Education and Human Development. It will be highly experiential, as well as being based on a strong theoretical foundation. The course will start with some time on campus exploring wilderness therapy models and theory, and participating in a local service project. During the campus phase of the course, students will choose from a range of special populations and begin research for a paper on this population. An extended field component of the course will allow students to explore what it is about the wilderness setting that is therapeutic for most people, and will serve as a starting point for study of designing wilderness experiences for special populations. Time will be spent examining those groups who most often receive wilderness programming as an adjunct to traditional treatment programs. Populations covered generally include: youth at risk, disabled, survivors of sexual abuse, and individuals in recovery from drug and alcohol addiction.

Transpersonal Psychology
This course explores the foundations of transpersonal psychology, often referred to as the “fourth force,” and the most recent development in the field. Students discover how this modern force reaches back to the Greek derivation of “psychology,” the study of the “psyche,” a term that originally signified the “soul.” Thus the course is a psychological exploration concerned with ultimate motivations and questions of purpose. Topics and themes include: the nature and evolution of consciousness; altered states; eastern theories and practices; “peak” experiences; the confluence of modern western science and mystical traditions; and the co-mingling of psychology and religion. The course is designed with both theory and practice in the interest of developing a form of psychology that is responsive to the emerging perils and promises we face in the 21st century.

Tropical Biology: The Natural History of Costa Rica
Although only the size of West Virginia, Costa Rica boasts an impressive diversity of habitats and their associated floras and faunas. Over 820 bird species, about 200 kinds of mammals (half of which are bats), numerous reptiles, amphibians, and insects, and a multitude of plants are found in this tropical land, which has attracted research biologists from around the world. This field course emphasizes not only the identification of plants and animals, but also an understanding of the complex interrelationships between and among the life forms and physical conditions that constitute tropical environments.

U.S.-Mexico Interface: Immigration – An Introduction to U.S.-Mexico Border Studies
This course examines the social, cultural, economic and environmental impacts of U.S. border enforcement practices and immigration policy. After a period of preparation and research in Prescott,
the class travels through southern Arizona and northern Sonora for an intensive, experiential analysis of the U.S.-Mexico Border region. This includes visits to communities on both sides of the border, interviews with U.S. and Mexican officials and residents, immigration reform activists, humanitarian and human rights organizers, and communities and institutions most directly impacted by immigration policy and border enforcement.

**Vertical Margins: Literature of Mountaineering & Exploration**

Climbers and explorers tell good stories. Since the mid-nineteenth century, mountaineers and explorers returning from their travels to their desks have produced an extensive, varied, and provocative body of literature that tells us much about the full complexity of encountering mountain and wilderness landscapes. During this course, students will have the opportunity to sample this literature. Reading in a variety of genres, including autobiography, non-fiction narrative, biography, fiction, poetry, and journalism, we will discuss mountaineering and exploration literature in terms of individual invention, genre, historical context, and cultural documentation. Assigned readings might include such works as Maurice Herzog’s “Annapurna,” Felice Benuzzi’s “No Picnic on Mount Kenya,” Jeff Long’s “The Ascent,” Ernest Shackleton’s “South,” and Jim Perrin’s “Mirrors in the Cliffs,” as well as selections from a variety of climbing and exploration journals. Learning will be self-directed and often collaborative and will include discussion, critical and creative writing work, and group projects and journals. Learning will be self-directed and often collaborative and will include discussion, critical and creative writing work, and group projects.

**Vintage Verse**

When asked to define poetry, poets tend to be purposefully evasive. Frost said, “Poetry is the kind of thing poets write.” Coleridge said, “The best words in the best order.” These definitions, nevertheless, reflect the purpose of this introductory literature course: to familiarize students with the works of revered poets, conventional language, techniques and forms, and the inventions that have transformed notions of acceptable content and form. This overview of the genre is discussion-based and is strongly recommended for both literature and creative writing students. The readings will be focused primarily on English and American figures whose work continues to influence contemporary poets, but will also include works in translation. These will include King Solomon, Sappho, Shakespeare, Marvell, Blake, Yeats, Dickinson, Eliot, Pound, Li Po, Stevens, Cummings, Williams, Neruda, Wright, and others. This course demands extensive reading, discussion, and analytic writing.

**Visual Arts Exhibition Practicum: Gallery Management**

This course is for students to participate in a working cooperative of gallery management and operations for designated visual arts spaces on the Prescott College campus including the Gallery at Sam Hill Warehouse. Under the supervision of the instructor, students will be responsible for all aspects of gallery management which including exhibition installations, assistance with art archive, public relations, establishing an annual fundraising event, and coordinating the student visual arts competition. This course can be repeated for upper division credit. Students will explore a variety of gallery and museum preparation and presentation techniques, policies and professional logistics.

**Visual Arts Professional Practicum**

This course will provide all Arts & Letters students with valuable professional preparation. Any student interested in professional work as a writer, editor, actor, director, dancer, painter, photographer, sculptor, curator, arts manager (or any other artistic pursuit) is encouraged to take this class. Activities will include, but are not limited to, the following: photographing artwork; constructing resumes, artists’ statements, letters of intent, statements of philosophy; query letters, cover letters; researching agents, publishers, contests, grants, professional organizations, conferences, and residencies; applications for all of the aforementioned; submitting work to galleries/magazines/competitions; designing business cards, letterhead, websites. Students will learn to locate, read, write, and discuss critical reviews of relevant art forms, and to participate in self and peer critiques. We will examine legal aspects of ownership and copyright. Course may be repeated for UD credit.

**Voices from Latin America**

In this course students will become familiar with a variety of modern and contemporary authors from several regions within Latin America. Students will read poems, short stories, and novels in translation, examining the cultural and historical implications of the works as well as thematic and structural concerns. The reading list will include authors such as Pablo Neruda, Jorge Luis Borges, Juan Bulfo, 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 Environments**

This course introduces students to fundamental sea kayaking, freediving, and expedition skills and knowledge through presentations, readings, discussions, and practice. Topics include minimum-impact camping techniques, navigation, equipment use and management, group living and decision-making processes, public land access issues, and recreational considerations in the coastal environments of the Northern and Central Gulf of California. Students also investigate fundamental theories and current issues in expedition leadership. A significant portion of the course is spent on the water in sea kayaks. Sea and weather risk assessment and paddling and rescue skills are emphasized and practiced in a variety of conditions.

**Wilderness Exploration & Landscape Studies I: Expeditionary & Technical Skills for River Environments**

With the Green and Colorado Rivers as our floating classroom, this course will introduce students to the fundamentals of whitewater rafting and river expedition skills. Through readings, extensive first-hand practice, class discussions, and presentations, students will learn about expedition planning and logistics, group management and outdoor leadership, Leave No Trace practices, raft repair and maintenance, boat piloting, whitewater hydrology, safety and swift water rescue, and recreation on public lands. Students will also investigate fundamental theories, current issues, and historical perspectives in expeditionary leadership, and develop strategies that help create an effective learning community.

**Wilderness Exploration & Landscape Studies II: Canyon Country Geography**

This course is an exploration of landscapes of canyon country of the Colorado Plateau. Study will emphasize physical, biological, and cultural geographic factors at work in this varied environment. The curricular focus will be on geomorphic processes and landscape evolution, weather and climate, aridity and desertification, and geographic patterns of distribution and migration of flora, fauna, and past human occupation. This course has a strong regional focus but also includes a survey of arid regions and desert people across the globe.

**Wilderness Exploration & Landscape Studies II: Desert Geography**

This course is an exploration of arid landscapes and the physical, biological, and cultural geographic factors at work in these environments. We will survey defining characteristics of arid environments, desert
types ("hot" and "cold" deserts, Sonoran, Mojavian, Chihuahuan, and Great Basin, etc.), geomorphic processes and landscape evolution, desert weather and climate, biogeography of desert flora and fauna, and human cultural lifeways in arid environments. This course has a regional focus but also includes a survey of desert regions across the globe.

**Wilderness Exploration & Landscape Studies II: Introduction to Marine Science**
This interdisciplinary field course compares and contrasts the varied coastal environments of the Northern and Central Gulf of California, and affords students the opportunity to build a strong foundational knowledge in a wide variety of marine sciences. Coastal explorations are used to study relevant topics in oceanography, marine biology, ecology, natural history, and coastal conservation. The large geographic area that the course area encompasses gives students the unique opportunity to 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 appreciation of the religious foundations of world cultures, of the various ways humans have tried to understand the nature of reality, and the roles of religion in human community. The course includes discussion, application, and critical consideration of differing approaches to the study of religion, and gives students the opportunity to learn to identify and evaluate information resources appropriate to the study of religions. Students also reflect on their own religious backgrounds and influences and develop self-awareness about their religious worldviews. The specific religions addressed in this World Religions course include Judaism, Hinduism, Buddhism in South and Southeast Asia, and some new religious movements.

**Writers in the Community**

In this advanced practicum course, pairs of students are matched with various community groups/agencies to lead writing workshops for participants of these groups. (Possible groups might include veterans of war, elementary school children, the elderly, the homeless, and others.) The first two weeks of class time will be spent in intensive training for the field work, focusing on methods of teaching writing, exercises, strategies, goals and objectives of service learning, concept of community, and logistical considerations for the field portion. As of the third week, students will spend two class periods per week with the group/agency to whom they’ve been assigned, leading the 90-minute workshop. The third class meeting of each week will be in the classroom and will be devoted to debriefing the field sessions, exchange of ideas, reports on the effectiveness of certain teaching/writing strategies, and problem solving. Students will receive ample guidance from instructor, who will also rotate among the various field settings, on field days, to observe the sessions and offer constructive feedback to the student leaders. After six weeks of leading the community workshops, students will spend the final two weeks compiling one anthology, consisting of writing products from all the different groups. The course will end with a community presentation, during which members of the various groups will read aloud from their collected work. Students will be evaluated on four elements: Class participation; the teaching of writing; service to the community; and a final paper synthesizing the effect of community service on their learning, their own writing and on themselves as members of this community.

**Writing as Performance**
The benefits of performance are often discussed in terms of the audience, of the public community that views it. But performance is not only what happens in front of an audience. The act of performance, like the act of writing, can be a method for learning and exploring, one that incorporates creative and critical thinking, problem-solving, analysis, and making choices that effectively communicate meaning and intention. This course examines the practical and theoretical links between writing and performance. Readings, discussions, and assignments focus on performance as a means and an end to creative writing. Students will experiment with projects in writing, performance, and interactive combinations of these areas, create new written works, and perform works created by themselves and others in the class. At the end of the term, a studio performance will showcase the students' creative work.

Writing Workshop
This class has three primary purposes: 1) to help students develop writing strategies that reduce anxiety and produce quality work; 2) to help students identify a specific reader and purpose in order to translate exploratory writing into expository writing; and 3) to practice different forms of writing (e.g., narrative, evaluative, analytical, and argumentative) to increase flexibility. Peer and instructor responses help students develop an editorial eye for clarity and the ability to read one's own writing critically. Students study published writing to enlarge their understanding of rhetorical methods of development and to explore and refine their personal writing style.

Yoga Teacher Training and Certification
This course is designed for students who would like to deepen their personal yoga practice and receive foundational training in the art of teaching yoga. Extensive training and practice in the techniques of asana, pranayama, meditation, and chanting will be a central part of this class. We will also explore teaching methods and such topics as sequencing, details of alignment, variations for different populations, verbal and hands-on adjustments, and verbiage for safely leading others in and out of postures. The course will also include academic work in yoga philosophy focusing on yoga history, lifestyle and ethical issues, anatomy (western and esoteric), and teachings from the Yoga Sutras. This course provides the contact time and content needed for a 200 hour Teacher's Certificate.

Yoga: Philosophy & Practice
This course introduces the theory and practice of Hatha Yoga and Meditation. It is appropriate for any student who is seeking to expand his or her consciousness and self-awareness through a regular practice of yoga. It will be predominantly experiential, but will include relevant readings and discussions of theory. Students will keep learning journals to document their experiences and assist them in the integration of the material.
On-Campus
Master of Arts Degree,
Social Justice and Human Rights

(pending accreditation by the Higher Learning Commission)
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Program Overview/Mission Statement
The mission of the On-campus Master's Program in Social Justice and Human Rights (SJHR) is to support and mentor highly committed graduate students in the development of critical, analytical, and applied skills required to engage ethically and effectively in social justice analysis and movement-building, human rights research and action, and innovative scholarship. With a faculty of interdisciplinary scholar-activists, this 36-semester credit program offers a student-centered, transformative, movement-based critical pedagogy that combines a core curriculum of interdisciplinary social theory seminars with experiential field-based courses and internships in a variety of local, national, and international settings.

The curriculum is based on an extensive study of culture, power, and politics, emphasizing diverse cultural and scholarly traditions including the analyses of social justice struggles generated by impacted communities. In addition to the core critical social justice curriculum, the program includes applied tracks designed to offer students direct experience developing strategic movement-building skills. The tracks represent the core values of this applied, critical social justice degree, offering students opportunities to work and learn in social movement settings with the mentorship of committed, experienced scholar-activists and leaders.

The program will foster the development of hands-on collaborations between theorists and practitioners, breaking down walls that have been constructed between academic and applied realms of social justice work through institutionalization and professionalization, and working at the cutting edge of social transformation in an era of intense social crises and change.

Course Delivery
Students in the On-Campus Master of Arts in Social Justice and Human Rights have two principal options for completing their coursework: courses created and taught by faculty and/or instructors at the College; mentored study electives created by the student in consultation with their faculty advisor and course mentor.

Concentrations

Human Rights Research and Action
In this concentration, students will not only learn the skills associated with various research methods, but will critically explore the meaning of research itself, the history of “objective” inquiry and knowledge production, and the deep connections between research and the maintenance of subject peoples and dominant cultural hegemony. A similar critical approach is taken to ‘human rights,’ and ‘development,’ and the ways that these discourses have become central to imagining and organizing social justice activism throughout the world. The concentration explores the potential for research to be used to equalize power especially through an action-oriented lens. Students taking this track will be preparing themselves for further academic work in social justice related fields, human rights activism, legal study, and work in international development. Topics and themes covered in this track will include: critical decolonization studies, death penalty research, prison and border issues, human rights monitoring and research, legal methods and international organizations, critical NGO studies, community empowerment, indigenous studies, historical analysis of human rights campaigns, genocide and warfare, and contemporary “hotspots” and human rights issues.

Arts, Alternative Media, and Communications
Arts and communications have historically been and are increasingly central to the success of social justice movements. The creation and strategic dissemination of new images, visions, and messages is a process that is key to: reframing debates, making the invisible visible, inspiring movement participation, mobilizing public opinion, building community, and building transformative, positive, collective visions of social justice. This track combines praxis-based learning outcomes in progressive, grass-roots media and communications strategy, advocacy journalism and creative non-fiction writing, media production, and performance and design in social justice movements. What do these seemingly disparate critical skills have in common? Using transformational representational strategies, they enable social justice activists and organizers to animate, communicate, and disseminate visions of solutions to social problems in ways that mobilize people emotionally and spiritually. From hip hop activism to effective media strategies, advocacy journalism to guerrilla theatre, and web-design to digital documentary making, creative skills are in demand in social movement work around the world. In combination with critical social justice analysis, students pursuing an MA in this track will readily find jobs working for just social change that will allow them to develop and contribute their creative talents and skills to building social justice movements.
Organizing and Activism
This academic track offers graduate students an opportunity to study radical histories and interdisciplinary critical analysis of community organizing and alternative development at the same time that they engage in experiential, movement-based learning. Studies combine social theory seminars, field-based block courses, internships, and other modes of direct participation in social justice community organizing and development projects led by impacted communities. The few existing MA programs in community organizing in the U.S. emphasize advocacy enacted by service providers on behalf of impacted communities. In direct contrast, this track offers theoretical and applied studies in critical social justice organizing, philosophies, strategies, and practices that seek to transform the unequal social power relationships inherent to service and advocacy, emphasizing applied strategies of social transformation that are led by (and build power within) impacted communities. A growing body of critical interdisciplinary literature and research in cultural studies, ethnic studies, indigenous studies, critical geography, sexuality studies, and related fields has fostered a participatory movement-based analysis of critical organizing and development practices. This applied critical academic field represents a departure from disciplinary social movement studies that position movements as objects to be studied, instead asking movement-generated questions, and strategically bridging critical academic and social justice community organizing projects. This track is unique because it offers critical theoretical and hands-on training as an approach to social transformation within a specific intellectual and movement history; a contemporary academic literature, community, and practice; and an existing set of organizations and projects. Students who choose this track will be students interested in becoming part of this specific academic/activist project.

Student-designed Concentration
With guidance from faculty advisors and mentors, students can develop a self-designed track based on existing elective course or independent study opportunities.

Academic Calendar
The On-campus Master’s Program in Social Justice and Human Rights academic calendar is aligned with the On-Campus Undergraduate programs’ calendar: an intensive fall term orientation (block) course starting in late August, followed by a “semester” in which students enroll in multiple courses (usually three, three-credit courses). There is a week-long break between block and semester, and a holiday schedule mirroring that of OCU. (Also see Academic Calendar on the website.)

Learning and Evaluation
Student learning in courses will be assessed based on course-level learning objectives agreed to by the instructor and students and formalized in the course contract. Assessment will be based on participation in class discussions and activities, on student performance on written assignments, and on student performance on exams, as determined to be appropriate by the course instructor. (Also see Practicum Evaluation, below.)

Graduate Learning Outcomes
Students must meet the following degree outcome criteria:

- a mastery of contemporary and foundational knowledge and theory in the student's field of study;
- the ability to integrate theoretical and practical aspects of the field;
- a mastery of modes of practice and professional ethics in the student's field of study;
- an understanding and appreciation of the social context in which the field is practiced;
- the ability to demonstrate written communication skills that are informed, scholarly, and passionate;
- the ability to demonstrate oral communication skills that are informed, scholarly, and passionate;
- the ability to collect, analyze, and interpret information, and to conduct a literature search, in the student's field.
- familiarity with research methods (qualitative, quantitative, textual, heuristic, action-based, participative, field based, etc.), and the ability to design and carry out research projects in the student's field of study;
- the development of social literacies, including an understanding and appreciation of the ways humans relate to their own and other cultures, and the impact this relationship has on the student's field of study and professional practice.

Graduation Requirements for M.A. degree in Social Justice and Human Rights
1) Theory: Demonstrating a sound understanding of existing theory and relevant research methods
2) Practicum: Demonstrating praxis through research, internships, or other means

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3) Demonstrating appropriate social and ecological literacies
4) Capstone
5) Complete a minimum of 36 semester credits consisting of:
   • 6 core courses (3 credits each)
   • 2 electives (3 credits each)
   • Research Methods (3 credits)
   • Practicum (6 credits)
   • Capstone: Participatory Social Justice Research Project (3 credits total for plan, research, and completion)

Practicum Guidelines
For the practicum, each student undertakes a supervised internship or active project and reflects on the relationship between theory and praxis.

There are no set requirements for number of hours per week for practica and internships; students and their practicum mentors need to take into account individual needs and, where appropriate, outside requirements. As a rule, 3 semester credits of practicum involves approximately 125 – 150 hours of the student’s time and 12 to 15 hours of the practicum supervisor’s time. This is only a guideline. Students or mentors should consult their core faculty if this does not seem applicable to an individual situation.

The practicum takes place during the third semester of the program. 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 the practicum is based on the student’s learning in the M.A. Program, provides new challenges, and represents a stretch for the student. In other words, business-as-usual is not sufficient. Prescott College has no requirements regarding graduate students being compensated for practica—if a student can obtain a paying practicum, that’s fine.

Practice versus Praxis
Often students in the M.A. Program complete hands-on, field-based, or practical research as part of their studies. Although practical in nature, this is new theoretical learning and is not a practicum. A practicum must consist of praxis—the practical application of a branch of knowledge. This means that in all cases, the practicum must provide opportunity for the student to demonstrate the learning that has taken place in the theoretical component of the Master of Arts Program.

Practicum Supervisors Responsibilities

Practicum Mentors and Practicum Supervisors
The student will work with a graduate mentor for the practicum. Students may also work with an on-site practicum supervisor. The practicum mentor is responsible for working with the student to finalize the syllabus for the practicum course, choosing both objectives and a topic for the final paper, and evaluating the written work for the practicum. The practicum supervisor is responsible for on-site or in-person supervision, review, and evaluation of the actual practicum.

The practicum mentor is generally the student’s primary mentor. Depending upon the practicum, the student may also locate and secure an appropriate on-site practicum supervisor. The student’s practicum mentor and CF approve the practicum supervisor. Approval is documented on the practicum supervisor requisition form, which is completed by the student and routed through the M.A. Program Office to the mentor and CF. The web form requires upload of the proposed practicum supervisor’s c.v. The web form is located at: http://www.prescott.edu/assets/webforms/form-ma-practicum-supervisor-request.html.

Sometimes the amount of support and oversight required for a practicum will lead the student and faculty to choose an on-site practicum mentor. In this case the person on-site will serve as the mentor for the practicum and will be responsible for both the written paper that covers the learning (see section on study packets) as well as the on-site supervision. The student’s CF must approve a practicum mentor. See the "M.A. Course Description and Mentor Request" electronic form on the forms page of the handbook.

Supervision
Students in the M.A. Program are required to complete all or part of their practicum credits under the supervision of an on-site practicum mentor or an approved practicum supervisor. A practicum supervisor is someone
other than the student's practicum mentor.

There are no guidelines or specific expectations regarding supervision by the practicum supervisor from the Master of Arts Program. Some students meet with their practicum supervisor for an hour a week or more, others for two hours every other week, others for several hours once a month. The student, CF, and practicum mentor are to determine the student's needs in supervision and ensure that the on-site supervisor provides appropriate and relevant support.

Note: Under no circumstances may a current student in the Master of Arts Program serve as the practicum supervisor for another Master of Arts student.

It may be possible that a particular practicum does not require a unique individual to supervise the student's work and so a practicum may go without a unique practicum supervisor. This unsupervised practicum must have final approval from the CF.

Credentials
Practicum supervisors are selected by each M.A. student for what they can bring to the student's work and thinking. In some situations the reasons for selection will be academic and based on the potential supervisor's previous academic research; in some cases, the selection will be based on professional experience and personal knowledge rather than on educational background; in some cases, the selection is limited by the geographic region in which the practicum will take place. Students should keep their own needs in mind, in terms of what the supervisor may offer as support and how it relates to the support already available from the graduate mentor.

If possible, a practicum supervisor should have:
- a terminal degree (preferred) or graduate degree in an academic discipline that 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 professional experience, or record of research, publications, accomplishments, or speaking related to the subject;
- a state or national credential at the level the student is seeking or higher (as appropriate).

Practicum Supervisor Requisition Form
Student selected practicum supervisors are approved by the student's core faculty. A requisition form with which the student can identify the practicum supervisor can be found in the forms section of this handbook. This form must be submitted electronically to the M.A. Program Office. Please note that this form is required in all cases when contracting a practicum supervisor.

A copy of the supervisor's résumé or curriculum vita must accompany the practicum supervisor requisition form. This form and the CV should be submitted electronically to the M.A. Program Office as soon as the mentor has approved the practicum supervisor and as early as possible in order to facilitate early contact between the program staff and the practicum supervisor. In all cases the requisition form must be submitted and approved prior to the start of the practicum and must include the supervisor's CV or résumé.

Practicum Supervisor Honorarium
Most practicum supervisors do not require a fee for the service of supervising a graduate intern—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. Students should ask potential practicum supervisors if they require such a fee. If supervising a graduate student is not one of the practicum supervisor's regular responsibilities, Prescott College will pay an honorarium of $40 per credit. The fee is requested on the practicum supervisor requisition form.

Practicum Evaluation
All practicum supervisors are required to complete the practicum supervisor portion of the course evaluation at the end of the practicum. This form is completed and launched by the student, is routed to the supervisor who adds her evaluation, and then goes to the practicum mentor and core faculty. It will become part of the student's official Prescott College transcript.

The evaluation should include the dates, total number of hours, and duties of the student's internship; the stu-
dent's strengths and weaknesses; and suggestions for further work. The practicum mentor will add her own evaluation of the practicum, which should address the student's learning and understanding of the integration of theory and praxis. The faculty advisor will add an evaluation.

These criteria are set individually given the specific nature of each practicum description and are approved by the student's core faculty advisor.

**Potential Career Paths for Graduates**

- Advocacy Journalism
- Community Organizing
- Fund Raising
- Human Rights Investigation
- Leadership: Not-for-Profit Organization
- Progressive Communications
- Social Justice Research

**Core Course Descriptions**

(Not all courses offered every semester. See Class Schedule for particular year/term.)

**Urban Field Orientation: Justice, Home, and Community**

Contemporary globalization has reconfigured landscapes of power, in part, through the emergence of global cities such as Los Angeles. In addition, for the first time in history, the majority of humans live in urban areas. The study of urbanization has become crucial to understanding processes of uneven development, social decision making, and struggles for social transformation and sustainability. This course takes each new cohort of M.A. Social Justice and Human Rights students to Los Angeles to orient them toward processes of experiential learning, expose them to major questions and debates in the interdisciplinary and applied study of urbanization and globalization, to build an intentional learning community, and to explore themes of justice, home, and community in diverse contexts of social justice organizing and activism.

**Praxis: Organizing and Activism**

Praxis: Organizing and Activism offers an exploration into various models of social and political activism, comparing and contrasting strategies and tactics such as legal action and advocacy, technical assistance, legislative policy advocacy, humanitarian aid, coalition building, direct action, grassroots community organizing, and building power in impacted communities. The instructors will facilitate ongoing discussions of theory and practice situating both within the larger contexts of social justice organizing, ethics, spirituality, and the political economy of globalization. The course will take students to Phoenix, Flagstaff, Florence, Arivaca, Kino Bay, the Tohono O’odham Nation, Tucson, Douglas, and Nogales to work with and learn from human rights, anti-racist, indigenous, faith-based, environmental, and food justice, grass-roots projects and organizations. Experiential learning opportunities in these contexts will include activist trainings, community gardening, door knocking, voter registration, humanitarian aid, tutoring, trash clean up, prayer vigils, and other activities.

**Landscapes of Neoliberalism: Conditions of Crisis and Change**

Landscapes of neoliberalism engages students in intensive field study in the crisis-ridden economic free zones, maquiladoras, threatened ecosystems, immigration detention centers, depressed rural communities, indigenous nations, and prison systems that comprise the U.S.-Mexico borderlands. The course explores the rise of neoliberalism and the implications of neoliberal ideologies and practices for communities experiencing the most negative impacts of contemporary global development, governance, and policy. Combining close reading, discussion, and scholarly research with hands-on interviews and service learning in militarized border communities, students will explore a diverse array of critical, interdisciplinary, and community perspectives on the human and environmental costs of neo-liberalism, using new frameworks and perspectives to make sense of the crises that characterize contemporary globalization.

**Coalition Building and Alliance Politics**

Political theorists, activists, policy advocates, and organizers agree - and the evidence is clear - that building alliances and coalitions are crucial to the success of social change movements. Coalition Building and Alliance Politics explores this challenge in the context of social justice work by posing the overarching questions: Why are political alliances and coalitions important parts of social justice movement building? How are they built and sustained across geographic, socio-economic, cultural, and other power differences? What are the ethics, risks, challenges, and rewards of learning to center the analysis and needs of communities most impacted by
systems of social inequality? Throughout the course, students will reflect on their learning through various modes of communicative expression, both individually and collectively, and demonstrate their overall learning in a final, collective work of advocacy journalism designed to support social justice movement visibility that will take the form of the student’s choice — for example, a blog, Indy media site, newsletter, vlog, etc. This course requires students to learn about and practice social justice activist "dispositions" and other hands on skills.

**Identity, Power, and Privilege**
This course will examine the social construction of difference and the historical conditions, institutions, and dynamics that led to current distributions of power and privilege in the world, and specifically in what is being referred to as the Global North. The course will focus attention on categories of social identity, for example those constructed around race, class, gender, sexuality, ability, ethnicity, citizenship, and language. Students will explore the invention and perpetuation of race through interdisciplinary critical lenses, and will look at different societal constructions of race in different parts of the world as well as common ways that race functions in the maintenance of economic and political privilege. We will explore the different social constructions of gender and sexuality, and the emergence of queer and trans-identities, and the ways that identity functions in different approaches to activism. We will look at economic class as the deep waters through which “differences” are imagined into being and made real; social and political institutions established; relationships between the Global North and South built and maintained, and activisms given form. This course is designed to help students read social justice and human rights issues through complicated lenses informed by perspectives that challenge dominant cultural limitations on what is possible.

**Historical and Contemporary Social Movements**
Social movements have appeared throughout history wherever economic and political inequality is present. In this course we will survey some of the key social movements of the last 150 years, including movements for workers and civil rights, women’s liberation and peace. We will explore the theoretical underpinnings of different movements and compare specific examples of tactics and strategies and their relative effectiveness. The history sets the stage for deeper exploration of contemporary movements responding to the complex web of impacts stemming from 21st century globalization including, for example, the immigrant rights movement in the U.S. Southwest, the ‘Arab Spring,’ the Occupy Wall Street movement, and movements for indigenous cultural survival. We will examine points of meeting between neoliberal agendas and grassroots vision through such examples as: ways that western feminism contributes to the construction of outsider and insider activism in third world contexts; conflict and collaboration between environment conservation movements and anti-racism work in environmental justice activism; and the core issues and values represented by movements for housing, labor, and welfare rights. The course is designed to help students become empowered to take action by developing understanding of the ideological, historical, theoretical, global, economic, and political terrain that activism seeks to impact.

**Research Methods**
In this course, students will develop research and analytical skills in settings that foster immersion in the culture and topography of the Southwest. We will examine research methods and their application to social problems, and also inevitably the production of knowledge itself and how privilege factors into the determination of what questions are asked and pursued, what resources are available to research what topics, how research contributes to the reproduction of dominant cultural power or can also be used to empower marginalized communities and their perspectives. Topics will include evaluating sources of information, types and testing of theories and hypotheses, problem design and analysis, modes of social and scientific inquiry, data analysis and reporting, and the ethics and politics of social research. Students will examine how these skills help determine how problems are conceptualized, investigated, and resolved. Students will gain both theoretical and practical knowledge of research methods and will demonstrate the ability to apply these methods in developing and answering research questions through both qualitative and quantitative inquiry. The class will explore how research can be conducted in a manner that recognizes that the subject/object paradigm through which much research is undertaken can be upended. When conducted with a commitment to rigor, transparency, and equality, research, which is vitally needed in social justice and human rights work, can be a means to equalize power and representation rather than ingraining further marginalization of the ‘subjects.’

**Practicum and Capstone Course Descriptions**

**Practicum**
The graduate practicum is a period of praxis relating and applying the theoretical work that the student is completing for the Master of Arts degree. Praxis, the practical application of one’s learning, 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 being carried out in the graduate program. The 6 semester credit graduate practicum will prepare students to complete their capstone Participatory Social Justice Research Project in the final semester.

**Capstone: Participatory Social Justice Research Project**

During the final semester, students will culminate their work in a final Participatory Social Justice Research/Project. There are three options offered and each student will choose one: 1) a Research Paper/Thesis, 2) an Organization/Campaign Project Report, or 3) Media and Communications Proposal and Product. All of these research-based options are considered to be of equal merit and value. Students will choose the option that is most appropriate for their research interests and future plan for professional work.

**Option 1. Research Paper/Thesis**

This option is designed to support students planning to pursue further academic study, such as law school or doctoral work. The final M.A. research paper will identify a question or problem of particular relevance within the field of social justice and human rights. This option requires a traditional research-based master's thesis, including the formulation of a research question and the collection and analysis of data. The thesis will 1) include a literature review of scholarship on the topic of the research, 2) describe the research methodology, 3) present the data collected, 4) offer a synthesis and analysis of those data to support the paper's argument, and 5) relate the research to the larger questions that framed it. Students opting to write a Thesis will present and defend an original argument based on their own data, drawing on and challenging secondary sources. Thesis proposals must be submitted by the end of the second semester of the MA program.

**Option 2. Organization/Campaign Project Report**

Students choosing this option will develop and demonstrate specific skills and knowledge designed to support careers in social justice movement work, such as grassroots community organizing, non-profit fund-raising, campaign development, legislative advocacy, or other areas reflecting the student's interest. This option will require a student to design and initiate an original project that responds to an identified need by an existing organization or project. The student choosing this option will identify and work with an organization or effort at least by the end of their second semester, as a paid staff member or volunteer. The student will work with the organization in the summer semester for their 6 credit practicum and continue working on the project design through their final semester in the fall. The student is responsible for making contact with the organization or effort and must demonstrate initiative and creativity in their design of the project. The Project Report will present the literature reviewed in preparation for carrying out the project. It will detail the organization or effort and the identified need, and the student's original contribution to responding to it, the project created, and the research methods/steps taken toward implementation.

**Option 3: Media and Communications Proposal and Product**

Students choosing this option will develop and demonstrate skills they will use to support social justice and human rights work through media and communications. Students will design a project such as one of the following—documentary filmmaking, investigative journalism, GIS mapping, media campaign development, communications framing for community organizing, social media strategy. The project will be designed in collaboration with an organization or campaign and undertaken by the student working with faculty mentors and will be informed by critical analysis derived from the core and elective curriculum. The final project can take many forms: a documentary about land rights and rural to urban migration of indigenous peoples in Mexico; a media campaign to promote a local political initiative somewhere in the U.S.; map that details points of environmental discrimination claims; an investigative article on a little known, community led social movement; or a social media campaign to raise awareness about a human rights issue. Students will submit, with their final project, a paper presenting the literature review and describing how the project was informed by a critical analysis of the issue as well as a full description of the methods used to design and implement the project.

**Sample Electives Course Descriptions**

(Not all courses offered every semester. See Class Schedule for particular year/term.)

**Human Rights Seminar**

This course takes a critical look at the relationship between human rights discourse and practice, and the history of how ‘human rights’ has become so central to ways of imagining and organizing social justice activism throughout the world. The course will explore benefits of employing human rights discourse and many successful campaigns to address a human rights violation, but also the dangers, including the agendas of states that have led to racist violence in the name of the ‘greater good’ of human rights; and the danger of imposing universal
policies in the name of human rights that negate cultural differences and local autonomy. We will also explore the potential of human rights discourse to challenge the hegemony of the U.S. and other post-colonial and neo-colonial era powers through recourse to international law. The course will provide students grounding in the legal and social history of human rights activism, and will study in depth some examples of the interaction of governments, local communities, social justice activists, non-governmental organizations, philanthropists, women’s rights organizations, and other entities involved in some recent human rights issues, such as the Darfur genocide. Students will develop their own human rights organizing strategy around an issue of their choosing, to ground and exhibit their individual analysis of the utility of ‘human rights’ discourse.

**Academic Activism**

What is academic activism? Where do scholars, educators, students, and other practitioners of social research, analysis, and critique fit into the complex landscape of political struggle and social change? How has the work of activist scholars and other intellectuals shaped and been shaped by the often contradictory demands of scholarly engagement and direct participation in social justice movements? How are scholarly meaning-making practices implicated and im precated in both challenging and reproducing systems of social inequality? This course offers an exploration of the work of historical and contemporary academic activists and engaged movement intellectuals who have combined academic research and analysis with direct participation in social justice struggles from 19th and 20th century revolutionary movements to 21st century political projects including prison abolition, environmental and food justice, and anti-globalization work. It explores the ethics, challenges, and possibilities of academic activism through theoretical and historical reading, research, meetings with academic activists around the U.S. (primarily via Skype), creative participatory activities and workshops, films and documentaries, several field trips around Arizona, and individually designed and proposed academic activist projects.
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Limited-Residency Bachelor of Arts Program Goals
The Limited-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. Limited-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 any of the following broad study areas:

Arts & Cultural Studies
Students in Arts & Cultural Studies explore the many ways that humans relate to each other and their environments through a political, economic, social, cultural, historical or aesthetic lens. As active, even activist, artists or scholars, they increase awareness and participation in intercultural dialogues while they examine their own and others’ beliefs and make contributions to existing and emerging bodies of knowledge and practice. Individualized programs in Arts & Cultural Studies prepare students for graduate study or careers in areas that include:

- Anthropology
- Cultural and regional studies
- Expressive Arts
- History
- Journalism
- Museum curation
- Performing arts
- Public administration
- Regional and community planning
- Philosophy
- Social advocacy and education in non-profit organizations

Human Development
Human Development Studies (HD) provides relevant and rigorous theoretical and experiential preparations for students interested in advocacy, community-service, and the helping-professions generally. Students pursue courses and internships that provide perspectives on human needs and potential while encouraging personal growth and increasingly sophisticated communication skills. They develop self-awareness and a respect for both human and non-human worlds that fosters integration of the cognitive, emotional, behavioral, social, and spiritual aspects of the human personality with an understanding of systems perspectives. This kind of integration often requires a shift in attention beyond modern Western views of human nature.

Human Development Degree Specializations
Although each student is free to design an individualized degree program, many students opt for one of these popular learning paths:

- Counseling Psychology
- Ecopsychology
- Equine-Assisted Mental Health
- Holistic Health
- Human Services
- Psychology
- Therapeutic Use of Adventure Education
- Women’s Studies

Sustainability and Environmental Studies
Sustainability & Environmental Studies (SES) is home for those students who are passionate about extending
their knowledge and skills toward sustaining whole communities for generations to come. Students choose to focus on one of two distinct tracks, both rooted in a commitment to helping people understand and appreciate that their well-being is inextricably connected to the health of the natural world.

**Sustainable Community Development (SCD) Track**
Students engage in studies and experiential learning toward mastering knowledge and skill-sets that span four core content areas designed to support comprehensive and balanced knowledge of communities and their ecological, psychological, social, spiritual, and physical dynamics. Community-based research and outreach are emphasized.

**Environmental Studies (ES) Track**
Students who enroll in Environmental Studies may choose to focus their degree in related areas such as Environmental Education, Agro-ecology, Environmental Policy, and Natural History, among others. These students master knowledge and skills in biological and earth sciences, field research methods, holistic management of natural resources at small and large scales, understanding of the dynamics of environmental policymaking at various jurisdictional frames, and communicating with and educating members of the public and stakeholder groups to invite their participation in caring stewardship of the natural world.

**Education and Teacher Preparation**
The Limited-Residency Undergraduate Program for Education & Teacher Preparation study area emphasizes current educational research and theory, as well as practical experience in the classroom, leading to the teaching certification in the student's home state. For those students pursuing teacher certification, the programs include course work, field experiences (including a 12-week student teaching experience), and a set of structured assessments distributed throughout the program. Individualized degree programs in Education typically focus on alternative learning environments such as outdoor, adult, or early childhood education.

**Core Content Areas**
- Secondary Education
- Elementary Education
- Cross-Categorical Special Education
- Early Childhood Education
- Early Childhood Special Education

**Endorsement Offerings**
- Early Childhood Education
- Reading Specialist
- Structured English Immersion

**Post-Degree Certification Offerings**
- Secondary Education
- Elementary Education
- Cross-Categorical Special Education
- Early Childhood Education
- Early Childhood Special Education

**Graduation Requirements**
Also see, Assessment of Undergraduate Education.

**Graduation Overview**
Below is a summary of the major graduation requirements of the Limited-Residency Undergraduate Program beyond those that apply to all Prescott College students. Note that graduation requirements for undergraduate Teacher Preparation study areas may follow additional mandates from the Arizona Department of Education and are subject to change. Please see the Teacher Preparation Handbook for further details. The graduation requirements at a glance are:
- Attend New Student Orientation in the first enrollment period
- Complete a minimum of 32 course equivalents*
- Complete a minimum of 120 semester credits
• Competence:
  - Minimum of 16 courses* (approx. 60 semester credits) which includes
    • Senior Project
    • Core Seminar
    • Professional and Academic Success Seminar I & II (PASS I & II)

• Breadth 1:
  - Minimum of 8 courses* (approx. 30 semester credits)

• Breadth 2 - Liberal Arts:
  - Minimum of 8 courses* (approx. 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 courses in the competence taken at Prescott College including:
    • Senior Project = 2 courses
    • Core Seminar = 1 course
    • Professional and Academic Success Seminar I & II = 1 course
    • At least 4 more courses* in the competence
  - An additional 2 UD courses taken at Prescott College or at another regionally accredited institution and listed in either the competence or a breadth

• Ecological thread
  - Evident across degree program with Core Seminar having a major component

• Social Justice thread
  - Evident across degree program with Core Seminar having a major component

• Math Requirement
• Research Paper Requirement
• Completed Capstone Graduation Eportfolio

*To count as a course equivalent, the Prescott College course should be 3 semester credits for students in the Teacher Preparation study areas and 4 semester credits for students in all other study areas. A 3 semester credit transfer course taken at another college is recognized as a course equivalent in all study areas.

Other items that must be on file in the Registrar's Office prior to graduation include:
• Final approved Degree Plan
• Petition for Program Completion (plus graduation fee)

Other Graduation Requirements

New Student Orientation
Attendance at Orientation in all non-optional sessions is required of all new students. Students who attend Orientation but miss required sessions may be asked to repeat Orientation the next time it is offered.

Professional and Academic Success Seminar I
The Professional and Academic Success Seminar I (PASS I) begins at Orientation for all new students and continues through the first semester. The focus of this course is on creating an individualized yet compelling Bachelor of Arts curriculum, practicing research and library skills, learning to network with professionals and fellow students in the competence area, increasing awareness of social and ecological implications of each student's competence, writing and processing study contracts and self-evaluations, and learning how to develop the required eportfolio.

The PASS I also supports students’ orientation to the procedures, policies, faculty, and requirements of Limited-Residency Undergraduate Program. The PASS I must be passed in the first semester of enrollment; if not, it must be repeated, along with Orientation, in the second enrollment period.

Professional and Academic Success Seminar II
The Professional and Academic Success Seminar II (PASS II) is taken in the final semester. The focus of the course is on ensuring all graduation requirements are met and that the capstone graduation eportfolio is completed. Students will engage in reflection about their academic journey and in a dialogue about next steps in
their professional and/or academic careers.

Core Seminar
In the first semester all students take a Core Seminar in the study area of their proposed competence. These four study areas are Education and Teacher Preparation, Sustainability and Environmental Studies, Arts and Cultural Studies, and Human Development. The Core Seminar engages students in the intellectual rigors of the overarching discipline that includes their chosen competence, with special focus on the ecological and social justice implications of this discipline. As space allows students may take additional Core Seminars in other study areas. If the Core Seminar is not passed, it must be successfully repeated.

Degree Plan
The Degree Plan is a listing of all completed and proposed courses in the competence and two breadths, including approved transfer courses and credit earned through the Life Experience Documentation process. 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 Orientation. As part of the PASS I, the Degree Plan is submitted for approval by the Curriculum Committee. Any revisions to the Degree Plan after the Curriculum Committee has approved it must be approved by the core faculty and the Curriculum Committee at least three months prior to the intended graduation date. The final Degree Plan is submitted with the Petition for Program Completion where it must be verified by the registrar before degree conferral.

Senior Project / Student Teaching
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 that culminates in a substantial paper or product. The Senior Project is completed in a 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 can be found on the Prescott College website in the Student Teaching Information Packet. Any students completing a senior project that involves research with living beings, therapeutic procedures with others, backcountry-technical skills, travel out of the country, contact with native cultures or lands, or interaction with sensitive ecosystems or endangered species must go through a risk management review. Students contact their core faculty to begin the risk management review. Any such senior project must be planned well in advance to allow for the added time of the review process. Students in certain fields may also be required to review and complete the Field Placement Liability Form. Students working in their field may qualify to complete a Life Experience Practicum.

Students seeking teacher certification are required to complete a 12 week full-time student teaching placement as their Senior Project. The Student Teaching Application must be turned in to the core faculty at least 3 months prior to the beginning of the placement. Teacher Preparation students are advised to review the Student Teaching Application process at the start of their programs in order to meet program requirements and deadlines as described in the Student Teaching Information Packet.

Capstone Graduation Eportfolio
Students begin writing and collecting materials for their Capstone Graduation Eportfolio in the PASS I. Instructions for creating and writing the graduation eportfolio are covered in the PASS I and PASS II. Students submit their graduation eportfolio link to core faculty by the end of PASS II. Students are expected to develop and enhance their eportfolios throughout their degree program. Students will polish and refine their eportfolio content and design during the PASS II.

Program Format
LRUP students engage in courses in a variety of ways:
- Select online courses that follow the semester calendar (a course schedule is published online prior to each semester).
- Mentored study academic courses
- Mentored study internship courses

Please see the LRUP Student Handbook for detailed information on courses

Overview of Mentored Studies
The Limited-Residency Undergraduate Program offers students an opportunity unique among four-year, liber-
al arts colleges 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 Limited-Residency Undergraduate Program faculty to practice and assess their academic skills in two required (or cohort) courses. Faculty are also responsible for helping students create and pursue a rigorous degree plan that suits the students’ educational goals. However, students are expected to select mentors for many of their other courses and work with these mentors to design and undertake the study needed to complete their course work. As they work with local mentors, students build a network of professionals in their field of study that sometimes leads to rewarding internship and employment opportunities.

Please see the LRUP Student Handbook for detailed information on mentored studies including the qualifications of mentors.

**Life Experience Documentation**

Prescott College’s commitment to student-centered, experiential learning includes a respect for the adult student’s prior learning, whether that learning occurred in non-college settings or in extended, demanding professional experiences. During the first semester, Limited-Residency Undergraduate Program students may apply to begin a process in which they document and request assessment of their prior learning in order to earn Prescott College credits. This process is known as Life Experience Documentation (LED).

Complete details about the Life Experience Documentation are available on the PC website and in the LED Handbook: https://prescott.digication.com/life_experience_documentation_handbook/Welcome/published

**Prescott College Assessment of Undergraduate Education**

Please see the Common Section, Graduation Requirements, Bachelor of Arts, for a list of undergraduate learning outcomes.

**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.

**Changes to Degree Requirements**

Students who are enrolled continuously follow the degree or program completion requirements in effect during their first term of enrollment, as outlined in the All College Catalog. Students may choose to upgrade to a later catalog’s requirements, pending approval of their graduation committee/curriculum committee/thesis-dissertation committees. However, if they do so, they may not later revert to the earlier requirements. To upgrade to a later catalog’s degree or program requirements, consult your faculty advisor/core faculty about how to revise your degree or program plan.

Students who are readmitted to a degree or other program are required to follow the requirements in effect upon readmission. See Readmission to the College.

**The Core of the Curriculum: One Competence and Two Breadths**

A student graduates from Prescott College by demonstrating a comprehensive theoretical understanding in the competence area (major) that is demonstrated through successful completion of coursework and the Senior Project. In addition, the student must complete two breadth (minor) areas that support and expand the learning within the competence. The path to competence is documented at the beginning of the program through the development of a Degree Plan that maps out all courses and credits needed to apply for graduation. Learning that has occurred prior to Prescott College through transferable courses and/or life experience documentation is also incorporated into the Degree Plan. Program completion is also marked by the successful completion of the capstone graduation eportfolio.
Competence
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 includes a Senior Project completed in the final semester of the student’s program.

Liberal Arts Breadth
All students are required to complete a breadth in the Liberal Arts in order to demonstrate their learning in the major academic areas of the liberal arts. These areas are:

- Humanities: Literature, Fine Arts, Philosophy, Religion, Foreign Languages, History.
- Communication/Writing: English Composition, Rhetoric, Creative Writing, Speech, Interpersonal Communication, Journalism, Media Studies, Computer Learning.

Elective Breadth
One area of study that supports and broadens the student’s academic background is the elective breadth or minor. This breadth should not overlap with the competence area to the extent that it duplicates it. The elective breadth should also be distinct from the Liberal Arts breadth. A breadth normally includes approximately 8-10 courses that sufficiently address essential components of the chosen field.

Math Requirement
Three options are available for Limited-Residency Undergraduate Program students to meet the math requirement:

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, Applied Algebra, College Mathematics (e.g., Math 142), Math for the Liberal Arts, Finite Mathematics, Trigonometry, Pre-calculus, Calculus, and in some cases Statistics. Any course with a different title must be approved by the Curriculum Committee. Note that a grade of “pass” or “credit” in a transferred math proficiency course may or may not be accepted by Prescott College. Contact your core faculty to initiate a timely evaluation of transferred math course(s).

2. Two test options: 1) Complete the College Level Essential Mathematics (CLEM) test through Prescott College with a score of 80% or better. Contact academicoperations@prescott.edu for information about taking the CLEM. Or: 2) Score 50 or higher on the College Board’s CLEP test in any of the following: Calculus, College Algebra, or College Mathematics. Consult the CLEP website for more information: http://clep.collegeboard.org/exam. Passing CLEP scores also result in transfer credit.

3. Successfully complete the Math Explorations course, offered via Moodle, through Prescott College or complete an equivalent course from the Prescott College Residential Degree Program. The Course description for Math Explorations is as follows:

Math Explorations provides Liberal Arts and Teacher Preparation 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.

Research Paper Requirement
The 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 students’ first semester as 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 Explorations in Interdisciplinary Study course or Core Seminar until they have achieved a final version for review as the Required Research Paper. Alternatively, students may submit a research paper written for any Moodle course or mentored study once they feel that it meets the standards for approval.

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 Limited-Residency Undergraduate Program Research Paper Evaluation Rubric as determined by the Limited-Residency Undergraduate Program Writing Coordinator, Nancy Mattina, at nmattina@prescott.edu
- 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
- Acknowledge alternate viewpoints in addition to presenting the student's point of view
- Adhere to one of these documentation styles: APA, MLA, or CMS
  - Students who choose to use other documentation styles must provide links or copies of the style guide they select
- Adhere to Limited-Residency Undergraduate Program formatting guidelines, described below
- Are fair-minded and respectful of readers whose cultural heritage, gender, or world-view might differ from that of the writer

Graduation Audit
Students must ensure that their graduation requirements are met and are on file with the registrar in a timely fashion. The registrar conducts a graduation audit for the following items:

- Final approved Degree Plan
- Completed Limited-Residency Undergraduate Program Required Research Paper approval form (signed by the Limited-Residency Undergraduate Program Writing Coordinator)
- Completed Math Requirement
- Official copies of any transcripts from other colleges that apply to the PC degree
- Petition for Program Completion (plus graduation fee)
- Synthesizing Essay

Please see the LRUP Student Handbook for more details on 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.

Calendar of Curricular Deadlines
Please see the Academic Calendar on the college website.

Limited Residency Bachelor of Arts Faculty
Please see a list of current faculty on the college website directory:
http://www.prescott.edu/connect/directory/index.html

Limited-Residency Bachelor's Degree Program: Sample Courses
Note: Not all courses are offered every semester. See class schedule 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.

Topics in 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 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.

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.
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, in turn, affects 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.

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.

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.

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.

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 paradigm 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.

*This course could also be modified into Intercultural Communication, Multicultural Education, or Multicultural Leadership.

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,
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.

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.

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.

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 stan-
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.
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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
    - 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
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.

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 and content knowledge. 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 (IR) leading to Arizona provisional 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 Study in Structured English Immersion requirements (offered at the college) and pass the required professional and subject knowledge exams offered through the National Evaluation Series (NES). 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
- Cross-categorical Special Education
- School Guidance Counseling (graduate and post-master's level program)
- Educational Leadership, Principalship

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.

Changes to Degree Requirements

Students who are enrolled continuously follow the degree or program completion requirements in effect during their first term of enrollment, as outlined in the All College Catalog. Students may choose to upgrade to a later catalog’s requirements, pending approval of their graduation committee/curriculum committee/thesis-dissertation committees. However, if they do so, they may not later revert to the earlier requirements. To upgrade to a later catalog’s degree or program requirements, consult your faculty advisor/core faculty about how to revise your degree or program plan. Students who are readmitted to a degree or other program are required to follow the requirements in effect upon readmission. See Readmission to the College.

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 Limited-Residency Bachelor of Arts Program.

Courses in the Limited-Residency Bachelor of Arts Program are designed through an online modality or 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 Limited-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 Limited-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 Master of Education 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 requirements in such areas as orientation activities, electronic portfolio development and the core seminar. A minimum of 36 upper division credits and the student
teaching/practicum must be completed with Prescott College.

Post-Degree Teacher Preparation students must complete 45 semester credits of designated certification coursework, plus the Orientation to Teacher Education (1 semester credit) course and attend orientation.

Course Sequence

Foundation and Theory

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 47801</td>
<td>Foundations of Early Childhood Education (ECE)</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47803</td>
<td>Child Growth and Development</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 47805</td>
<td>Social and Emotional Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47809</td>
<td>Curriculum Development and Implementation</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47815</td>
<td>The Exceptional Child and Special Education Processes</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Methods

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 47807</td>
<td>Early Language and Literacy</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47811</td>
<td>Parent, Family, School, and Community</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47813</td>
<td>ECE Instructional Techniques and Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47817</td>
<td>Heath, Safety, and Nutrition</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 47821</td>
<td>Child Guidance and Classroom Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47823</td>
<td>Characteristics and Practices in a Young Child’s Behavior</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47002</td>
<td>Structured English Immersion Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47003</td>
<td>Advanced Study in Structured English Immersion (SEI)</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Practicum/Capstone

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 47898</td>
<td>Practicum I: Student Teaching Birth to PreK</td>
<td>4 credits</td>
</tr>
<tr>
<td>EDU 47899</td>
<td>Practicum II: Student Teaching K- Age 8/Grade 3</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

Note: 8 semester practicum credits must be taken with Prescott College for degree and/or Institutional Recommendation (IR)

Total Early Childhood Education (ECE) Program Semester Credits: 45

Early Childhood Special Education (ECSE) Program

In order to qualify for a Prescott College Institutional Recommendation (IR) leading to Arizona provisional teacher certification in Early Childhood Special Education and to meet graduation requirements, Bachelor of Arts degree-seeking students must complete a minimum of 120 semester credits. Students must complete 47 semester credits in designated certification coursework, in combination with approved elective ECSE coursework and College requirements in such areas as orientation activities, electronic portfolio development and the core seminar. A minimum of 36 upper division credits and the student teaching/practicum must be completed with Prescott College.

Post-Degree Teacher Preparation students must complete 47 semester credits of designated certification coursework, plus the Orientation to Teacher Education (1 semester credit) course and attend orientation.

Course Sequence

Foundations and Theory

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 47601</td>
<td>Foundations of Early Childhood Special Education (ECSE)</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47602</td>
<td>Learning Theories and Early Childhood Special Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47604</td>
<td>Early Childhood Special Education Curriculum Development and Implementation</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47603</td>
<td>Normal and Atypical Language Development and Literacy in Early Childhood Special Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47605</td>
<td>Child Growth and Development in Early Childhood Special Education</td>
<td>3 credits</td>
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</table>
### Methods:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 47621</td>
<td>Child Guidance and Behavior Management in Early Childhood Special Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47607</td>
<td>Methods of Teaching Early Childhood Special Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47615</td>
<td>The Exceptional Child Birth to Age Five and the Special Education Process</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47630</td>
<td>Diagnosis and Evaluation of Early Childhood Special Education Learners</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47002</td>
<td>Structured English Immersion Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47003</td>
<td>Advanced Study in Structured English Immersion</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47616</td>
<td>Observation and Participation: Field Experience with Early Childhood Special Education Learners</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Possible Elective Include:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 47015</td>
<td>Educating for the Future: Multicultural and Environmental Issues</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47632</td>
<td>Elective in ECSE</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Practicum

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 47699</td>
<td>Practicum in Early Childhood Special Education: Birth to Age Five</td>
<td>8 credits</td>
</tr>
</tbody>
</table>

*Note: 8 semester credits in student teaching must be taken with Prescott College for degree and/or Institutional Recommendation (IR)*

### Total ECSE Teacher Certification Credits: 47

#### Elementary Education Program

In order to qualify for a Prescott College Institutional Recommendation (IR) leading to Arizona provisional teacher certification in Elementary 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 coursework and College requirements in such areas as orientation activities, electronic portfolio development and the core seminar. A minimum of 36 upper division credits and the student teaching/practicum must be completed with Prescott College.

Post-Degree Teacher Preparation students must complete 45 semester credits of designated certification coursework, plus the Orientation to Teacher Education (1 semester credit) course and attend orientation.

### Course Sequence

#### Foundations and Theory:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 47001</td>
<td>Foundations of Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47005</td>
<td>Learning Theories</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47010</td>
<td>Curriculum Design</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47035</td>
<td>Introduction to Special Education</td>
<td>3 credits</td>
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</table>

#### Methods:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 47020</td>
<td>Reading Methods and Practice</td>
<td>4 credits</td>
</tr>
<tr>
<td>EDU 47022</td>
<td>Language Arts Methods and Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47024</td>
<td>Social Studies Methods and Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47026</td>
<td>Science Methods and Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47028</td>
<td>Mathematics Methods and Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47040</td>
<td>Creating and Managing Learning Communities</td>
<td>3 credits</td>
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</tbody>
</table>
EDU 47002 Structured English Immersion Methods 3 credits
EDU 47003 Advanced Study in Structured English Immersion 3 credits

Student Teaching:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credits</th>
</tr>
</thead>
</table>
| EDU 47199     | Student Teaching                    | 8 credits        

Note: 8 semester credits in student teaching must be taken with Prescott College for degree and/or Institutional Recommendation (IR)

Total Elementary Education Teacher Certification Semester Credits: 45

Secondary Education Program

In order to qualify for a Prescott College Institutional Recommendation (IR) leading to Arizona provisional teacher certification in Secondary Education and to meet graduation requirements, Bachelor of Arts degree-seeking students must complete a minimum of 120 semester credits. Students must complete 35 semester credits in designated certification coursework, in combination with approved elective coursework and College requirements in such areas as orientation activities, electronic portfolio development and the core seminar. A minimum of 36 upper division credits and the student teaching/practicum must be completed with Prescott College.

Post-Degree Teacher Preparation students must complete 35 semester credits of designated certification coursework, plus the Orientation to Teacher Education (1 semester credit) course and attend orientation.

Course Sequence

Foundations and Theory:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 47001</td>
<td>Foundations of Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47005</td>
<td>Learning Theories</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47010</td>
<td>Curriculum Design</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47035</td>
<td>Introduction to Special Education</td>
<td>3 credits</td>
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Methods:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 47217</td>
<td>Reading Methods and Literacy in the Secondary Classroom</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47208</td>
<td>Secondary Content Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47040</td>
<td>Creating and Managing Learning Communities</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47002</td>
<td>Structured English Immersion Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47003</td>
<td>Advanced Study in Structured English Immersion</td>
<td>3 credits</td>
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</table>

Student Teaching:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 47299</td>
<td>Student Teaching/Secondary</td>
<td>8 credits</td>
</tr>
</tbody>
</table>

Note: 8 semester credits in student teaching must be taken with Prescott College for degree and/or Institutional Recommendation (IR)

Total Secondary Education Teacher Certification Semester Credits: 35

Cross-Categorical Special Education Program

In order to qualify for a Prescott College Institutional Recommendation (IR) leading to Arizona provisional teacher certification in Cross-categorical Special 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 coursework and College requirements in such areas as orientation activities, electronic portfolio development and the core seminar. A minimum of 36 upper division credits and the student teaching/practicum must be completed with Prescott College.
Post-Degree Teacher Preparation students must complete 45 semester credits of designated certification coursework, plus the Orientation to Teacher Education (1 semester credit) course and attend orientation.

Course Sequence

Foundations and Theory:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credits</th>
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<tbody>
<tr>
<td>EDU 47001</td>
<td>Foundations of Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47005</td>
<td>Learning Theories</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47010</td>
<td>Curriculum Design</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 34702</td>
<td>Foundations in Mild to Moderate Cross-Categorical</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>Special Education</td>
<td></td>
</tr>
<tr>
<td>EDU 47385</td>
<td>Survey of Exceptional Learners &amp; Characteristics</td>
<td>3 credits</td>
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<td></td>
<td>of Specific Exceptionalities</td>
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<tr>
<td>EDU 47331</td>
<td>Diagnosis and Assessment of Mild to Moderate</td>
<td>3 credits</td>
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<td></td>
<td>Learner Disabilities</td>
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Methods:

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<tr>
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<th>Semester Credits</th>
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<tbody>
<tr>
<td>EDU47380</td>
<td>Instructional Methods &amp; Strategies for Mild to</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Moderate Learning Disabilities</td>
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<tr>
<td>EDU47381</td>
<td>Instructional Methods &amp; Strategies for Mild to</td>
<td>3 credits</td>
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<tr>
<td></td>
<td>Moderate Mental Retardation</td>
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<tr>
<td>EDU47382</td>
<td>Instructional Methods &amp; Strategies for Mild to</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Moderate Emotional &amp; Behavioral Disabilities</td>
<td></td>
</tr>
<tr>
<td>EDU47316</td>
<td>Classroom Management for Cross-Categorical</td>
<td>3 credits</td>
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<tr>
<td></td>
<td>Special Education</td>
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<tr>
<td>EDU47002</td>
<td>Structured English Immersion Methods</td>
<td>3 credits</td>
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<tr>
<td>EDU47003</td>
<td>Advanced Study in Structured English Immersion</td>
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Student Teaching Practicum

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>(semester credits)</th>
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<tbody>
<tr>
<td>EDU47399</td>
<td>Practicum in Cross-Categorical Special Education</td>
<td>8 credits</td>
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Note: 8 semester credits in student teaching must be taken with Prescott College for degree and/or Institutional Recommendation (IR)


Foundations in Mild to Moderate Cross-Categorical 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.

Survey of Exceptional Learners and Characteristics of Specific Exceptionalities
This course provides each student an opportunity to research and construct a rich knowledge base and understanding of the primary characteristics commonly evidenced in at least four to five of the major special education exceptionalities, including learning disabilities, mental retardation, and emotional and behavioral disabilities.

Diagnosis and Assessment of Mild to Moderate Learner Disabilities
This course provides the student with an opportunity to develop a comprehensive view of evaluation and assessment for special education identification, placement, and instructional planning, 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 academic standards including the national common core standards, measurement theory and key terminology, IEP procedures, and sensitivity to culturally and linguistically diverse backgrounds.

**Instructional Methods and Strategies for Mild to Moderate Emotional and Behavioral Disabilities**
The focus of this course is to provide teacher candidates in cross-categorical special education with the knowledge of and competence with those instructional methods and strategies that research and evaluation practices indicate have the most efficacy for promoting academic growth among learners identified in and challenged with an exceptionality in emotional and/or behavioral disabilities.

**Instructional Methods and Strategies for Mild to Moderate Learning Disabilities**
The focus of this course is to provide teacher candidates in cross-categorical special education with the knowledge in those instructional methods and strategies that research and evaluation practices indicate have the most efficacy for promoting academic growth among learners identified in and challenged with the exceptionality, learning disability.

**Instructional Methods and Strategies for Mild to Moderate Mental Retardation**
The focus of this course is to provide teacher candidates in cross-categorical special education with the knowledge of and competence with those instructional methods and strategies that research and evaluation practices indicate have the most efficacy for promoting academic growth among learners identified in and challenged with the exceptionality, mental retardation.

**Classroom Management for Cross-Categorical Special Education**
This course explores the theories and practices for an effectively managed special education classroom, in which the teacher may find great diversity and learning challenges among students. Different theories, models, and a variety of “best practices” related to effective special education instructional organization and classroom management will be studied.

**Practicum in Cross-Categorical Special Education**
The Practicum in Cross-Categorical Special Education is the final capstone field experience providing the student opportunities in an authentic setting 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.

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.

**Authentic Assessment**
This course examines the rationale for numerous measurement and assessment methods utilized in the education of diverse student populations. The course compares standardized testing with criterion-referenced testing and other assessment formats. Knowledge of concepts and procedures involved in student evaluation, the development and selection of assessment instruments, the analysis and interpretation of results, and the utilization and reporting of results will be explored. Applications to the classroom setting will be emphasized.

**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 facilitates 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.
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

This course explores the theoretical and practical aspects of child guidance and behavior management for early childhood special education individuals birth to age five with emphasis on creating learning environments that fosters safety, emotional well-being, positive social interactions, cultural understanding, and 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.

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.

Creating and Managing Learning Communities

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

Classroom Management for Cross-Categorical Special Education

This course explores the theories and practices for an effectively managed special education classroom, in which the teacher may find great diversity and learning challenges among students. Different theories, models, and a variety of “best practices” related to effective special education instructional organization and classroom management will be studied. Students will observe various approaches to instructional planning and classroom management in order to formulate their own classroom management style, models, and strategies. Students will learn to create optimal learning environments designed to meet the needs of diverse students considering academic growth requirements, learning exceptionalities and associated needs, and environmental and cultural opportunities.
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, including the national common core 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 an authentic 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
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. Diagnosis and Assessment of Mild to Moderate Learner Disabilities
This course provides the student with an opportunity to develop a comprehensive view of evaluation and assessment for special education identification, placement, and instructional planning, 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 academic standards including the national common core standards, measurement theory and key terminology, IEP procedures, and sensitivity to culturally and linguistically diverse backgrounds. Students will review the most current assessment standards and practices from the Council for Exceptional Children (CEC). Attention is also given to informal assessment practices addressing learning and behavior of individuals with exceptional learning needs.

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.

ECE Instructional Techniques and Methodologies
The student will study instructional techniques and methodologies in early childhood education settings, for children from birth to prekindergarten and kindergarten to grade three/age 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.
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, extracurricular 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.

Early Childhood Special Education Curriculum Development and Implementation

Through this course the student will create developmentally and culturally appropriate curriculum for early childhood special education learners birth to age five 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 and national curriculum standards, including the national common core standards, benchmarks, and performance objectives.

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 prewriting skills. The student will gain knowledge of the Arizona Department of Education’s (ADE) essential components of reading and the Early Childhood Language and Literacy Standard and concepts. The student will also engage in activities that meet the National Association for the Education of Young Children (NAEYC) Professional Performance Standards.

Educating for the Future: Multicultural and Environmental Issues

The focus of this course is to strengthen students’ environmental and multicultural awareness. The course will explore the emerging issues in multicultural and environmental education. 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. Students will develop, through personal action, personal, societal, and educational perspectives on cultural and environmental issues.

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, birth to age five. 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.

**The Exceptional Child Birth to Age Five and the Special Education Process**
The student will gain an understanding about the physical, social, and cognitive characteristics and classifications of the exceptional child starting at birth to age five. 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 five 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.).

**The Exceptional Child and Special Education Processes**
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 in Mild to Moderate Cross-Categorical 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, including the national common core standards, are examined. Attention is also given to issues of culturally and linguistically diverse backgrounds in the education of individuals with exceptional learning needs.

**Foundations of Early Childhood Education (ECE)**
The aim of this course is to provide early childhood educators with broad foundational knowledge of the social, cultural, historical, theoretical, socio-economic, environmental, legal, financial, ideological, and political dimensions of early childhood education, which involves knowledge and experience both of the birth to prekindergarten and kindergarten to grade three/age 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 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 “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 impact 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.

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.

Instructional Methods and Strategies for Mild to Moderate Emotional and Behavioral Disabilities
The focus of this course is to provide teacher candidates in cross-categorical special education with the knowledge of and competence with those instructional methods and strategies that research and evaluation practices indicate have the most efficacy for promoting academic growth among learners identified in and challenged with an exceptionality in emotional and/or behavioral disabilities. The history of attending to the needs of emotionally and/or behaviorally disabled learners in public school classrooms, with attention to law, litigation, and the demonstration of academic standards, as well as definitions, causes, and characteristics of emotionally and/or behaviorally disabled children and adults will be reviewed. The cognitive processes of learners with and without emotional and/or behavioral disabilities will be compared, unsubstantiated explanations and false claims relating to emotional and/or behavioral disabilities will be investigated, and assessment techniques and effective teaching strategies will be addressed. Effective methods and strategies for planning, implementing, and evaluating instruction based on appropriate
assessment for P-12 learners with this exceptionality in special and regular education classrooms will be investigated. Particular attention will be given to a) research-based systematic phonics as part of methodology for the teaching of reading, b) addressing the five components of a balanced reading program – phonemic awareness, phonics, vocabulary, fluency, and comprehension; and, c) the structure and details of lesson planning necessary to meet the individual needs of emotionally or behaviorally challenged learners. Teacher candidates will teach lessons in cross-categorical special education classrooms with emotionally and/or behaviorally disabled learners as part of the student population.

**Instructional Methods and Strategies for Mild to Moderate Learning Disabilities**

The focus of this course is to provide teacher candidates in cross-categorical special education with the knowledge and competence in those instructional methods and strategies that research and evaluation practices indicate have the most efficacy for promoting academic growth among learners identified in and challenged with the exceptionality, learning disability. The history of attending to the needs of learning disabled learners in public school classrooms, with attention to law, litigation, and the demonstration of academic standards, as well as definitions, causes, and characteristics of learning disabled children and adults will be reviewed. The cognitive processes of learners with and without learning disabilities will be compared, unsubstantiated explanations and false claims relating to learning disabilities will be investigated, and assessment techniques and effective teaching strategies will be addressed. Effective methods and strategies for planning, implementing, and evaluating instruction based on appropriate assessment for P-12 learners with this exceptionality in special and regular education classrooms will be investigated. Particular attention will be given to a) research-based systematic phonics as part of methodology for the teaching of reading, b) addressing the five components of a balanced reading program – phonemic awareness, phonics, vocabulary, fluency, and comprehension; and, c) the structure and details of lesson planning necessary to meet the individual needs of learning disabled youth. Teacher candidates will teach lessons in cross-categorical special education classrooms with learning disabled learners as part of the student population.

**Instructional Methods and Strategies for Mild to Moderate Mental Retardation**

The focus of this course is to provide teacher candidates in cross-categorical special education with the knowledge of and competence with those instructional methods and strategies that research and evaluation practices indicate have the most efficacy for promoting academic growth among learners identified in and challenged with the exceptionality, mental retardation. The history of attending to the needs of mentally-challenged learners in public school classrooms, with attention to law, litigation, and the demonstration of academic standards, as well as definitions, causes, and characteristics of mentally retarded children and adults will be reviewed. The cognitive processes of learners with and without mental retardation will be compared, unsubstantiated explanations and false claims relating to mental retardation will be investigated, and assessment techniques and effective teaching strategies will be addressed. Effective methods and strategies for planning, implementing, and evaluating instruction based on appropriate assessment for P-12 learners with this exceptionality in special and regular education classrooms will be investigated. Particular attention will be given to a) research-based systematic phonics as part of methodology for the teaching of reading, b) addressing the five components of a balanced reading program – phonemic awareness, phonics, vocabulary, fluency, and comprehension; and, c) the structure and details of lesson planning necessary to meet the individual needs of learners identified with this exceptionality. Teacher candidates will teach lessons in cross-categorical special education classrooms with learners identified with this exceptionality as part of the student population.

**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, including the national common core standards, are examined. Attention is also given to issues of culturally and environmentally diverse backgrounds in the education of individuals with exceptional learning needs.

**Language Arts Methods and Practice**

This course provides an opportunity for future elementary teachers to gain knowledge of and demonstrate competence in the development and delivery of Language Arts curricula. Students will explore the relationship between reading, listening, speaking and writing skills, examine “best practice” strategies and methods from the literature and through classroom engagement with learners for language arts instruction, and design and implement developmentally-appropriate lesson plans in the classroom. Students will
become familiar with the Six Traits of Writing for both instruction and assessment purposes. Students will also implement the developmental phases of writing, the writing modes, and the steps in the writing process in lessons and units. Students are required through this course to research effective strategies to meet the identified needs of cognitively and culturally diverse learners, and to articulate an awareness of the potential impact on learning the language arts presented by the resources found in different physical environments.

**Learning Theories**
This course provides an overview of the process of learning. Various theorists who have made contributions to education will be compared as a way to provide further insight into effective teaching strategies. Theorists examined will include but not limited to Bloom, Dewey, Vygotsky, Gardner, Montessori, and 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.

**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 five. 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. Pertinent state and national standards, including the national “common core” academic standards, will be reviewed as they pertain to the theoretical approach to learning. Psychological and developmental factors will be examined, as well as the impact of environmental and cultural conditions.

**Mathematics Methods and Practice**
This course explores various elements of mathematics education for K-8 students. Students will gain an in-depth knowledge of the mathematics curricular areas specific to the school district, state, and national education standards, including the national common core standards. Topics covered include: use of a Constructivist approach to mathematics teaching and learning, methods for teaching mathematics to diverse populations, and methods for teaching specific mathematical operations. The integration of mathematics into other subject areas, as well as mathematics as a part of environmental topics, will be explored. Students will prepare original lesson plans, engage in classroom observations, and experience a wide range of experiential exercises for mathematics education.

**Methods of Teaching Early Childhood Special Education**
This course focuses on the methodology involved in teaching early childhood individuals from birth to age five 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.

**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. Pertinent state and national standards, including the national “common core” academic standards, will also be reviewed. 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 five.
Also addressed are appropriate methods and instructional techniques to honor and support cultural and linguistic diversity in early childhood special education, birth to age five, language development. The student will develop a culturally and developmentally appropriate repertoire of songs, poems, rhymes, and finger plays; and library of classroom readings and literature for young children, from birth to age five. 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 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.

**Practicum in Cross-Categorical Special Education**

The Practicum in Cross-Categorical Special Education is the final capstone field experience providing the student opportunities in an authentic setting 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. Throughout the Practicum 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 Practicum student for obtaining the position of lead teacher in a Cross-Categorical Special Education classroom.

**Practicum/Student Teaching: Early Childhood Special Education: Birth to Age Five**

The Practicum/Student Teaching is the final 12-week full-day capstone field experience allowing students to practice the application of theoretical knowledge as well as to demonstrate mastery in early childhood special education planning, instructing, evaluating, managing classrooms or other appropriate early childhood special education settings, and professional proficiency. Throughout the practicum assignment the student is expected to respond to critical feedback and participate in every facet of the daily learning environment activities from daily instruction to playground duties, extra-curricular commitments, parent teacher conferences, and any other additional responsibilities typically conducted by the supervisor or cooperating teacher within the specific early childhood special education teaching environment. The final preparation will assist the student in obtaining a professional special education position working with young children, from birth to age five, such as that of an early childhood special education classroom lead teacher.

**Reading Methods and Literacy in the Secondary Classroom**

The student will review secondary reading standards and core English and Language Arts curricula, including the national common core standards, in order to support skills and include them into her/his specific content area(s). Topics such as phonemic awareness, phonics, 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/instructional specialists and other professional personnel to become informed of reading diagnos-
tic 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. The student will engage in an in-depth study of systems involved in the reading process at the secondary level. After observing in public school classrooms, the student will design lessons suitable for middle and high school students in his/her subject area, emphasizing reading skills.

Reading Methods and Practice
The student will examine the Arizona P-12 Reading/Language Arts Academic Standards, including associated national common core 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 demonstrate a thorough understanding of the five essential components of reading: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension, and the development of each among learners in the classroom. The student will become familiar with publisher core reading programs and award-winning children's literature. The student will understand legislative and state board of education mandates pertaining to the elementary reading program. The student will explore “best practices” instructional strategies as well as diagnostic and remedial strategies which can be incorporated as part of an effective balanced classroom reading program. 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 K-8 students. Students will gain an in-depth knowledge of the science curricular areas specific to the school district, state, and national education standards, including the national common core 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" learning activities for science and environmental education.

Secondary Content Methods
During this course the student will study methods and practices for instruction in the student's selected content area. The student will become familiar with the content of texts in the subject area, state and national standards, including the national common core academic 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.

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. Thordike, 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 provides opportunities for students to explore the field of social studies education as presented in the K-8 classroom in order to meet state and district academic 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 studies to diverse populations.
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 will study the Standards, strategies, and tools with a focus on students with ELL needs. 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.

Advanced Study in Structured English Immersion
This course provides pre-service and in-service teacher education students 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. Students will focus on the requirements as they are applied to students with ELL needs. Building directly on the knowledge and skills acquired through successful completion of the first Prescott College course in the two-SEI-course sequence. “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 EDU 47002 or a comparable state-approved 3 semester credit course with the grade of “B” or better.

Student Teaching: Elementary Education
Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment, the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a grade and subject appropriate classroom.

Student Teaching: Secondary Education
Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment, the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to duties assigned outside of the classroom, 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.

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

**Master of Arts, School Guidance and Counseling**

Prescott College offers a graduate degree and a post-master's degree in School Guidance and Counseling. See Master of Arts Program section for SGC graduate degree requirements.

**Post-Master's School Guidance and Counseling Program Course Sequence**

In order to qualify for an institutional recommendation leading to Arizona School Guidance Counselor Certification, students must complete 33 semester credits in School Guidance Counseling coursework:

### Foundation and Theory

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASP 51010</td>
<td>Counseling Theory</td>
<td>3 credits</td>
</tr>
<tr>
<td>MASP 50030</td>
<td>Social and Ecological Perspectives</td>
<td>3 credits</td>
</tr>
<tr>
<td>MASP 50020</td>
<td>Human Growth and Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>MASP 50050</td>
<td>Group Dynamics Processing and Counseling</td>
<td>4 credits</td>
</tr>
<tr>
<td>MASP 57103</td>
<td>Foundations of School Counseling</td>
<td>3 credits</td>
</tr>
<tr>
<td>MASP 50070</td>
<td>Vocational Counseling and Career Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>MASP 50112</td>
<td>School Guidance Counseling: Program Development,</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Implementation, and Evaluation</td>
<td></td>
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</tbody>
</table>

### Methods

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<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASP 50111</td>
<td>Research Practices for School Guidance Counselors</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Capstone

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASP 51020</td>
<td>Supervised School Guidance Counseling Practicum</td>
<td>8 credits</td>
</tr>
</tbody>
</table>

**Total SGC Certification Credits: 33**

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.

**School Guidance Counseling Course Descriptions**

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

**Counseling Theory**

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.

**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 she/he 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 focus. This course provides a broad understanding of the social con-
texts 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
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
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 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 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 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 Practices for School Guidance Counselors
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 she/he 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 focus. This course will provide students with fundamental knowledge about the area of research method and design in the field of school guidance counseling. After demonstrating competency in research methodologies students should be versed well enough in research methods to 1) read and critically review current research in the field of school guidance counseling, and 2) design,
implement, and confidently articulate the underlying theoretical principles used in the required scholarly research project. This course will require a demonstrated understanding of the following: individual and group approaches to assessment and evaluation, appropriate research methods within the field, statistical analysis, needs assessment, and program evaluation.

Supervised School Guidance Counseling Practicum
The school guidance counseling practicum is designed to provide the opportunity for graduate students to participate in all forms of the School Guidance and Counseling Program 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 studies in counseling. 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 involvement with parent/guardians, administrators, and other community members, and any other additional responsibilities typically conducted by the supervising certified school guidance counseling practicum supervisor within the school environment. This final preparation will serve to prepare the practicum student for obtaining a position as a school guidance counselor in a P-12 setting.
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- 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
Limited-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. Limited-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 mentor 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 Limited-Residency Master of Arts Program is a limited-residency, research-based, student-centered graduate program designed for creative working people. When the Limited-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 compe-
tent mid-career learners from the constraints of one-size-fits-all courses and classrooms, enabling them to
design unique, individual programs that exactly meet their needs and interests. The master’s program pro-
vides students with a great deal of flexibility in designing their own studies. Within one of the four degree pro-
gam s – 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 degree plan that is created during the first
semester with input from the graduate mentor and core faculty and then filed with the registrar and updated
as necessary, and is documented through the study packets – a process that allows the student to document
her learning for her graduate mentor, who will respond with feedback, challenges, encouragement, and sug-
gestions.

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 pro-
gram, 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 require four semesters if the student’s goal is state certification or licensure. A
fourth semester is also required for students with limited academic preparation in their fields. But many stu-
dents who come to the program with strong preparation and a flexible schedule are able to complete the pro-
gam in as little as three semesters (18 months) of fulltime study. Minimum enrollment for master’s students
to receive the Master of Arts degree is three semesters completed in the Limited-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 orientation (in either January or August)
and also a colloquium (in November for students who enrolled in August and in April for students who
enrolled in January) in Prescott, Arizona. After the first semester, a student will continue to attend a three-
day residency every spring and fall 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, dia-
logue 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 primary grad-
uate mentor who will serve as guide and evaluator for the student as graduate study is carried out. Throughout
the student’s program, the student, mentor, and CF select other faculty members who assist with different
program requirements.

The Limited-Residency Master of Arts Program model requires six hours of primary mentor and advisee in-
person meetings each semester, the form and timing of which is negotiated by the student and mentor.
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 under no circumstance are
letter grades given to a student; student work is evaluated as “credit” or “no credit.”

Current Information and Procedures in the MAP Student Handbook
The Master of Arts Program student 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. The MAP
Student Handbook is posted on the college website.

Responsibility for Knowing the Policies and Procedures
Students are responsible for obtaining, through an online student handbook or by contacting the Limited-
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. Academic Operations personnel and faculty are available to answer questions 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 primary graduate mentors 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.

**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 mentor, 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 primary mentor (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 the MAP Student Handbook. 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 mentor 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 mentors 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 in the MAP Student Handbook.

**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 mentor, 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. Instructions related to the completion of the master's thesis is found in the MAP Student Handbook.

**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 are available in the MAP Student Handbook.
**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 is available in the MAP Student Handbook.

**Residencies**
Traditional MAP students are required to attend the new student orientation in Prescott at the beginning of their first semester (August or January). 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. Students in the Counseling Psychology Program should refer to the residency requirements indicated in the Counseling Psychology section of this catalog. Prescott College offers two colloquia per academic year for traditional MAP students in Prescott, Arizona. 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 is posted on the college website prior to the event.

- First semester students (full or part time) are required to complete orientation plus three days of residency. All three days of residency must be completed at the Prescott College colloquium in November (for students enrolling in August) or April (for students enrolling in January).
- Students in their second and later semesters are required to complete three days of residency per semester at a Prescott College colloquium (November and April) in Prescott, Arizona. On a case-by-case basis students may attend a GPC-approved residency option, or an alternative conference that is approved by the student’s mentor and core faculty based on the residency intent or criteria in the online MAP Student Handbook.
- Information about colloquium intent, content, expectations, as well as information about approved residencies outside of Prescott, can be found in the MAP Student Handbook.

**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 mentor, and approved by the mentor and core faculty before being convened.

**The Degree Plan**
Following acceptance into the Limited-Residency Master of Arts Program and continuing through orientation and after, newly admitted students will develop a degree plan for their entire graduate program. In addition, new students will create a very specific plan for the first semester. The student will work with her graduate mentor and core faculty to develop the plan according to standards in the field and the student’s specific passions and interests. The approved degree plan must be filed with the registrar by the end of the student’s first semester; any changes to the degree plan must be approved by the primary mentor and core faculty. A revised degree plan must be filed with the registrar immediately.

**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, 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. Please refer to the section of this catalog on Academic Integrity.

**Course Formats**
The required cohort course in the first semester begins at orientation and is completed online. Students have the option of taking other online courses. A course schedule is published on the college website prior to the start of each semester. Students will complete the majority of their course work as mentored study with their primary mentor or with other suitable mentors. Students must complete the Mentored Course Plan for each mentored course.

**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. Requirements are left to the discretion of the chair and faculty of each program. Limited-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.

**Mentored Course Plans**

Students must complete the mentored course plan form found on the registrar’s page on the college website to register all mentored courses. The course form is due by the first day of each semester for continuing students and must be approved by the primary mentor and core faculty. No changes to course title, description, or mentor can occur after the add/drop deadline each semester. Mentored courses are completed with the submission of the narrative course evaluation at the end of the course. Failure to complete an evaluation will result in a “no credit” grade.

**Thesis Plan Course**

Students who enrolled SP13 or after must complete a 2 credit thesis plan course with their primary mentor. Students must register this course by completing a mentored course plan by the semester start date. Students may not enroll for thesis credits until the thesis plan course is successfully completed. The thesis plan is completed in a 2 credit thesis plan course with the primary mentor. The detailed plan is then reviewed and approved by three readers. IMPORTANT: Before a student can register for thesis credits or carry out any research associated with the thesis, the thesis plan course must be completed and the thesis plan itself must be approved and the final revised copy along with documentation approvals with appropriate signatures must be in the Limited-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/course 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). Full IRB guidelines are available on the college website.

**Qualifying Paper Course/ Qualifying Packet**

Students who enrolled SP13 or after must complete a 1 credit qualifying paper course with their primary mentor. Students must register this course by completing the mentored course plan by the semester start date. Students may not enroll for thesis credits until the qualifying paper course is complete and their qualifying packet has been submitted and approved. The qualifying packet consists of a qualifying paper and a cover letter, products students complete in the qualifying paper mentored course. The qualifying packet must receive all necessary approvals before a student can enroll in thesis credits.

**Course Study Packets**

All mentored course work 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 primary mentors (who serve as mentors for most independent courses), is presented in the MAP Student Handbook.

**End-of-Semester Processes**

By the final day of each semester, a student must launch an electronic course evaluation. The link to the course evaluation can be found on the website. Students complete a narrative self-evaluation as a component to the evaluation while the mentor or instructor completes a narrative evaluation and assigns a “credit” or “no-credit” designation (letter grades are not offered in the MAP). The narratives become a part of the student’s official Prescott College transcript.
Students who qualify for an incomplete (see incomplete policy) and have the agreement of the mentor or instructor to take the incomplete must complete an incomplete contract by the final day of the semester in which the course was originally taken.

**Outcomes of Study in the MAP**

Students and mentors should keep in mind, as they plan each semester’s study, the ways in which they can move toward meeting the following degree outcome criteria:

- a mastery of contemporary and foundational knowledge and theory in the student's field of study;
- the ability to integrate theoretical and practical aspects of the field;
- a mastery of modes of practice and professional ethics in the student's field of study;
- an understanding and appreciation of the social context in which the field is practiced;
- the ability to demonstrate written communication skills that are informed, scholarly, and passionate;
- the ability to demonstrate oral communication skills that are informed, scholarly, and passionate;
- the ability to collect, analyze, and interpret information, and to conduct a literature search, in the student’s field.
- familiarity with research methods (qualitative, quantitative, textual, heuristic, action-based, participative, field based, etc.), and the ability to design and carry out research projects in the student’s field of study; he development of social literacies, including an understanding and appreciation of the ways humans relate to
- their own and other cultures, and the impact this relationship has on the student's field of study and professional practice;
- the development of ecological literacies, including an understanding and appreciation of the ways humans
- relate to their environment (ecological, spiritual, and cultural), and of the relevance of these ideas to one's field of study and professional practice.

**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 Limited-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.

**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. 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.

**Changes to Degree Requirements**

Students who are enrolled continuously follow the degree or program completion requirements in effect during their first term of enrollment, as outlined in the All College Catalog. Students may choose to upgrade to a later catalog’s requirements, pending approval of their graduation committee/curriculum committee/thesis-dissertation committees. However, if they do so, they may not later revert to the earlier requirements. To upgrade to a later catalog’s degree or program requirements, consult your core faculty about how to revise your degree plan. Students who are readmitted to a degree or other program are required to follow the requirements in effect upon readmission. See Readmission to the College.

**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 Director of Teacher Preparation Programs. 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.

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 primary graduate mentor. The mentor 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 mentor-advisee relationship can be found in the MAP Student Handbook.

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 degree 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 nonhuman 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, literacy, information technology, student services, environmental education, and experiential education. The Education program is ideal for students who want to focus on a very specific research area that relates to their classroom practice, administrative focus, or content area, as well as school reform and holistic management perspectives. Teachers who want to advance their credentials in leadership may seek further knowledge in teaching methods, literacy, or standards-based assessment.

Graduate and postgraduate students may earn education certifications through Prescott College’s state-approved standards-based Education Certification Program.

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
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).

Environmental Studies

Environmental Studies is by definition multidisciplinary and interdisciplinary in its approach to problem solving; it acknowledges that environmental concerns crosscut the boundaries of traditional disciplines and require the integration of a broad range of ideas, concepts, practices, and research. Environmental Studies engages students in discovering and understanding Earth’s natural systems and the role of humans who both influence and depend on these systems. The ultimate aim of the Environmental Studies program is to help develop compassionate, informed, and responsible citizens and scholar-practitioners who are prepared to offer constructive solutions to environmental problems, and to help develop sustainable relationships between people and nature.

First, students are asked to advance their understanding based on a variety of disciplines – from the biological and physical to the psychological and social sciences as well as the humanities – and to utilize these insights to illuminate the interrelationships between humans and non-human nature.

Second, students learn specific skills in critical thinking, in research methods, and in oral and written communication.

Third, students are encouraged to cultivate a philosophical understanding of, and an ethical position regarding, human-nature relationships.

Fourth, students develop their abilities to apply their knowledge to “real-world” situations to prepare them for further learning and meaningful employment.

Finally, Environmental Studies students are invited to continue on their personal path toward integration of the aesthetic, emotional, intellectual, and spiritual facets of their lives.

Most students who enter the Environmental Studies track have a background in the natural sciences, social sciences, humanities, environmental advocacy, environmental education, or conservation and/or natural resource management. Environmental Studies students can pursue studies of any aspect of the human-nature relationship. Graduates have completed many individually designed programs in such diverse fields as:

- conservation biology
- ecology
- earth sciences
- agroecology
- natural history
- natural resource management
- environmental education
- marine studies
- environmental ethics and philosophy
- environmental history
- ecological restoration
- ecological design
- ethnobotany

Concentration in Conservation Ecology and Planning

The focus of this concentration is the study and practice of on-the-ground efforts to protect our planet’s remaining biophysical diversity. Scholar-practitioners with an interest in interdisciplinary programs as applied ecology, environmental conservation, conservation biology, and/or restoration ecology must be grounded in
the natural sciences and understand the sociopolitical context of environmental problems. Students are encouraged to focus on multidimensional conservation, preservation, and restoration issues that integrate ecological science with environmental education, environmental decision-making processes, and natural resource management. Possible focused areas of study and research include biogeography, community-based conservation, riparian and wetland ecology and restoration, conservation and environmental planning, conservation, ecological restoration philosophy, landscape and ecosystem ecology, historical ecology, conservation and environmental policy, wildlife ecology and management, and wilderness and protected-area management.

**Concentration in Environmental Education**

Students in either Education or Environmental Studies may pursue a concentration in environmental education. A student’s choice of degree program for this concentration will depend on personal interests, career goals, study plan emphasis, and degree of interest in curriculum development. This concentration is intended for traditional and nontraditional educators who wish to help others develop ecological literacy and explore human and environment interrelationships. Environmental education students have grounded their graduate research in various organizations and programs: public, private, and charter schools; residential nature centers; adventure-based programs; government agencies; and various public education endeavors. Current and prospective environmental educators focusing on this concentration should have a foundation in ecology and natural history, environmental studies, and/or the field of education. The environmental education concentration includes at least four components that can be given varying degrees of emphasis depending on the students learning and vocational goals:

- **education** (e.g., learning theories, curriculum design and implementation, experiential methodology, multicultural issues, and assessment praxis);
- **natural sciences** (e.g., ecology, earth sciences, and natural history);
- **human-environment interactions** (e.g., environmental history and ethics); and
- **environmental stewardship** (e.g., ecological conservation and restoration).

**Concentration in Sustainability Science and Practice**

Perhaps the greatest challenge facing us in the twenty-first century is to learn how we can transform human civilization to reflect patterns of sustainability naturally occurring on Earth. A tremendous community-based response has already begun to unfold in a way that spans the disciplines and integrates physical and natural sciences as well as the humanities. The Master of Arts Program was designed to give students the opportunity to design their own program for studying sustainability from within their own community. Our unique style of experiential education helps students combine scholarly research, appreciative and critical inquiry, and collaborative learning.

Students are also encouraged to draw from theory-based courses while working on practical applications of their learning in an organization, community, or ecosystem of their choice. This is particularly important for students of sustainability because local communities are increasingly in need of information, tools, skills, and leadership for creating a sustainable future. Students with a concentration in sustainability science and practice can study in many areas:

- ecological economics
- sustainable community development
- permaculture and agroecology
- environmental management and planning
- alternative energy and renewable resources
- natural resource management
- earth systems science
- environmental justice
- 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.

**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 Limited-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, interna-
tional 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 Humanities to focus a degree on some non-clinical areas in psychology such as wellness, gerontology, ecopsychology, depth psychology, forensic psychology, spiritual psychology, or psychology of women.

Concentration in Justice, Activism, and Solidarity
Prescott College requires its graduate students to develop social and ecological literacies, which results in students considering how their particular discipline specifically and responsibly engenders social justice, solidarity, or environmental justice. Students with a concentration in social justice, activism, or solidarity often focus their work on some aspect of human social and cultural life, such as the sociopolitical dimensions and dynamics of culture and power, or the social constructs of race, gender, and class. Students can also pursue an interest in environmental justice as it relates to the intersections of the natural and non-human environment with human and social environments. Students may design their program to include the history of social activism as it relates to their own work, or to include careful consideration of the concept of being in service to social justice, environmental justice, coalition building, and solidarity. This emphasis can be completed as a specific academic discipline within a cultural studies framework, for example a Humanities degree in justice and activism or solidarity studies. It can also be the emphasis given to a program within any discipline, for example a Humanities degree in U.S. history with an emphasis on social justice movements.

Concentration in Green/Sustainable Business
Sustainability, which originated in response to a historical conflict between economic development and environmental conservation concerns itself with developing systems that sustain life. The matter of sustainability is at the heart of all life, and students can develop a curriculum framed by ideological, philosophical, or practical applications of sustainability in any aspect of humanities, cultural studies, philosophy and religious studies, social sciences, and business. A focus on green or sustainable business practices is for those individuals working in the corporate or small business world who want to balance business success with environmental responsibility. Successful business leaders in the future must integrate environmental and social responsibility 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 Limited-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 expec-
tation 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 Limited-Residency Master of Arts Program to earn a Humanities degree in spiritual psychology.

Concentration in Social Justice and Human Rights
The concentration in Social Justice and Human Rights is a structured set of on-campus courses being piloted in 2012-2013. The pilot cohort of students admitted specifically to this concentration in fall 2012 will learn together in an integrated set of on-campus and field-based courses in Prescott, Arizona and the southwest U.S. The concentration prepares students to tackle challenges of economic, social, political, and environmental inequality. The curriculum enables the development of the practical and analytical skills,
experiences, and connections required to collaborate toward social justice at local, national, and international levels. Students are supported in connecting their social justice interests and passions to areas of concentration including: human rights advocacy and research, grassroots community organizing, and strategic media and communications in the contexts of movements to build power in directly affected communities and expand democratic participation in social decision making. The curriculum combines a strong focus on critical social theory as a powerful tool for understanding complex relations of history, politics, and power with a commitment to learning through direct action and in collaboration with directly affected communities organizing to confront the global crises and challenges of the twenty-first century.

**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.

**Calendar of Curricular Deadlines**

**Academic Calendar**
The Academic Calendar is Available under the Current Students link on the college website.

**Course Descriptions**

**Sample Course Descriptions for Adventure Education, Education, Environmental Studies, Humanities**

*Note: Not all courses are offered every semester. See class schedule 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.

**Graduate Scholarship and Research Methodology**
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 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.
Counseling Psychology is a limited-residency, professional preparation program for individuals with the goal of becoming licensed mental health counselors or licensed professional counselors. At the heart of this 60 semester credit 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.

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.

**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.
- Limited-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 eleven 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 dissidents. Whereas many other programs treat
The Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) psychiatry as if it were gospel, at Prescott College students learn DSM-IV diagnoses, but also try to develop an understanding of the way in which mainstream psychiatry has often been governed by the interests of the pharmacological industry, the insurance industry, and the ruling class.

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.

**CP Core Courses**
- Professional Orientation to Mental Health Counseling
- Psychopathology: Diagnosis and Treatment Planning
- Human Growth and Development
- Social and Cultural Diversity in 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
- Professional Counseling Ethics

**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:
- Eleven, 3-semester credit core courses (33 total credits)
- Six, 3-semester credit Elective Courses (18 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.

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.
CP Residency
Students are required to attend a total of six colloquia in the course of the degree program and two colloquia per academic year as long as the student is enrolled in courses. (The faculty recommend attending at least one colloquium per semester.) For all students, one colloquium may be replaced by documented attendance at a professional conference or appropriate training program. This requires prior Core Faculty approval. For students actively involved in one of the specializations, attendance at one of Prescott College’s specialization training programs may be substituted for one additional colloquium, with prior Core 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 to find a suitable substitute training activity.

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 Paper
Students in Counseling Psychology are required to complete a research-based or project-based Capstone. 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 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 Core Faculty about a potential Capstone 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 Plan”. This Capstone 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 Course Plans
Course 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 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. The College carries liability insurance to cover students in such field placements. Students pay a fee each term to offset this insurance. See Tuition and Fees for amount.

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**

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.

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**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.

**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.
Adventures 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 Limited-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.

Program Requirements
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 is a unique opportunity for students pursuing a Master of Arts Degree in Counseling Psychology while specializing in the rapidly evolving modality of partnering with equines in therapy. This 75 semester credit graduate program prepares students for licensure or certification in their home state as mental health professionals with a concentration in Equine-Assisted Mental Health.

The EAMH program blends a comprehensive theoretical framework with hands-on experience in equineas-
sisted/ facilitated work under the guidance of internationally renowned practitioners. The 15-semester cred-
it concentration consists of five courses. Four of these courses each contain a full semester of course work, delievered through an e-learning platform, as well as a four-day residential intensive workshop. The fifth course
comprises of supervised clinical work in the field.

Coursework (15 extra semester credits for a total of 75 credits)
• Explorations in Equine-Assisted Mental Health
• Applied Relational Horsemanship in Equine-Assisted Mental Health
• Group Process and Facilitation in Equine-Assisted Mental Health
• Best Practices in Equine-Assisted Mental Health
• Equine-Assisted Mental Health Clinical Field Experience (includes 100 hours of supervised client work)

The EAMH program provides a breadth of resources, perspectives and faculty support that informs and
enhances your personal journey and exploration of bringing people and horses together to support profound
growth and change. The nature of the program allows you to discover ways of partnering with the horse in
mental health that suit you and the populations you want to work with.

Relational Horsemanship at Prescott College
The principles of relational horsemanship are not new, they are fairly universal, and lay the framew ork for
relationships of many kinds, human to human, and human to the natural world. Engaging with the horse in a
way that does not only focus on the task at hand requires meeting each individual where they are and staying
present in the moment. Relationships with horses, like those with people, need to be developed, and they take
a lot of the same skills: listening, observing, leading and following, collaboration through partnership, and cre-
ating connection. A central part of this process is the ability to recognize your own authentic expression.

Residential Intensives
Students in the Master of Arts program in Counseling Psychology with a concentration in Equine-assisted
Mental Health attend four four-day residential intensives at facilities in the Prescott area as part of their
coursework. Residential intensives are held immediately before or after the required Master of Arts
Colloquia. Students pay a fee of $475 per intensive for ranch accommodations, food, and facility use, as well
as for care and feeding of the equine herd. The fee can be covered through financial aid.

Applicants seeking a similar educational experience but without the goal of pursuing professional licensure
are encouraged to apply to the Equine-assisted Learning concentration through the Masters of Arts program
with a concentration in Education.

Post-Master’s certificates in Equine-assisted Mental Health and Equine-assisted Learning are also available.

Post-Master’s Certificate in Equine-assisted Mental Health
The Post-Master’s certificate in Equine-Assisted Mental Health (EAMH) blends a comprehensive theoreti-
cal frame with hands-on experience in equine-assisted work under the guidance of internationally renowned
practitioners.

This 15 graduate credit, one year low-residency program comprises of four courses, each anchored by a res-
idential intensive workshop. The program also includes a field experience, where acquired knowledge and
skills are synthesized and applied by working under supervision in the field.

Interdisciplinary and exploratory, the coursework is designed to help students develop a broad understanding
of EAMH as well as incorporate areas of specialized study.

The Post-Master’s Certificate is designed for students who hold a Master’s degree in field of mental health
practice (such as counseling psychology, social work, clinical psychology or adventure-based therapy), and who
wish to include horses in their practice.

Post-Master’s Certificate Curriculum (15 credits)
• Explorations in Equine-Assisted Mental Health
• Applied Relational Horsemanship in Equine-Assisted Mental Health
• Group Process and Facilitation in Equine-Assisted Mental Health
• Best Practices in Equine-Assisted Mental Health
• Equine-Assisted Mental Health Clinical Field Experience
Prescott College also offers graduate and post-master’s programs in Equine-assisted Learning.

**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 body-mind 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 curriculum, 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:**

**Professional Orientation to Mental Health Counseling**

This course introduces graduate students to the field of Mental Health Counseling, and provides an essential foundation in matters of professional identity and orientation, ethics and standards. It is required in the first semester of entry into the Master's degree program, and must be passed with the equivalent of a grade of "B" or better.

The following ten topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs (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.

**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 one 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 MACP 50070 "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
This course acquaints students with the rich diversity of social groups and cultures that are encountered in the practice of Mental Health Counseling. Studies that provide an understanding of the social and cultural context of relationships, issues, and trends in a multicultural society are reviewed. The course also addresses the role of the Mental Health Counselor in advocating appropriately for those who are disempowered or disenfranchised.

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 modifi-

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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) theories, 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 cooccurring 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; (e) career development theories and decision-making models to conceptualize client presentation and that help the student select appropriate counseling 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.

Professional Counseling Ethics
Provides a broad understanding of professional counseling ethics, legal standards, and responsibilities. This course is designed to provide students with a philosophical base for making ethical decisions in the professional situations they encounter. In addition, it involves opportunities to discuss many specific ethical and professional issues that are commonly encountered in the profession.

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
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 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.

**Transactional Analysis Theory and Practice**

This course is an exploration and examination of Transactional Analysis theory and practice. Students will be introduced to the main concepts of TA which offers a way of understanding self and others. The course will give students a clear understanding of the language of TA including clarity of terms and definitions and their interconnectedness as well as a basic knowledge of the application of Redecision Transactional Analysis in psychotherapy.

**Play Therapy I: Foundations of Play Therapy**

Review of history, theories, and practices of play therapy across a life span.

**Play Therapy II: Techniques of Play Therapy**

Examines advanced principles, applications, and research in play therapy.

**Capstone Thesis 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.

**MAP Faculty**
Please see a list of current faculty on the college website directory:
http://www.prescott.edu/connect/directory/index.html
Limited-Residencey
Master of Education (M.Ed.)

(pending accreditation from the Higher Learning Commission)

First cohort starts in Spring/January 2014
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Program Overview
The Master of Education Program at Prescott College will provide you with advanced skills and the flexibility you need to succeed in a competitive global environment. Our outstanding faculty is committed to providing you with a quality academic experience and an opportunity to engage in integrated and focused scholarship. You can choose from two graduate programs (elementary and secondary) in teacher certification that encompass social and ecological literacies, sustainability, global learning, and the diversity of human experiences. We also offer a graduate degree in Educational Leadership, Principalship. Our programs allow you to remain in your home community without sacrificing your personal and professional life. Courses will be offered through an online modality and also through mentor-based study. Students can benefit from the guidance of core faculty members along with experts in the field known as graduate mentors.

Teacher Preparation Programs Mission Statement
It is the mission of Prescott College’s Teacher Preparation Programs to provide relevant and rigorous education that focuses on diversity, social justice and environmental sustainability. We seek to model the experiential methods and cultural and environmental sensitivities that will in turn enable our students to flourish in a variety of educational settings and meet the challenges of today’s profession.

Accreditation
Prescott College is accredited by the Higher Learning Commission and is a member of the North Central Association. We are also licensed through the Arizona State Board for Private and Post-secondary Education. The Teacher Preparation Programs are approved by the Arizona State Board of Education and the Arizona Department of Education. The College is also accredited by the Association for Experiential Education.

M.Ed. Degree Competencies
Prescott College offers the following degrees within the Master of Education program that lead to certification:
- Secondary Education
- Elementary Education
- Educational Leadership, Principalship

Graduate Learning Outcomes
Students must meet the following degree outcome criteria:
- a mastery of contemporary and foundational knowledge and theory in the student's field of study;
- the ability to integrate theoretical and practical aspects of the field;
- a mastery of modes of practice and professional ethics in the student's field of study;
- an understanding and appreciation of the social context in which the field is practiced;
- the ability to demonstrate written communication skills that are informed, scholarly, and passionate;
- the ability to demonstrate oral communication skills that are informed, scholarly, and passionate;
- the ability to collect, analyze, and interpret information, and to conduct a literature search, in the student’s field.
- familiarity with research methods (qualitative, quantitative, textual, heuristic, action-based, participative, field based, etc.), and the ability to design and carry out research projects in the student’s field of study;
- the development of social literacies, including an understanding and appreciation of the ways humans relate to their own and other cultures, and the impact this relationship has on the student’s field of study and professional practice.

Graduation Requirements
Complete online orientation.
- Copy of fingerprint clearance card obtained and submitted to core faculty prior to the conclusion of the first course(s) taken.
- For those seeking an institutional recommendation from Prescott College: Successful completion of National Evaluation Series (NES) in both professional knowledge and subject knowledge:
  - Subject knowledge must be passed prior to student teaching.
  - Professional knowledge must be passed before program completion.
  - Principal portion of the AEPA (for principal certification students only)
- MAED 59003 Eportfolio Development Lab (1 sc)
- MAED 59004 Capstone Eportfolio Project (1 sc)
- Complete at least one required Summer Learning Institute residency.
• Completion of the required coursework (semester credits listed below) for each program:
  - Secondary Education 35 semester credits
  - Elementary Education 45 semester credits
  - Educational Leadership, Principalship 36 semester credits

Online Orientation
Prescott College offers an online orientation which allows students to continue to focus on all aspects of their program without a campus visit. This required orientation is delivered in an asynchronous format using Moodle, our online learning management system, which allows students to interact with faculty and other students in their cohort through discussion forums and other activities. Orientation was developed to be completed by a student in 4-5 hours and must be finished prior to the first day of the term.

The orientation provides the following:
• Introduction to M.Ed. faculty;
• Description of College policies and procedures specifically related to registration, financial aid, billing and payment, instructional and learning technology support, etc.;
• Information on specific degree requirements for each program including both how to create a degree plan and how each degree requirement is fulfilled;
• Direction and tutorials for students to effectively navigate and complete their coursework in Moodle (learning management system);
• Overview of the reasons for and importance of creating an eportfolio and how it can be utilized;
• Tutorial on how to navigate Prescott College on-line resources including the Student Intranet for program specific resources such as forms and documents;
• Overview of Prescott College library resources including how to obtain a Prescott College library card, access on-line databases and instruction on academic research.

Full-Time and Part-Time Status
Students register for a maximum of 12 credits in a term, and no more than 6 credits in either of the 8-week block sessions, for full-time for tuition purposes. Students registered for less than 12 credits in a term are considered part-time for tuition purposes. In assessing students’ eligibility for financial aid, 12 credits = full-time, 6 credits = half-time, and 3 credits = less-than-half-time. Financial aid recipients are required to register for at least 6 credits in the term to qualify for aid.

Residency Requirements
Recognized speakers, faculty members and master teachers from a variety of different competency areas will be on hand to present different topics during our required Summer Learning Institutes. We want our students to be able to have the opportunity, to come to the college campus and take part in a rich, hands-on experience that will give them the tools to expand upon their knowledge of the profession. This experience also provides students with an opportunity to meet and interact with faculty and staff.

How the Program Works
Prescott College M.Ed. is a limited-residency program that relies on an online instructional delivery model and also courses offered through a mentor-based model. With the guidance of core faculty, students complete a degree plan that outlines their course of study. In the elementary and secondary education methods courses, students will be paired up with a graduate mentor within or outside of their home community.

Online Course Offerings
Prescott Colleges uses an online learning management system called Moodle. College instructors (faculty or adjunct) offer classes throughout the academic year utilizing this online format. Our faculty and instructors are highly qualified “master educators.” The Prescott College M.Ed. program employs educators who are not only currently teaching at the college, but also are employed in the field or have recently retired from the profession. We feel that our practitioner-based model can enhance our students’ experience by providing high quality expertise from our faculty and instructors.

Mentored Studies
The Master of Education (M.Ed.) program offers students an opportunity that is very unique throughout the country. Students have the opportunity to study face-to-face with local experts in their home communities. These experts are referred to as graduate mentors. Our experienced, highly qualified graduate mentors are usually those individuals that are affiliated with a school district at the school or administrative level (teachers,
administrators, school guidance and district office personnel). Mentors can also be found outside the educational sphere (retired educators, post-secondary education faculty, Head Start personnel and state and federal employees, for example). They are typically older than the average college student and are often already employed in the field. As a graduate mentor, their role is to guide the student's learning experience, as well as provide critical practical experience and limited evaluation of performance. They serve as an expert in your field, guiding the student through the theoretical knowledge of the course subjects and challenging the student to apply this knowledge through course activities. At Prescott College, we believe that students learn by combining direct field experiences with active, intellectual work.

How to Find and Work with Graduate Mentors
The opportunity in the Master of Education program to learn with the help of community-based graduate mentors allows students to find local experts they can meet face-to-face or possibly communicate with over the phone or through technological avenues. Usually students have some possible graduate mentors in mind prior to orientation, but this is not required. During orientation students learn what to look for in a graduate mentor, and learn more about the role graduate mentors play in relation to the M.Ed. program as a whole. The college takes responsibility in collaborating with the student to find qualified graduate mentors within their communities. The college will also communicate with potential graduate mentors, outlining the expectations and responsibilities of the graduate mentor, and will give final approval for the graduate mentor to participate in our program. We want to ensure the highest quality individuals are mentoring and assisting our students as they go through our program.

It is important to recognize that graduate mentors are not Prescott College employees, but are essentially volunteering their time with students (there is a small stipend). While mentors may be in contact with Prescott College faculty and staff to help students achieve their learning goals, the stipend mentors receive is not intended to compensate them for each of the many hours they spend with students in each mentored course.

In Prescott, Tucson and other communities there may already be approved graduate mentors who regularly work with Prescott College students. We have a preferred mentor pool of highly qualified individuals that we can pull from and match up with students based on their individual needs.

Graduate Mentor Qualifications
The following qualifications are outlined below and are required of each graduate mentor:

- A minimum of a master's degree in the subject area of the course and two years college-level teaching experience preferred.

The Role of Graduate Mentor in the M.Ed. Graduate Program
The role of the graduate mentor is to provide expertise and guidance in the mentored-based course of study. This includes assisting and providing expertise and insights with course learning target assignments, providing content-related advice and creating a timeline for students to complete specific course assignments. The graduate mentor will also review specific course assignments and collaborate with the core faculty member regarding coursework. They will also provide a brief narrative evaluation of how the student progressed during their time working with the graduate mentor.

The Role of the Core Faculty Member
Each student, upon acceptance into the M.Ed. program, will be assigned a core faculty member. The role of the core faculty member is critical to student success in the program. The core faculty has an advising role with our students in the M.Ed. program. Core faculty assist students in making sure they have submitted their degree plans, for example, and help them to understand and complete all graduation requirements. Core faculty members serve as advocates for their students.

Program Handbooks
Each individual program handbook is located on the Prescott College website. Program handbooks contain all of the course syllabi along with certification requirements, program standards (i.e. InTASC Model Core Teaching Standards) and other items. It is critically important that students familiarize themselves with the program handbook as this will be referred to when enrolling for a mentor-based course.

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 M.Ed. program, and will be a major consideration for Prescott College's graduate students. Every student enrolled at the college is required to incorporate an awareness of and sensitivity to all matters of cultural diversity and awareness of the significance of gender, ethnicity, class, sexuality, faith and spirituality, as well as relations with the natural environment. Development of these literacies will be embedded within our coursework. Demonstration of these literacies will be developed and uploaded into the student’s eportfolio.

Scholarly Writing
In the M.Ed. program all written material must be produced in APA format and style. Faculty and instructors will be evaluating research papers, for example, and critiquing to ensure that APA format is being utilized. These requirements can be found in: American Psychological Association (2009). Publication Manual of the American Psychological Association (6th Edition). Washington, DC: American Psychological Association.

Degree Plans
The degree plan is a listing of all the courses required for graduation, including approved transfer courses. With the guidance of core faculty, students create a pathway that is academically sound, balanced, and personally meaningful. Students begin working on this document during the required online orientation. By the end of orientation students will have created a roadmap towards graduation. The degree plan will be submitted to the core faculty and, after approval, will be forwarded to the registrar's office. This is a “living” document meaning it can be revised when needed. The final degree plan is submitted with the Petition for Program Completion form where it must be verified by the registrar before degree conferral.

Accelerated Courses
The two, 8-week block sessions within each term allow students to finish a course in a shorter period of time and not have to take multiple courses at once. Students may take no more than two, 3-credit courses per block (excluding the 1-credit eportfolio courses).

Eportfolio Development Lab
The Eportfolio Development Lab (1 credit) is a required co-requisite to the course taken during the first semester of the student's study. Students begin designing and creating their graduation eportfolios during this lab.

Capstone Eportfolio Lab
The Capstone Eportfolio Lab (1 credit) is a co-requisite for the Student Teaching/Graduate Project. Students polish and refine their graduation eportfolios during this lab. Final evaluation of the eportfolio will be completed by core faculty/instructors in this lab.

Signature Assignments
The core assignment for each course is called the signature assignment. This body of work is important as it is evidence that the student has grasped the theoretical knowledge of the course. Some examples could be a research paper, unit/lesson plan, literature review or persuasive essay. Students must receive a rubric score of 3 or 4 on their signature assignment in order to receive credit for the course. If a student receives a lower score, he/she will be asked to modify the assignment to improve their score. Signature assignments will be uploaded to the eportfolio where all documents will be stored.

Field Experiences
Prescott College’s philosophy of experiential learning focuses on students “learning by doing.” In our courses there are a number of field experience hours that students are required to complete. Field experiences range from classroom observations to conducting a mini-lesson. Principal interviews are conducted in the Educational Leadership program, for example, so students can gain first-hand knowledge from experts in the field. These experiences are documented in the field experience form, which will also be uploaded onto the eportfolio site.

Dispositions
What are dispositions? Dispositions are the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation and development as well as the educator's own professional growth (National Council for the Accreditation of Teacher Education). These dispositions are based on the Prescott College Teacher Preparation Program mission statement and reflect the Interstate New Teacher Support and Assessment Consortium (InTASC) Core Teaching
Standards. All education candidates will be reviewed for dispositional growth and development throughout their program of study.

Student Teaching
Students wishing to enroll in our Master of Education teacher preparation programs (elementary or secondary) are required to complete an 8-semester-credit, 12 week student teaching assignment. The student teaching handbook is located on the Prescott College website. This handbook will provide students with all of the important details and timelines for submissions of documents and other pertinent information needed.

Principal Internship
Principalship, K-12 Capstone Internship: The goal of the Principal Internship (6 semester credits) is to provide authentic and significant opportunities for the administrator candidate to synthesize and apply knowledge and to practice and develop those skills identified in national school leadership standards. These standards are measured through sustained work in real-world settings; they are planned and guided cooperatively by the College, student, and local school district personnel.

The two-part capstone (300 total clock hours) Internship experience is an intensive opportunity for the student to apply their educational leadership knowledge and skills through experiential learning, and is a vital part of the Master of Education and post-master’s certification in Educational Leadership.

Deadlines for submission of practicum/internship application materials are as follows: Fall practicum: May 1st; Spring practicum: Oct. 1st

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

Preparation for Licensure Exams
Each state certification department requires the completion of specific competency exams in order to be licensed to teach in that state. The college has developed the PC Professional Preparation Resource Site on our online platform that will assist students in test preparation for the state of Arizona’s competency exams. This site is also useful to inquire about specific state certification requirements and what competency exams.

Elementary Education Program/Course Sequence
In order to qualify for a Prescott College Institutional Recommendation (IR) leading to Arizona provisional teacher certification in Secondary Education and to meet graduation requirements, Master of Education degree-seeking students must complete a minimum of 47 semester credits (includes 45 semester credits in designated certification coursework and 2 semester credits of eportfolio development). Students must also fulfill required Prescott College residency requirements and pass all appropriate State-related exams.

Foundations and Theory

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<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credits</th>
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</thead>
<tbody>
<tr>
<td>MAED 57001</td>
<td>Foundations of Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAED 57005</td>
<td>Learning Theories</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAED 57010</td>
<td>Curriculum Design</td>
<td>3 credits</td>
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<tr>
<td>MAED 57035</td>
<td>Introduction to Special Education</td>
<td>3 credits</td>
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Methods

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credits</th>
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<tbody>
<tr>
<td>MAED 57020</td>
<td>Reading Methods and Practice</td>
<td>4 credits</td>
</tr>
<tr>
<td>MAED 57022</td>
<td>Language Arts Methods and Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAED 57024</td>
<td>Social Studies Methods and Practice</td>
<td>3 credits</td>
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<td>Course Number</td>
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<td>Semester Credits</td>
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<tr>
<td>MAED 57026</td>
<td>Science Methods and Practice</td>
<td>3 credits</td>
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<tr>
<td>MAED 57028</td>
<td>Mathematics Methods and Practice</td>
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<tr>
<td>3 credits</td>
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</tr>
<tr>
<td>MAED 57040</td>
<td>Creating and Managing Learning Communities</td>
<td>3 credits</td>
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<tr>
<td>MAED 57002</td>
<td>Structured English Immersion (SEI)</td>
<td>3 credits</td>
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<tr>
<td>MAED 57003</td>
<td>Advanced Study in Structured English Immersion (SEI)</td>
<td>3 credits</td>
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**Student Teaching**

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<tr>
<th>Course Number</th>
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<th>Semester Credits</th>
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</thead>
<tbody>
<tr>
<td>MAED 57199</td>
<td>Student Teaching</td>
<td>8 credits</td>
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</table>

Note: 8 semester credits in student teaching must be taken with Prescott College for degree and/or Institutional Recommendation (IR)

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**Secondary Education Program/Course Sequence**

In order to qualify for a Prescott College Institutional Recommendation (IR) leading to Arizona provisional teacher certification in Secondary Education and to meet graduation requirements, Master of Education degree-seeking students must complete a minimum of 37 semester credits (which includes 35 semester credits in designated certification coursework and 2 semester credits of eportfolio development). Students must also fulfill required Prescott College residency requirements and pass all appropriate State-related exams.

**Foundations and Theory**

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<tr>
<td>MAED 57001</td>
<td>Foundations of Education</td>
<td>3 credits</td>
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<tr>
<td>MAED 57005</td>
<td>Learning Theories</td>
<td>3 credits</td>
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<tr>
<td>MAED 57010</td>
<td>Curriculum Design</td>
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<tr>
<td>MAED 57035</td>
<td>Introduction to Special Education</td>
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<tr>
<td>MAED 57217</td>
<td>Reading Methods and Literacy in the Secondary Classroom</td>
<td>3 credits</td>
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<tr>
<td>MAED 57208</td>
<td>Secondary Content Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAED 57040</td>
<td>Creating and Managing Learning Communities</td>
<td>3 credits</td>
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<tr>
<td>MAED 57002</td>
<td>Structured English Immersion (SEI)</td>
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<tbody>
<tr>
<td>MAED 57299</td>
<td>Student Teaching</td>
<td>8 credits</td>
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</table>

Note: 8 semester credits in student teaching must be taken with Prescott College for degree and/or Institutional Recommendation (IR)

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**Educational Leadership, Principalship/Course Sequence**

In order to qualify for a Prescott College Institutional Recommendation (IR) leading to Arizona Principal certification and to meet graduation requirements, Master of Education degree-seeking students must complete a minimum of 38 semester credits (which includes 36 semester credits in designated certification coursework and 2 semester credits of eportfolio development). Students must also fulfill required Prescott College residency requirements and pass all appropriate State-related exams.

**Foundations and Theory**

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<tbody>
<tr>
<td>MEDL50000</td>
<td>Foundations of Educational Leadership:</td>
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<tr>
<td>MEDL50010</td>
<td>Merging Theory and Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>MEDL50020</td>
<td>Research Conventions for Academic Writing</td>
<td>3 credits</td>
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<tr>
<td>MEDL50030</td>
<td>Sustainable Leadership for Societal, Cultural, and Environmental Diversity</td>
<td>3 credits</td>
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<tr>
<td>MEDL50030</td>
<td>School Law</td>
<td>3 credits</td>
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Internship

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<tr>
<th>Course Number</th>
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<th>Semester Credits</th>
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</thead>
<tbody>
<tr>
<td>MEDL51020</td>
<td>Internship in Educational Leadership, Part I</td>
<td>3 credits</td>
</tr>
<tr>
<td>MEDL51021</td>
<td>Internship in Educational Leadership, Part II</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Note: 6 semester credits of Internship must be taken with Prescott College for degree and/or Institutional Recommendation (IR)

Course Descriptions: Elementary and Secondary Education

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

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, including the national common core 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 an authentic 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.

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 “No Child Left Behind Act” federal initiative of 2002. Students will examine pertinent state and national standards, including the national “common core” academic standards, to begin building an understanding for the factors influencing the learning environment. The broader implications of legal and political constraints that apply to federal, state and local school curricula and policy will also be a main focus.

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, including the national common core standards.
are examined. Attention is also given to issues of culturally and environmentally diverse backgrounds in the education of individuals with exceptional learning needs.

**Language Arts Methods and Practice**
This course provides an opportunity for future elementary teachers to gain knowledge of and demonstrate competence in the development and delivery of Language Arts curricula. Students will explore the relationship between reading, listening, speaking and writing skills, examine “best practice” strategies and methods from the literature and through classroom engagement with learners for language arts instruction, and design and implement developmentally-appropriate lesson plans in the classroom. Students will become familiar with the Six Traits of Writing for both instruction and assessment purposes. Students will also implement the developmental phases of writing, the writing modes, and the steps in the writing process in lessons and units. Students are required through this course to research effective strategies to meet the identified needs of cognitively and culturally diverse learners, and to articulate an awareness of the potential impact on learning the language arts presented by the resources found in different physical environments.

**Learning Theories**
This course provides an overview of the process of learning. Various theorists who have made contributions to education will be compared as a way to provide further insight into effective teaching strategies. Theorists examined will include but not limited to Bloom, Dewey, Vygotsky, Gardner, Montessori, and Freire. Students will explore topics such as optimal conditions for learning and how relationships within the classroom affects 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.

**Mathematics Methods and Practice**
This course explores various elements of mathematics education for K-8 students. Students will gain an in-depth knowledge of the mathematics curricular areas specific to the school district, state, and national education standards, including the national common core standards. Topics covered include: use of a Constructivist approach to mathematics teaching and learning, methods for teaching mathematics to diverse populations and methods for teaching specific mathematical operations. The integration of mathematics into other subject areas, as well as mathematics as a part of environmental topics, will be explored. Students will prepare original lesson plans, engage in classroom observations, and experience a wide range of experiential exercises for mathematics education.

**Reading Methods and Literacy in the Secondary Classroom**
The student will review secondary reading standards and core English and Language Arts curricula, including the national common core standards, in order to support skills and include them into her/his specific content area(s). Topics such as phonemic awareness, phonics, 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/instructional specialists and other professional personnel 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. The student will engage in an in-depth study of systems involved in the reading process at the secondary level. After observing in public school classrooms, the student will design lessons suitable for middle and high school students in his/her subject area, emphasizing reading skills.

**Reading Methods and Practice**
The student will examine the Arizona P-12 Reading/Language Arts Academic Standards, including associated national common core 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 demonstrate a thorough understanding of the five essential components of reading: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension, and the development of each among learners in the classroom. The student will become familiar with publisher core reading programs and award-winning children’s literature. The student will understand legislative and state board of education mandates pertaining to the elementary reading program. The student will explore “best practices” instructional strategies as well as diagnostic and remedial strategies which can be incorporated as part of an effective balanced classroom reading program. 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 K-8 students. Students will gain an in-depth knowledge of the science curricular areas specific to the school district, state, and national education standards, including the national common core 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" learning activities for science and environmental education.

Secondary Content Methods
During this course the student will study methods and practices for instruction in the student’s selected content area. The student will become familiar with the content of texts in the subject area, state and national standards, including the national common core academic 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.

Social Studies Methods and Practices
This course provides opportunities for students to explore the field of social studies education as presented in the K-8 classroom in order to meet state and district academic 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 studies to diverse populations.

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 preservice 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 will study the Standards, strategies, and tools with a focus on students with ELL needs. 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.

Advanced Study in Structured English Immersion
This course provides pre-service and in-service teacher education students 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. Students will focus on the requirements as they are applied to students with ELL needs. Building directly on the knowledge and skills acquired through successful completion of the first Prescott College course in the two-SEI-course sequence. “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 EDU 47002 or a comparable state-approved 3 semester credit course with the grade of “B” or better.

Student Teaching: Elementary Education
Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment, the stu-
Student Teaching: Secondary Education
Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment, the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a grade and subject appropriate classroom.

Course Descriptions: Educational Leadership, Principalship

Foundations of Educational Leadership: Merging Theory and Practice
This course is the first of the required courses in the Prescott College Master of Education and Post-Master of Education Certification Program in Educational Leadership. Students gain an orientation to the overall Program of Study, including the limited residency events and requirements, the Prescott College Library as an excellent resource to support student research, and to many of the technological structures in place to support student program completion, including the online learning management system, Moodle, for course delivery and interaction, Digication for electronic portfolio establishment and use, and Elluminate for community-building through conversation and artifact sharing. Students are introduced to community-based mentored study and are welcomed into a student cohort network that will support and sustain student action throughout the Program. Students will begin to construct an understanding of national and state perspectives for standards-and performance-based education pertinent to their own work, but also as applied to past and current practices in P-12 education in Arizona and across the country.

Research Conventions for Academic Writing
Through this course the student explores the discipline of academic research at theoretical and practical levels. The student prepares to accurately and effectively acquire, analyze, and use researched materials for the purpose of producing scholarly papers and supportive documents in the field of education, and specifically, within the concentration of educational leadership. The student will acquire a basic vocabulary pertinent to the conduct of research. The student will examine and gain an understanding of the evolving nature of educational research; of various research methodologies and their usefulness for identified purposes. The student will deal with a range of topics in both qualitative and quantitative research, including narrowing topics and formulating research questions, literature review, sampling, measurement, and statistics. The goal of this course is to prepare well each student to establish a claim, assemble reason and evidence, and provide acknowledgements and responses, leading to a sound basis for scholarly research and writing in educational leadership.

Sustainable Leadership for Societal, Cultural, and Environmental Diversity
Essential dimensions of Prescott College’s Mission include commitment to the world community and environment, to social justice and ecological literacy, and to sustainability education. Every student enrolled in a graduate degree or post-graduate degree certification program is required to incorporate an awareness of and sensitivity to the environmental, social, and cultural contexts in which learning and the application of learning occur. In this course, students are expected to immerse themselves in research and engage intensely in an authentic investigations of Arizona (or other designated and faculty approved geographical regions) borderlands issues and impacts as they pertain to the documented longevity and effectiveness of P-12 school leadership personnel, and to demonstrate their knowledge and perceptions of sensitivity to social justice and ecological issues, which include all matters of language and cultural diversity and an awareness of the significance of gender, ethnicity, class, sexuality, faith and spirituality, as well as sustainable relationships with the natural environment through reporting the results of their on-site investigations and research, and presenting a comprehensive plan for the preparation of future P-12 educational leaders in the American Southwest (with Arizona borderlands as a case study) or similar cultural and geographical areas of the world. This is a Prescott College and Program Signature Course. All Program students are required to complete this course.
School Law
This course in School Law gives major attention to the issues of the constitutional and other legal bases of public education in the United States and the State of Arizona. The course is designed to provide all participants with a thorough grounding in the legal basis for teachers and administrators. Priority emphasis will be given to landmark decisions of the United States Supreme Court in the areas of finance, religion, collective bargaining, student rights, rights of the disabled, employee rights, and desegregation and discrimination. The course also addresses the major current and critical legal issues in education. The course meets or exceeds Arizona State Board of Education requirements for administrative certification, and covers educational law assessment items measured by both the Arizona Professional Administrator Standards and the Arizona Administrator Proficiency Assessment (AAPA).

School Finance
This course will focus on fundamental principles and techniques of public school finance with emphasis on problems of public P-12 school finance in Arizona. Finance theory and practice; historical developments in school funding; present sources of revenue and methods of allocating funds; current problems in funding schools, and the financing of education as a social issue will be examined. Students will be expected to complete, and demonstrate at least entry level mastery of, all identified Signature Assignments, Learning Targets, and field experiences as presented within this syllabus.

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

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

Standards-Based Reform in American Public Education
Students will trace the evolution of American public education as it may be viewed through diverse socio-economic, environmental and pedagogical factors. The present day impact of the “global marketplace” on governmental involvement and increased educational accountability will be researched and discussed. Emphasis will be placed on the Standards-Based Reform Movement as it began in the mid-1980’s through the resurgence of outcome-based education through performance-based education to Standards-Based Reform as we know it today. This course will encourage students to develop a future’s perspective on the results of the current educational era and engage them in strategic planning for the future of education in serving diverse needs.

Leading Authentic Classroom Assessment
A primary function of principals and assistant principals in today’s schools is to serve as educational leaders. This means that persons in these leadership positions must be thoroughly grounded in the current, “best practice” pedagogy in the three domains of the educational program: curriculum, instruction, and assessment. This course focuses on leadership for assessment that is authentic and that informs decision making relative to the instructional delivery of the curriculum. Through this course, students will gain knowledge and skills specific to authentic performance-based assessment models and strategies from such resources as the work of James McMillan that will enable them as future school-based administrators to: 1) promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders; 2) develop or adapt assessment and accountability systems to monitor student progress in the school; 3) ensure teacher and organizational time is focused to support quality instruction and student learning; and 4) be data-driven when engaged in programmatic decision-making to raise both teacher instructional capacity and student achievement.

Instructional Supervision
During this course, students will examine the functions and processes of P-12 public education which draw together the discrete elements of instructional effectiveness into whole school action. Supervisory leadership
which links instruction and classroom management with professional development, direct assistance to teachers, curriculum development, and group development through application of strategies for working with adult learners and human relations skills, and action research will be identified and studied. The importance and impact of state and national content standards to the preparation, delivery, and evaluation of instructional effectiveness and performance-based assessment in meeting the needs of diverse learners in diverse settings will be stressed. Supervisory responsibility for providing a link between individual teacher needs and organizational goals, so that individuals within the school can work in harmony toward the collective vision of what a school should be, will be emphasized.

**Designing the Educational Program: Curriculum, Instruction, and Assessment**

It is recommended that students complete this elective course prior to or in conjunction with their enrollment in MEDL 50020 Sustainable Leadership for Social, Cultural, and Environmental Diversity. Students will gain knowledge of “best practice” curricular and teaching models through study of prominent studies of educational effectiveness. Students will demonstrate mastery of the application of various curricular design models including the goals-driven landmark model proposed by Posner and Rudnitski, supported by the highly utilitarian model/process from Wiggins and McTighe, “Backwards Design.” Students will demonstrate their mastery of key course enduring understandings through the development of specific standards- and performance-based units and lessons. Strategies for authentic assessment of student learning will be emphasized.

**Capstone Parts I and II: Internship in Educational Administration I and II**

The Master of Education Degree and Post-Degree Principal Certification Program in Educational Leadership requires a two-part summative capstone experience: Internship in Educational Administration I and II. Each part of the Internship experience requires the student to complete a minimum of 150 hours. The students receive 3 semester credits for completion of each of the two parts for a total of 6 Internship semester credits.
Limited-Residencey
Doctor of Philosophy
in Education Program
Concentration in Sustainability Education
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
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 Limited-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 mentored 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 (year 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 Inquiry: Interdisciplinary Graduate Research Design
- Modes of Inquiry: Research for Change
- Identify Independent Study Mentors to faculty for Approval

Phase Two (year 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 mentored 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.

- Complete 24 credits of mentored study coursework
- Attend Colloquia (see residency requirements)

Phase Three
- Practicum (6-12 credits)
- Comprehensive Assessment
- Dissertation/Project Proposal and Presentation at May residency (6-12 credits)
- Advanced Research Methods (may also be completed in Phase 2) (6 credits)
- The Institutional Review Board proposal and appropriate consent forms reviewed and approved by the primary committee members and chair
- Publishable Qualifying Paper

Students in this phase must demonstrate the ability to integrate and synthesize knowledge in a comprehensive and scholarly manner, illustrating the student’s readiness to begin the dissertation. The Qualifying Paper must be approved by the Dissertation Committee prior to candidacy and prior to taking dissertation credits. The stu-
dent advances to candidacy when phase three projects are complete and the dissertation proposal/project has been approved by the Doctoral Committee.

**Phase Four (year four)**
The fourth phase is devoted to the implementation and completion of the Doctoral Dissertation/Project and a final presentation.
- Dissertation/Project and Presentation at May residency (24 credits)

**Core Faculty**
All Ph.D. Faculty will work with students throughout their program as course instructors, content experts, and advisors. However, during phase one, one Ph.D. Faculty member will be matched to each student as a Core Faculty Advisor. The Core Faculty member will facilitate a student's progress through the mentored study coursework, the dissertation proposal and the dissertation/project. The Core Faculty serves as advocate and guide for the doctoral student throughout phases two through four.

**Doctoral Committee Structure**
The Doctoral Committee for each student is determined by the beginning of phase (year) three. The Doctoral Committee consists of four members:
- One Ph.D. Faculty member Chair (usually the Core Faculty member)
- Two Doctoral Mentors selected/identified in the second phase (year) of the student’s program and in place at the beginning of phase three
- One Expert External Reviewer (last phases only)

During the second year of the program and before the beginning of phase three, a student collaborates with Ph.D. Faculty to select the two Doctoral Mentors to serve on the Doctoral Committee. The Expert External 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 hold terminal degrees in their respective fields.

**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 (usually core faculty of the student) to miss a specific colloquium and in some way make up for it
- Foundational courses (24 credits) 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 Inquiry: Interdisciplinary Graduate Research Design/Modes of Inquiry: Research for Change (8 credits)
- 4 to 8 independent study courses: conceptual, integrative, and theoretical in focus area within Sustainability Education (24 credits)
- Advanced Research Methodologies and Methods course (6 credits)
- Mentored 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 (6-12 credits)
- Dissertation/Project & Presentation (24 credits)

In addition, to graduate, students must also meet the following administrative clearance requirements:
- Library clearance of all outstanding books and fines
- Business office clearance of any outstanding balance from 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.

**Transfer Credit Policy**
Beginning with the 2011 fall cohort, the Ph.D. program will accept up to 9 semester credits in 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/internship 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 the 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 original transcripts are on file in the Office of the Registrar.

**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.

**Changes to Degree Requirements**

Students who are enrolled continuously follow the degree or program completion requirements in effect during their first term of enrollment, as outlined in the All College Catalog. Students may choose to upgrade to a later catalog’s requirements, pending approval of their graduation committee/curriculum committee/thesis-dissertation committees. However, if they do so, they may not later revert to the earlier requirements. To upgrade to a later catalog’s degree or program requirements, consult your faculty advisor/core faculty about how to revise your degree or program plan.

Students who are readmitted to a degree or other program are required to follow the requirements in effect upon readmission. See Readmission to the College.

**Residency Requirements**

The residency requirement is approximately thirty-five days and is fulfilled in a minimum of four years corresponding with the four phases of the doctoral program.

**Phase One**

- Entry Orientation & Colloquium (Mid-August, 5 days total)
- Mid-January Colloquium (5 days)
- Mid-May Colloquium (5 days)
**Phase Two**

- Fall Colloquium (October or November) (5 days)
- Mid-May Colloquium/Symposium (5 days)

**Phases Three & Four**

- Mid-May Colloquium/Symposium (5 days)

Dissertation Proposal/Project Presentations
Final Dissertation Presentation

*Presentations required at one residency in each of the last three phases*

Students from all cohorts are encouraged to participate in the Annual Sustainability Education Symposium held in May, prior to graduation.

**Phase One: Entry Orientation and Colloquium**

All new Ph.D. students must attend a required 5-day orientation to the program in Prescott, AZ. If an individual who has been accepted to the Ph.D. Program cannot attend the entry orientation, she or he must defer enrollment to the following year.

The colloquium sessions during this first week will be an opportunity for doctoral students to come together in intensive interaction with other new students, Ph.D. Faculty, and other resource people about the purposes, processes, and requirements of the program. An actual schedule will be sent via email to all students ahead of time and posted on the Prescott College website.

In addition to the entry orientation, first-phase students will attend two other 5-day colloquia in January and May. During the periods between colloquia, seminars, coursework and study of the foundation courses will continue via individual studies, online electronic and written communications, conference calls, and collaborative learning projects.

**Subsequent Phases (Years) Colloquia**

Continuing students in phases two through four of their studies continue to participate in 5-day colloquia. These colloquia occur one or two times per year. These 5-day events 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.

After the entry colloquium, there may be rare occasions when a student has 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 Core Faculty for the requested absence, and then must submit a written request to the Ph.D. Program Chair noting the reason for the needed absence and noting that the Core Faculty member has given approval for the absence. The student will be required to determine with her or his Core Faculty or 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 and Committee Members may attend colloquium, but they are not required to do so. Mentors and committee members who wish to attend a colloquium should inquire with their student and their student’s Core Faculty. Some travel expenses may be reimbursed with prior approval.
Colloquium Presentations
All doctoral students must make a minimum of three presentations to students, faculty and interested participants at regular colloquia sessions during phases (years) two through four of the 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 an individual presentation, but the other presentations may be done as part of a group or individually.

Approximately two months prior to each colloquium, students who are scheduled to present and faculty who are planning to present are asked to submit a title and description of the presentation.
It should included a relevant descriptive title, a two to three sentence description written in third person, and any other special needs, such as audio/video, scheduling needs, etc. Submissions must be sent to academicoperations@prescott.edu

The colloquium 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.

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 Course
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 the planning and implementation of the practicum site, focus, and supervision. Students may develop more than one practicum if desirable. The Doctoral Committee or the Committee Chair, as appropriate, will approve all practica.

Practicum Guidelines
Each doctoral student undertakes a mentored practicum or active project and reflects on the relationship between theory and praxis. Students continue to devote a total of 20 to 30 hours a week to their doctoral studies during the practicum, but there is a great deal of flexibility and variety in what the student does, the number of hours per week devoted to hands-on experience, and how she or he uses supervision. A mentored practicum should integrate theory, research, and values with practice and scholarship oriented to positive individual, organizational, and social change. Such practica can also be utilized as a vehicle to gather relevant data or test out the research design provided the student has completed all IRB requirements.

Praxis is by definition 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. In other words, 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.

**Practicum Mentor**

The student must locate and secure an appropriate Practicum Mentor. The student and her or his Doctoral Committee members are to determine the student’s needs and ensure the mentor provides appropriate and relevant support. The student’s Doctoral Committee or Committee Chair approves the Practicum Mentor.

Students may request that one of their Doctoral Committee members serve as their practicum mentor. The Ph.D. Faculty recommend that this not be done unless there is some specific and compelling reason why a Doctoral Mentor or External Expert Advisor is really the most appropriate person to fill both roles. If there are significant mitigating reasons why one person should serve in several roles, including Practicum Mentor, the student must have approval from her or his Core Faculty. See other specific details about the practicum requirements in the Ph.D. Student Handbook.

**Study Plan**

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 Ph.D. 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, credentials, and number of credits planned for each course. This design is open to change as students become more involved in their coursework and perhaps envision a different focus for their dissertation research and projects.

**Institutional Review Board (IRB)**

The Institutional Review Board is comprised of the student’s doctoral committee (chair and the two other committee members). The committee chair is also the IRB chair. The IRB Proposal Review Form is submitted with the dissertation proposal (generally, the spring semester of the third year). All research involving human subjects, and all other activities, which in part involve such research, regardless of sponsorship, must be reviewed and approved by the Ph.D. IRB.

Please note:
1. No intervention or interaction with human subjects in research, including advertising, recruitment and/or screening, may begin until the IRB has reviewed and approved the research.
2. It is the responsibility of the IRB Chairperson, her/his designee or the full IRB Committee to determine what activities constitute “research” involving “human subjects” as defined by the Federal regulations.
3. All students/faculty involved in conducting or reviewing research activities must provide documentation of completion of an approved on-line course on conducting research with human subjects.

Please see detailed information on the IRB process in the Ph.D. Student Handbook and on the IRB page on the college website.

**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:

- Ability to see research and practice as socially situated;
- Substantive knowledge of theory and modes of practice in the field;
- Theoretical maturity and critical thinking skills;
- Ability to frame fruitful and relevant research questions and problems;
- Skills to design research by approaching researchable problems with appropriate methods of inquiry;
- Skill in program design and delivery;
- Ability to collect, analyze, and interpret data;
- Skill in oral and written communication for various audiences.

Please see the Ph.D. Student Handbook for more detailed information on learning outcomes and assessment.
Scholarly Writing
The Ph.D. Program is writing-intensive. As most coursework is completed through mentored study, students have limited opportunity for oral demonstration (to faculty and to other students) of their learning and knowledge. The program, therefore, relies heavily on the written learning documents, the Qualifying Paper, the Dissertation/Project Proposal, and the 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 within Sustainability Education (e.g., APA, MLA, etc.). Although APA will likely be used most often by doctoral students in this program, manuals for some of the other common styles are included below. All formal papers, the qualifying paper, the Dissertation/Project Proposal, and the Dissertation/Project must be written according to these guidelines. Individual Doctoral Mentors or Expert External 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 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.

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 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.

Students will 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 will be able 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 is to the student’s advantage to complete these requirements before any work is done on the final Dissertation/Project Proposal.

Qualifying Paper
During phase three, each student is expected to submit a “publishable” 30 to 40 page Qualifying Paper (QP) to their primary committee members and Committee Chair (Doctoral Committee) to demonstrate his/her ability to write a doctoral level research paper. The QP must be approved by the primary Doctoral Committee members and chair before a student advances to candidacy and prior to enrollment in dissertation credits. See specific details about the Qualifying Paper in the Ph.D. Student Handbook.

Dissertation/Project Components
The Dissertation Proposal (DP) is the major project of phase three 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.
The Dissertation/Project in Sustainability Education consists of two separate components, a dissertation and a project. The traditional dissertation that contains the rigorous scholarship and research methodology 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. This project will normally be documented and included with the formal dissertation.

Please see the Ph.D. Student Handbook for detailed information on the dissertation/project.

**Evaluation of Student Achievement**

Students send learning artifacts to their Doctoral Mentors or faculty at regular intervals during the semester. Doctoral Mentors or faculty provide regular and timely written feedback on student work in progress. Students may also receive verbal feedback during the in-person, web-based, and teleconference meetings at various times during each semester.

Student’s learning artifacts must contain a minimum number of required work and must be of a quality appropriate to “B+” or better for graduate study. These expectations are to be monitored by the Doctoral Mentors with input and oversight from the Ph.D. Faculty.

**Narrative Evaluation by Mentors and Faculty**

At the conclusion of each course, the student initiates an electronic narrative evaluation form found under Ph.D. forms and documents on the PC website. The student inserts the course description, bibliography and self-evaluation. The evaluation is then automatically routed to the course instructor (either a mentor or faculty member), committee member or reader who completes a narrative evaluation of the student’s performance and signs the evaluation electronically. The evaluation is automatically forwarded to the core faculty and registrar.

Please see the Ph.D. Student Handbook for more detailed information on evaluation.

**Curriculum**

The general curricular design objectives of the doctoral program are threefold:

- To offer doctoral students the opportunity to challenge and go beyond accepted educational models, 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;
- To explicitly link research and social action in a way that contributes to an expanded vision of doctoral level study for the future.

As a “rule-of-thumb”, 3 semester credits involves approximately 40-50 hours per credit of the student’s time.

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.

**Required Foundational Courses**

Students must complete three foundational courses in the first phase 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 (except Graduate Writing Workshop). Most other courses for the degree 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
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 bio-cultural 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 designedly 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.
Prerequisite: Completion of Sustainability Theory and Practice in Education I.

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 Transformation 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.

Prerequisite: Completion of Sustainability Education and Transformational Change I

Modes of Inquiry: Interdisciplinary Graduate Research Design
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: Research for Change
As the second part of the foundational research design course, the course readings, discussions, and assignments will center on action-based and applied research, design for community-based research, and research for social/ecological/environmental 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 students forward in designing a research project and question as well as the work toward a dissertation proposal and final dissertation. 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. Upon completion of this course, students will be ready to choose a mentor and collaboratively design and carry out an Advanced Research Methodology course.

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, Arizona and Tucson, Arizona) 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 eportfolio to collect, reflect on, and share their work will be encouraged to do so.

PHD Faculty
Please see a list of current faculty on the college website directory:
http://www.prescott.edu/connect/directory/index.html